

MONTO STATE SCHOOL



2025-2029 SCHOOL STRATEGIC PLAN

School profile Our school motto, "Ever Onwards", is a guiding principle reflected in all aspects of our school community. We are committed to helping students become active and informed citizens of the 21st century within a safe and supportive environment. Our core key learning areas include English, Mathematics, and Science, complemented by Geography, History, Health and Physical Education (HPE), The Arts, and Technology. Specialist teachers deliver specific skill lessons in Languages (Japanese), Music, and HPE. Instrumental Music is offered to students in Years 3 to 6, with many progressing to become proud members of the Monto Instrumental Band. A variety of sporting activities are available both during and outside school hours, including inter-school Rugby League, Netball, Cricket, Softball, and Athletics training. Students in Years 3 to 6 also have the opportunity to attend school camps at various exciting locations, fostering teamwork, resilience, and lifelong memories. Additionally, our students actively participate in community events such as Australia Day, ANZAC Day, the Monto Show, and Remembrance Day, strengthening their connection to the local community. With the support of the North Coast Region Health team, students engage in valuable programs such as Handwashing, Puberty Clues, CPR Awareness, and Sun Safety. Each year, we also welcome the Life Education van to our school, providing further opportunities for health and wellbeing education. As a Positive Behaviour for Learning (PBL) school, we uphold core values of being respectful, responsible, thoughtful thinkers, and lifelong learners. Students are recognised and rewarded for their commitment to these values and their dedication to learning. Our school is a vibrant and inclusive community where students are encouraged to strive for excellence and embrace opportunities to grow academically, socially, and emotionally. Together, we continue to move "Ever Onwards".			Vision and values School Motto – Ever Onwards School Values – Be Respectful, Be Responsible, Be Safe and Be a Thinker!		
Educational achievement Wellbeing and engagement Culture and inclusion			School review key improvement strategies - Further refine the AIP targets, timelines and associated strategic changes in practice to provide clarity for staff in driving student improvement aligned with school priorities. - Develop a whole-school approach to reading, aligned with evidence-informed practices, to support the consistent teaching of reading across the curriculum. - Collaboratively sharpen processes for analysing and discussing reading data to provide consistency in teaching and identify next steps for learning. - Formalise professional conversations about pedagogy, building a shared understanding and language, to support teachers' capability in implementing appropriate approaches for all learners. - Strengthen opportunities for collegial capability development with staff from other schools to enhance teachers' professional knowledge and allow them to learn from each other's practices. School priorities School Priority 1 – Reading - To refine and implement the school's approach to reading, incorporating evidence based practices and provide consistency of practice across all year levels. School Priority 2 – Teaching and Learning - Continue to develop data analysis skills in staff and ensure all data gathering tools are aligned to monitoring students learning and the AIP. School Priority 3 – Capability and Collegiality - Review staff feedback processes to ensure they are aligned to new pedagogical approaches which are appropriate for all learners and provide opportunities for staff to share collegially within and externally to our school. School Priority 4 – Transitions - Starting strong and on track for success – Transitions into Prep and from year 6 to high school.		



