**School background 2018–2020**

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>A school of learners committed to Excellence, Innovation and Community.</td>
<td>Mona Vale is situated on the Northern Beaches of Sydney and is a member of the Peninsula Community of Schools (PCS) within the Northern Sydney Region. The school is a P4 school, with current enrolments of 1129 students. Most of the students come from the local area. The talented teaching staff reflects a wide range of experience, from a significant number of beginning teachers seeking accreditation to those approaching retirement. Staff are hardworking and supported by an active school community. A special feature of the school is the diversity in the educational services that are provided for primary aged students. There is a class for students with a moderate intellectual disability (IO) and two classes for students who have Autism Spectrum Disorder (AU). The school has two opportunity classes (OC) for students in the gifted range and entrance to these classes is by way of state wide testing conducted by the Department of Education and Communities.</td>
<td>The three strategic directions have been determined following a rigorous and multi-faceted evaluation and data collection process involving all stakeholders [students, staff, parents] including: – SRC focus groups discussions about student needs and wants – student, parent and staff meetings to discuss what school programs, processes and procedures to keep or adjust – student, parent and staff survey to determine perception of the school culture – analysing NAPLAN &amp; PLAN data to establish trends and areas for focus. Consultation has been achieved through: – student, parent and staff meetings to discuss and realign the School Vision Statement – student, parent and staff meetings and survey – regular planning time for all staff to develop the 5P school plan – support from the Principal School Leadership.</td>
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At Mona Vale Public School we sail towards: Respect, Responsibility and Personal Best.
**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**  
Excellence– Quality teaching and empowered learners

**Purpose:**
To deliver a quality teaching and learning environment that recognises and engages every student, to enable all students to become empowered learners and improve student outcomes in reading.

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**STRATEGIC DIRECTION 2**  
Innovation– A culture of forward thinking and reflective practice

**Purpose:**
Reflective practice in the school community will promote a culture of enquiry, creative thinking and collective responsibility to improve school and student performance.

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**STRATEGIC DIRECTION 3**  
Community– Inclusive educational relationships

**Purpose:**
To develop quality processes and practices which foster a culture of collaborative and innovative learning through effective community partnerships.
# Strategic Direction 1: Excellence—Quality teaching and empowered learners

## Purpose
To deliver a quality teaching and learning environment that recognises and engages every student, to enable all students to become empowered learners and improve student outcomes in reading.

## Improvement Measures
- **85%* of students achieve or better NSW Syllabus Reading Outcomes for their stage.**

  *Percent of students not on NCCD. Total Students (2017) 1130. 167 students recognised on NCCD.

- 85%* of students from Year 3 to Year 5 exhibit growth in the value added component of reading in NAPLAN.

  (State expected growth 2017– 1.5 bands or 78 points)

- 85% of students feel empowered to take on challenges and make informed choices about their learning.

## People
### Staff
- Staff participate in targeted Professional Learning.
- Staff adopt a consistent approach to the teaching of reading.
- Staff clearly state Learning Intentions and Success Criteria and support students in achieving their personalised reading goals.

### Students
- Students understand that engagement and sustained effort are required to be successful.
- Students identify, establish and reflect on their reading goals.

### Leaders
- Leaders develop staff capacity to analyse and communicate school data, with a focus on improving reading programs, monitoring student growth and performance in reading.

### Parents/Carers
- Know and understand how to support their children’s reading development and a positive growth mindset.

## Processes
### Teachers engage and implement Read Write Inc. as a consistent K–3 Phonics program and 3–6 Reading program.

### Teachers work collaboratively with their grades to analyse assessment data to effectively inform future teaching directions.

### Teachers set high expectations that are clearly communicated to students through the use of Learning Intentions and Success Criteria.

### Teachers develop differentiated reading programs to meet the needs of all students including those in our support classes, those receiving Learning and Support, English as an Additional Language or Dialect Support, our Refugees, Aboriginal and Indigenous students.

## Evaluation Plan
- Analysis of school and student performance data through school based assessment and NAPLAN.
- Monitor students’ home reading through online programs.
- Analysis of student and community survey data.
- Evaluation of teaching and learning programs.
- Classroom observations.
- Performance and Development Plans.

## Practices and Products
### Practices
- All staff plan for and implement consistent effective teaching, learning and assessment programs for reading.

- In Reading, K–2 students will be streamed across grades and 3–6 students will be streamed in their classrooms.

- Students actively engage with quality feedback provided by teachers.

- Students K–6 demonstrate an understanding of the meta–language associated with reading.

- Teachers demonstrate confidence in using Learning Intentions Success Criteria and students can articulate the knowledge and skills required to achieve their learning goals.

- Teachers understand and use assessment data to differentiate learning programs to meet the needs of all students in reading.

- Students demonstrate increased levels of engagement and enjoyment of reading.

### Products
- 85%* in K–6 achieving progression level benchmarks in Reading using PLAN.

- Students from Year 3 to Year 5 exhibit state average growth in the value added component of reading in NAPLAN.

  (State expected growth 2017– 1.5 bands or 78 points)

- Students are able to identify and articulate learning goals in Literacy.
## Strategic Direction 2: Innovation– A culture of forward thinking and reflective practice

### Purpose
Reflective practice in the school community will promote a culture of enquiry, creative thinking and collective responsibility to improve school and student performance.

### Improvement Measures
- Teaching and learning programs show evidence of 21st century fluencies.
- 100% of teachers and students are demonstrating 21st Century fluencies.
- 100% staff meet and maintain Australian Professional Standards for Teachers.
- 100% of staff develop and reflect on their own practice using their Performance and Development Plans to enable all staff to improve every year.

