

MOUNT VIEW PRIMARY SCHOOL 4923

School Strategic Plan for the period 2010-2013



Endorsement by School Principal	SIGNED..... NAME Colin Dobson DATE.....
Endorsement by School Council	SIGNED..... NAME James Pun DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME Phillip White DATE.....

School Profile

Purpose	<p>Our aim is to enable students to become life-long learners and to equip them with the academic and life skills in order for them to be responsible citizens in a rapidly changing global world.</p> <p>Our school motto is: Achieve Succeed Together.</p> <p>Our key purpose is to further improve, enhance and add value to the education offered to all students at Mount View PS. The vehicle chosen for this pathway is to become an Authorised International Baccalaureate (IB) school offering the Primary Years Programme (PYP) to its students. The authorisation process is an ongoing school improvement process, covering nine standards in the four areas of Philosophy, Organisation, Curriculum and the Student. The school considers that this will stretch us to think globally in terms of educational research and development and will provide a framework for addressing the various student learning outcome goals, targets and key improvement strategies in our four year strategic cycle.</p>
Values	<p>The school became a candidate school for the International Baccalaureate (IB) with a Primary Years Programme (PYP) in 2008 and the philosophy behind the program is shaping the school culture and continuous improvement strategies.</p> <p>The social environment is based on students developing and demonstrating all attributes of the IB Learner Profile. These are: balanced, caring, communicator, inquirer, knowledgeable, open-minded, principled, risk taker, reflective and thinker. Inclusive in this is the development of the IB PYP Attitudes of: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.</p> <p>The school fosters in all children the ability to be responsible for their own actions making informed decisions within a safe and positive environment. The enhancement of student self-esteem is a key feature. We encourage students to respect themselves, their bodies, property and other community members. We promote strong learning partnerships.</p>
Environmental Context	<p>Mount View Primary School is located in the eastern metropolitan suburb of Glen Waverley. The school provides a caring and vibrant learning environment for students from diverse cultural backgrounds. The school is well maintained and resourced and has specialist learning centres and extensive ICT hardware and software resources.</p> <p>The school is committed to developing educational excellence and personal growth for all its students. Its prime focus is to enable its students to achieve success, particularly in numeracy and literacy, develop a strong feeling of confidence and self-worth and develop skills that enable them to contribute positively to society. The school has a distinctive philosophy based on the maximization of individual potential and the recognition that it is a community of learners. Students are encouraged to become socially competent, self assured, courteous and cooperative and have pride in their school. The school is recognised for its high academic standards and the outstanding achievements of its students, matching the high aspirations of parents for their children. Becoming an authorised IB school in 2012 is a major focus area across all elements of this strategic plan. Community building and engaging parents as partners in their children's learning are key focus areas.</p> <p>The Mount View PS community is culturally diverse with a high percentage of families with a Language Background Other Than English. The number of students requiring additional support with learning English is increasing each year and this is catered for through the school's ESL program and an outpost program provided by the Blackburn English Language School.</p> <p>The enrolment has trended up and is currently 925 students. The student family occupation (SFO) density of 0.10 is a measure of the socio-economic background of families and suggests that means for school academic performance could be expected to be within the top 10% of school means across the state. The school has an outstanding Deaf Facility that caters for around thirty students in a program designed to support hearing impaired students for the majority of their school day within classrooms with their hearing peers. A third of the school's students are from families who have a language background other than English (LBOTE) and ESL classes are provided for those students who enrol with little English.</p> <p>In 2010 there will be 39 classes structured across the seven year levels from Prep to Year 6. Teams of teachers work and plan collaboratively to implement dynamic learning opportunities targeted at students' individual learning needs. Students with special talents are challenged by individual and group classroom programs. Those who require additional support are assisted within the classroom and supported with the implementation of individual learning improvement plans (ILIP) and through special programs such as Reading Recovery and individual tutoring.</p>