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School priority 1: Reading Strategies • Collaboratively refine processes for analysing and discussing DIBELS reading data to ensure consistency in teaching practices and to identify next steps for student learning and targeted intervention. • Develop and implement a whole-school approach to reading, aligned with evidence-informed practices, to support consistent and effective teaching of reading across the curriculum. • Further refine the Annual Implementation Plan (AIP) targets, timelines, and associated strategic changes in practice to provide staff with clear direction in driving student improvement aligned with school priorities. • Enhance staff capability by engaging with DoE reading modules. Measurable outcomes • Documented consistent approach to reading, implemented in all classrooms. • LOA A-C English 95% • DIBELS universal screener administered three times per year (BOY, MOY, EOY) to track data improvement and monitor support needed. • Decrease % of students identified through DIBELS as at risk (BOY, MOY, EOY).	School priority 2: Quality Teaching and Learning Through Inclusive Practice Strategies • Review the data plan, including agreed data sets and monitoring strategies, to ensure clarity and consistency in informing school improvement initiatives. • Foster a culture of inquiry and creativity in teaching practices to encourage innovative approaches that extend student learning and achievement. • Monitor and adjust the allocation of resources to meet the learning needs of all students. • Update school curriculum documents to align with the K–12 Curriculum, Assessment and Reporting Framework (K-12 Framework) and Curriculum Gateway. • Refine moderation processes and embed cross-curriculum priorities, including Aboriginal and Torres Strait Islander Histories and Cultures, into contextualised learning units. • Formalise referral processes for multi-tiered systems of support (MTSS) to ensure consistent, evidence-based student interventions. • Deliver daily reviews of English and Mathematics across all year levels. • Refine AIP targets, timelines, and strategic practices to provide staff with clarity in driving student improvement.	School priority 3: Capability and Collegiality Strategies • Strengthen opportunities for collegial capability development with staff from other schools to enhance teachers' professional knowledge and allow them to learn from each other's practices. • Formalise professional conversations about pedagogy, building a shared understanding and language, to support teachers' capability in implementing appropriate approaches for all learners. • Formalise observations and feedback processes among staff to build expertise and contribute to a shared learning culture. • Further refine the AIP targets, timelines and associated strategic changes in practice to provide clarity for staff in driving student improvement aligned with school priorities. Measurable outcomes • Further update and refine the Whole School Approach to pedagogy. • SOS questions relating to teaching and learning. • English and math targets – A-C 95%. A-B 65% • LoA for formative assessment	School priority 4: Transitions (Transitions from Kindy to Prep and from Year 6 into high school.) Strategies • Strengthen collaboration between primary and secondary staff to improve transition processes by sharing knowledge and organising transition events. • Review community partnerships collaboratively to assess their sustainability and evaluate their impact on student learning outcomes. • Continue to refine AIP targets, timelines, and strategic practices to ensure clarity and alignment with school priorities, supporting staff in driving student improvement. Measurable outcomes • 50% of pre-prep cohort have accessed early intervention through attending playgroup prior to commencing school • 100% of students attend transition days at MSHS • 100% of students and parents who require additional support access bespoke/early transition at MSHS
Success criteria Behaviourally: Students can/will: • Understand how reading is taught in class and identify strategies to improve their reading skills. • Recognise their current Level of Achievement (LoA) and articulate their next steps in reading through clear learning goals. • Comprehend texts and apply language and text features effectively in their writing. • Actively seek feedback to enhance their reading and writing skills. • Use learning walls to understand reading expectations and identify ways to improve. • Decode texts with increasing confidence and accuracy. Teachers can/will: • Provide consistent, meaningful, and direct feedback on reading, aligned with the Australian Curriculum and reading assessment criteria. • Use DIBELS and English reading data to inform and guide their teaching practices. • Follow the morphology scope and sequence during daily literacy blocks to ensure a consistent approach to spelling instruction. • Establish consistent instructional routines that explicitly teach reading and spelling. • Collaborate with staff across the cluster to share and implement best practices. • Incorporate shared and dialogic reading strategies across the school to enhance student engagement and comprehension.	Measurable outcomes • All staff attend training to analyse and utilise data effectively. • Monitor progression of LoA outcomes (D-C-B-A). • Maintain high academics targets English LOA A-C = 95% Math LOA A-C = 95% Success criteria Behaviourally: Students can/will: • Understand their learning goals and how they align with the Australian Curriculum. • Use learning walls and assessment guides to improve achievement. Teachers can/will: • Use data and formative assessment to set learning goals, inform practice, and monitor student progress. • Review and update the data plan and K-6 CARF documents annually in Term 4 as a whole staff. Leadership team can/will: • Facilitate termly data meetings and discussions to inform differentiation. • Formalise referral processes for support services. • Provide professional development (PD) to enhance teacher data capabilities. • Monitor/co-teach/model to improve practice. Resourcing	Success criteria Behaviourally: Students can/will: • Engage with the pedagogical approach • Have a clear understanding of what they are learning and how they can achieve and A-B. • Be able to access the Australian Curriculum in a differentiated way, supported by SWD, HoSES and GO. • Be extended in literacy and math. Teachers can/will: • Work as part of a whole school teaching team to refine and update the whole school approach to pedagogy. • Implement the inquiry approach as directed by curriculum content. • Provide feedback and reflection on the approach • Continue to refine and create purposeful learning walls based on the Monto State School agreed approach. • Utilise research based pedagogical practice to deliver curriculum appropriate for all learners. • Review current feedback protocols and refine. • Teaching staff (Teacher Aides and Teachers) to provide collegial feedback using agreed protocols. • Teaching staff (Teacher Aides and Teachers) to visit other schools to refine feedback skills and look at best practice. • Review AIP each term and provided updates on progress to guide improvement. Leadership team can/will: • Through instructional leadership guide the implementation of the inquiry approach.	Success criteria Behaviourally: Students can/will: • Will have access to early intervention • 100% of Year 6 students will attend high school transition days and events • Enrolled Kindy students to attend pre-prep days. Teachers can/will: • Identify and understand the future needs of students and facilitate access to early intervention support where required. • Actively support Year 6 transition days to ensure students feel prepared and confident for their move to high school. • Collaborate with MSHS teachers and Kindy teachers to provide a seamless transition experience, sharing relevant student information and strategies to support individual learning and wellbeing needs. • Foster open communication with families to address concerns, share information, and provide guidance during key transition periods. • Develop and implement transition programs that include orientation activities, peer mentoring, and opportunities for students to familiarise themselves with new environments and expectations. • Monitor and support students during and after transitions to ensure they are settling in well academically, socially, and emotionally. Leadership team can/will: • Guide the implementation of early transitions

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- Regularly review and update the school's literacy approach to reflect current evidence-based practices. Leadership team can/will: - Facilitate professional development. - Provide access to regional support - Adequately resource programs and professional development. Resourcing - DIBELS training and access to resources - Access DoE supports including: regional coaching in data analysis, EFI – reading modules; Reading Centre staff - Australian Curriculum reading demands					- Allocate funds for TRS to support data, planning, and pre-moderation each term. - Budget for PD to improve teacher skills.					- Facilitate the review of documents and implementation. - Facilitate collegial feedback. - Facilitate visits to other schools to view best practice in curriculum delivery and teaching feedback. Resourcing - Funding for PD - TRS to facilitate collegiality					- Facilitate collaboration between key stakeholders - Engage families in the transition process - Monitor and evaluate transition programs Resourcing - Specialists to attend playgroup / ECDP - Troy / Amy C time to facilitate playgroup - Playgroup supplies – age-appropriate resources such as toys, puzzles. - Upper schoolteachers provided time to facilitate meetings with high school staff (knowledge sharing days). - Family Support Coordinator				
Phases Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.	2025	2026	2027	2028	Phases Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.	2025	2026	2027	2028	Phases Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.	202X	202X	202X	202X	Phases Implementation phase/s for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.	202X	202X	202X	202X
Developing	Y				Developing	Y				Developing	Y				Developing	Y			
Implementing		Y			Implementing	Y				Implementing	Y				Implementing		Y		
Embedding			Y		Embedding		Y			Embedding		Y			Embedding			Y	
Reviewing				Y	Reviewing			Y		Reviewing		Y			Reviewing				Y
Approvals This plan was developed in consultation with the school staff and community and meets school needs and systemic requirements. Principal P&C/School Council School Supervisor																			