### People

#### Staff
- Work collaboratively in the implementation of 21st century fluencies in whole school programs.
- Teachers develop a deeper knowledge and understanding of the Australian Professional Standards for Teachers to direct their reflective practice.
- Develop a deep understanding of the Performance and Development Plans framework and the process involved in negotiating a Performance and Development Plan.

#### Students
- Students understand the importance of 21st century fluencies in their learning.
- Students take initiative and respond positively towards challenges.

#### Leaders
- Executive lead and support staff in the implementation of 21st century fluencies.
- Leaders support staff to monitor their professional growth as measured against the Australian Professional Standards for Teachers.
- Leaders support staff in the creation of their Performance and Development Plans and provide opportunities for staff to engage in professional development aligned to their Performance and Development Plan goals.
- Leaders monitor and evaluate teaching programs.

### Processes
- Beginning teachers are engaged in mentoring related to their development of knowledge around:
  - Australian Professional Standards for Teachers
  - Performance and Development Plan
- Staff collaborate to create Performance and Development Plans that reflect individual and school goals to promote growth and development.
- Teachers will engage in Professional Development to support their individual goals, department requirements and strategic directions.
- Teachers will collaboratively develop programs that incorporate 21st century fluencies.

#### Evaluation Plan
- Review of teaching and learning programs.
- Lesson observations and anecdotal notes.
- 80% of staff complete professional development.
- The Australian Professional Standards for Teachers are stated in teachers' Professional Development Plans.
- Review and monitor progress for staff Performance and Development Plans.
- Staff maintain Accreditation.
- Student and community survey.

### Practices and Products

#### Practices
- Students and teachers will have 21st Century fluencies documented in their programs.
- Students are demonstrating a range of 21st Century fluencies.
- Teachers use standards to reflect and evaluate on their teaching practice to improve student outcomes.
- Staff will use their Performance and Development Plans to guide their professional development.

#### Products
- Future-focused learning and teaching.
- Developed programs that incorporate 21st century fluencies.
- All teachers reflect on their current classroom practice using the Australian Professional Standards for Teachers to ensure we are of the highest calibre.
- The Australian Professional Standards for Teachers are stated in teachers' Professional Development Plans.
- Performance and Development Plans are evident for all staff.
- Students can identify 21st century fluencies in their learning.
Strategic Direction 2: Innovation– A culture of forward thinking and reflective practice

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<th>People</th>
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<tr>
<td><strong>Community Partners</strong></td>
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<td>Engage with Macquarie University and Peninsula Community of Schools to support 21st Century Fluencies in our school.</td>
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<tr>
<td><strong>Parents/Carers</strong></td>
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<tr>
<td>Aware and understand the importance of 21st century fluencies.</td>
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**Strategic Direction 3: Community– Inclusive educational relationships**

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<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes</strong></th>
<th><strong>Practices and Products</strong></th>
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<tr>
<td>To develop quality processes and practices which foster a culture of collaborative and innovative learning through effective community partnerships.</td>
<td><strong>Staff</strong>&lt;br&gt;Staff will promote Aboriginal education through quality teaching programs.&lt;br&gt;Explore opportunities with our partners to improve and innovate teaching and learning practices.&lt;br&gt;Staff work collaboratively with the Northern Beaches Council Advisory Committee to develop ideas for the Mona Vale Performance Space.</td>
<td>School and Peninsula Community of Schools will provide opportunities for the school and wider community to engage with Aboriginal traditions, our multi–cultural community and a range of annual school events.&lt;br&gt;Students engage in programs delivered by external groups:&lt;br&gt;• Peninsula Community of Schools&lt;br&gt;• Community volunteers&lt;br&gt;• Macquarie University.&lt;br&gt;Northern Beaches Council Advisory Committee is established involving school, local council and the community to deliver a Mona Vale Performance Space for the Northern Beaches Council.</td>
<td>Students and wider community attend events that focus on promoting our multi–cultural community. Students, teachers and the community will be involved in projects that have been collaboratively designed to benefit all stakeholders. Mona Vale Performance Space is built on our school site which reflects school community consultation and is being used for school and community purposes.</td>
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<td>Increased participation in events that promote Aboriginal identity and our multi–cultural community.</td>
<td><strong>Students</strong>&lt;br&gt;Students are enabled to work collaboratively with our community partners on a number of community projects.&lt;br&gt;Students are aware of Aboriginal identity and what makes us a multi–cultural community.</td>
<td>Participation records for community partner programs.&lt;br&gt;Deadlines achieved for each building phase of the performing arts centre.&lt;br&gt;Attendance of multi–cultural community events.</td>
<td>Students, teachers and the community will be involved in projects that have been collaboratively designed to benefit all stakeholders.</td>
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<td>Increased involvement in programs delivered by community partners including Macquarie University and the Peninsula Community of Schools.</td>
<td><strong>Community Partners</strong>&lt;br&gt;Involvement in school and community events, e.g. Peninsula Community of Schools travelling art show, NAIDOC and Harmony Day.&lt;br&gt;Northern Beaches Council Advisory Committee is created to work collaboratively with all major stakeholders.</td>
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<td>Our Mona Vale Performance Space has the highest visitor retention on the Northern Beaches.</td>
<td><strong>Parents/Carers</strong>&lt;br&gt;Parents and carers collaborate with the school and community partners to support various programs.</td>
<td></td>
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<tr>
<td><strong>Processes and Products</strong></td>
<td><strong>Practices</strong></td>
<td><strong>Products</strong></td>
<td></td>
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<td><strong>Practices</strong></td>
<td></td>
<td>Students, staff and community engage in learning activities designed to recognise the importance of indigenous knowledge to promote the diverse range of cultures.</td>
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<tr>
<td><strong>Products</strong></td>
<td></td>
<td>Student engagement with our community partners will increase.</td>
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High levels of school and community usage in our performing arts space.