	Student Learning Outcomes	Student Pathways and Transitions	Student Engagement and Wellbeing
Goals	To improve learning outcomes for all students in literacy, numeracy and thinking.	To improve transitions and learning pathways for all students into, through and beyond the school.	To build and strengthen student engagement and connectedness to peers and school.
Targets	<p><i>VELS – English & Mathematics Domains</i></p> <ul style="list-style-type: none"> Improve and maintain an average of 90% of students Prep – Year 6 achieving <u>at or above</u> the indicative level for all VELS dimensions of English and Mathematics Increase percentage of students achieving <u>above</u> the indicative level for all VELS dimensions of English and Mathematics to 50% or more 100% of students achieving indicative 0.5 progression point growth or more each year <p><i>VELS – Thinking Domain</i></p> <ul style="list-style-type: none"> Increase percentage of students achieving <u>at or above</u> the indicative level for all VELS dimensions of Thinking to 90% or more <p><i>NAPLAN – Reading, Writing, Spelling and Numeracy</i></p> <ul style="list-style-type: none"> 0% of Year 3 and Year 5 students achieving <u>at or below</u> minimum NAPLAN standards 80% or more of <ul style="list-style-type: none"> Year 3 students achieving Band 5 or Band 6 70% or more of <ul style="list-style-type: none"> Year 5 students achieving Band 7 or Band 8 <p>Targets for improved student achievement in the following can be set once benchmarks established in 2010:</p> <ul style="list-style-type: none"> Prep – 2 English Online Interview ICAS competitions 	<p>To improve Parent Opinion Survey results to levels above 2009 scores and where possible, at or above State mean</p> <p>School Climate</p> <ul style="list-style-type: none"> Approachability (2009 = 5.68) Transitions (2009 = 5.78) General Satisfaction (2009 = 5.77) 	<p><i>Attendance</i></p> <p>Student absence data demonstrate average absent days per student Prep – Year 6 is at or below 10 days at each level from 2010 to 2013.</p> <p><i>VELS – Personal Learning Domain</i></p> <ul style="list-style-type: none"> Increase percentage of Year 3 – 6 students achieving <u>at or above</u> the indicative level for all VELS dimensions of the Personal Learning domain to 90% or more <p><i>Perceptions</i></p> <p>To improve Parent Opinion Survey results to levels above 2009 scores and where possible, at or above State mean</p> <p>School Climate</p> <ul style="list-style-type: none"> Stimulating Learning (2009 = 5.70) Learning Focus (2009 = 5.62) <p>Student Engagement</p> <ul style="list-style-type: none"> Social Skills (2009 = 5.67) School Connectedness (2009 = 5.98) Student Motivation (2009 = 6.07) <p>To improve Student Attitudes to School Survey results to levels above 2009 scores and where possible, at or above State mean</p> <p>Teaching and Learning</p> <ul style="list-style-type: none"> Teacher Effectiveness (2009 = 4.25) Teacher Empathy (2009 = 4.25) Student Motivation (2009 = 4.56) Learning Confidence (2009 = 4.07) Stimulating Learning (2009 = 4.03) School Connectedness (2009 = 4.34) <p>Student Relationships</p> <ul style="list-style-type: none"> Connectedness to Peers (2009 = 4.28)

	Student Learning Outcomes	Student Pathways and Transitions	Student Engagement and Wellbeing
Goals	To improve learning outcomes for all students in literacy, numeracy and thinking.	To improve transitions and learning pathways for all students into, through and beyond the school.	To build and strengthen student engagement and connectedness to peers and school.
Key Improvement Strategies	<p>1. Implement a whole school approach to teaching and learning through:</p> <ul style="list-style-type: none"> • embedding the International Baccalaureate Primary Years Program • data driven planning in professional learning teams and enhanced reporting practices. <p>2. Develop teacher knowledge, understandings and skills to:</p> <ul style="list-style-type: none"> • build purposeful instructional capacity • support each student to develop the attributes of the IB Learner Profile. 	<p>3. Plan and monitor pathways and transitions for all students through the school.</p> <p>4. Build partnerships with secondary and preschool providers to improve transitions.</p>	<p>5. Implement a whole school engagement and wellbeing action plan.</p> <p>6. Plan for stimulating learning by:</p> <ul style="list-style-type: none"> • integrating ICT as a tool for teaching and learning • implementing inquiry learning through the IB Primary Years Program

SCHOOL STRATEGIC PLANNER 2010 - 2013: INDICATIVE PLANNER

Key Improvement Strategies Student Learning	Time	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>1. Implement a whole school approach to teaching and learning through:</p> <ul style="list-style-type: none"> • embedding the International Baccalaureate Primary Years Program • data driven planning in professional learning teams and enhanced reporting practices. <p>Actions to be across all years:</p> <ul style="list-style-type: none"> ➤ Plan for support for students who are assessed below expected levels ➤ Fully inform parents about the goals of the PYP. Target increased parent involvement in student inquiry learning ➤ Implement the IB PYP program progressively to meet the requirements for accreditation in 2012 	<p>Year 1</p>	<ul style="list-style-type: none"> ➤ Develop an agreed teaching and learning approach outlining of what good teaching will look like at Mount View – inclusive of PYP, PoLT and e5 instruction model and philosophy ➤ Investigate a writing program Prep – Year 6 with a focus on writing genre and inclusive on engaging boys in writing. ➤ Build staff skills in understanding and applying an inquiry approach across all areas of learning ➤ Audit and align inquiry learning units with IB PYP & VELs and integrate math, English and thinking processes progression point outcomes in unit planning ➤ Develop staff skills in understanding of the VELs Thinking domain and implications for the development of learning tasks ➤ Review current thinking skills planner to achieve consistency across levels ➤ Skill staff in the use of ILIPs and ensure students who are at risk, PSD students, Koorie students and students at or below NMS have ILIPs. Include short term learning goals, strategies, time line, success criteria and review regularly ➤ Investigate on-demand testing ➤ Build expertise in plotting student progress on the progression points ➤ Regularly plan across VELs levels using data to inform planning ➤ Use data to track and identify students for support and challenge. Plan for and monitor their learning. 	<ul style="list-style-type: none"> • On-going audit of school processes and practice against IB PYP standards • IB PYP pre-authorisation completed in 2011 • Authorisation achieved in 2012 • Greater consistency in curriculum and assessment across the school • Planning and assessment in line with VELs & IB PYP • Approaches to T&L more closely aligned to needs of learners • Teacher knowledge of VELs progression points extended beyond expected year level outcomes • Planned moderation of student assessment within and across level teams to enhance breadth and consistency. • VELs assessments reflecting the range of student ability and NAPLAN results • The use of Individual Learning Improvement Plans [ILIP] extended and developed more consistently • Increased teacher and student awareness of personal learning and ways to enhance this • Greater consistency in curriculum and assessment across the school • Teacher Performance and Development goals showing evidence of PoLT Component Mapping and self reflection against e5 criteria
	<p>Year 2</p>	<ul style="list-style-type: none"> ➤ Further develop staff understandings and applications of inquiry and thinking throughout all aspects of curriculum ➤ Build skills in understanding and applying assessment for, as and of learning ➤ Implement a school wide data plan ➤ Implement on-demand testing and share progress with students ➤ Investigate three way conferences so students can share their learning goals and celebrate their achievements 	
	<p>Year 3</p>	<ul style="list-style-type: none"> ➤ Implement the use of the e5 model as a teacher self reflection tool – link to P & D goal setting and in conjunction with PoLT Component Mapping ➤ Document & implement a Mount View writing program Prep – Year 6 ➤ Fully implement thinking mathematical challenges ➤ develop a resource bank on the staff intranet of key planning templates, purposeful teaching planners and work samples to guide assessment practices consistent with VELs progression points ➤ Engage students in setting learning goals, self reflection and evaluation of their learning. Use rubrics, graphic organizers, self reflection journals ➤ Implement three way conferences 	

Key Improvement Strategies Student Learning	Time	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>2. Develop teacher knowledge, understandings and skills to:</p> <ul style="list-style-type: none"> • build purposeful instructional capacity • support each student to develop the attributes of the IB Learner Profile. <p>Actions to be across all years:</p> <ul style="list-style-type: none"> ➤ Enable staff to view best practice within the school and at other schools by conducting focused learning walks. Include PYP schools 	Year 1	<ul style="list-style-type: none"> ➤ Unpack and introduce the e5 Instructional Model – engage, explore, explain, elaborate, evaluate into teacher practice ➤ Plan an induction process for new staff to include significant training and mentoring in teaching within a PYP framework ➤ Align the IB Learner Profile attributes with the Physical, Personal and Social strand ➤ Investigate peer observation and feedback programs ➤ Further develop Literacy coaching program ➤ Refine staff performance review planning and ensure all staff have targets for student learning and teacher practice in their performance plans 	<ul style="list-style-type: none"> • Whole staff professional learning closely linked to Key Improvement Strategies • Documentation of induction process • Documentation of alignment of IB Learner Profile with VELs • Development & documentation of peer observation and feedback program • Documentation of reviewed coaching program • Ongoing training of all staff in IB PYP philosophy and practice
	Year 2	<ul style="list-style-type: none"> ➤ Implement principles from the e5 Instructional Model – engage, explore, explain, elaborate, evaluate ➤ Build instructional leadership through network instructional rounds ➤ Trial peer observation and feedback programs ➤ Trial Numeracy coaching program ➤ Negotiate and publish staff role responsibilities and goals/actions/timelines for each professional learning team 	
	Year 3	<ul style="list-style-type: none"> ➤ Fully implement a whole school professional learning plan that has peer observation and feedback, coaching and learning walks as a focus. ➤ Fully train key staff to implement the PYP. Use train the trainer approach to skill other staff ➤ Fully embed the Performance and Development Culture. Focus on multiple sources of feedback including student and colleague feedback and reflection 	

Key Improvement Strategies Student Pathways and Transitions	Time	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>3. Plan and monitor pathways and transitions for all students through the school.</p> <p>Actions to be across all years:</p> <ul style="list-style-type: none"> ➤ Strengthen the school's tracking of individual students and monitor social, academic, behaviour, intervention support and attendance ➤ Monitor and improve student transition between levels over the four years of the strategic plan ➤ ILIPs for all students achieving below the indicative VELS level or NAPLAN minimum standard regularly reviewed ➤ Implement team discussions to share information about students, particularly those with special needs, as a step in the transition process 	<p>Year 1</p>	<ul style="list-style-type: none"> ➤ Introduce staff to the functions of the Ultranet ➤ Investigate the DEECD Student Mapping Tool ➤ Review record keeping and file transfer of student information ➤ Investigate and develop internal transition program to prepare students for the transition 2-3 and 4-5 ➤ Explore NAPLAN past assessments and identify common strengths and weaknesses ➤ Revise the induction process for students who enrol post prep and during the year. Include a welcome contact with parent/s and a parent/teacher interview 	<ul style="list-style-type: none"> • Implementation and use of the Ultranet • Implementation and use of the DEECD Student Mapping Tool • Documentation of internal transition program • Documentation of an inclusive induction program for P- 6 students who enrol during the year • Greater involvement of students in their own assessment and the use of digital portfolios
	<p>Year 2</p>	<ul style="list-style-type: none"> ➤ Implement use of the Ultranet into teaching practice and school processes ➤ Introduce parent community to the functions of the Ultranet ➤ Extend the use of digital portfolios for students ➤ Refine record keeping and file transfer of student information ➤ Enhance cross-age activities ➤ Implement internal transition program to prepare students for the transition 2-3 and 4-5 	
	<p>Year 3</p>	<ul style="list-style-type: none"> ➤ Develop learning pathways for identified students including support for under achievers and high achievers ➤ Continue Ultranet use and implementation 	
<p>4. Build partnerships with secondary and preschool providers to improve transitions.</p>		<p>Actions to be across all years:</p> <ul style="list-style-type: none"> ➤ Strengthen the partnership with local preschools and share professional learning ➤ Foster a collaborative approach to implementing the 0-8 Learning Framework through the network ➤ Enhance parenting sessions and training programs for parents to help enhance school readiness (social and emotional readiness and home reading) for their pre-schoolers and also to build skills for later parent helper programs ➤ Build closer links with local secondary schools to cater for student needs and to share expectations about teaching and learning ➤ Share resources and professional learning within the locally established network of schools and Glen Waverley Secondary College 	<ul style="list-style-type: none"> • Documentation of activities and process developed • Minutes of meetings and future action

Key Improvement Strategies Student Engagement and Wellbeing	Time	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>5. Implement a whole school engagement and wellbeing action plan.</p> <p>Actions to be across all years:</p> <p>Student attendance</p> <ul style="list-style-type: none"> ➤ Regularly inform parents of the benefits of good attendance ➤ Ensure individual tracking of students and follow through for absent student <p>Prevention and Intervention</p> <ul style="list-style-type: none"> ➤ Plan for emotional, social and educational support for vulnerable students <p>Promoting pro-social values</p> <ul style="list-style-type: none"> ➤ Embed planning to build the skills of each student to encompass the PYP Learner Profile ➤ Promote pro-social values and behaviours through the VELs domain of Physical, Personal and Social Learning <p>Parents and community</p> <ul style="list-style-type: none"> ➤ Create greater opportunities for parents to participate in school programs e.g. clubs, training for literacy or ICT programs ➤ Conduct parent focus groups to explore school improvement each year ➤ Include parents regularly in activities celebrating student learning 	Year 1	<ul style="list-style-type: none"> ➤ Review the current student welfare policy, audit current practice and devise a policy to meet the 2009 policy guidelines, Effective Schools are Engaging Schools-Student Engagement Policy Guidelines. Ensure alignment with the PYP and consult with students, parents and staff to ensure community input to the process. ➤ Use the PYP Learner Profile as a values framework to build the school's engagement and wellbeing approach ➤ Teams to participate in identified professional learning ➤ Embed student leadership opportunities and ensure 'student voice' can affect positive change e.g. class meetings, student council, meetings with the principal, environment leaders ➤ Plan for greater 'student voice' (ownership of learning) within whole school curriculum plans 	<ul style="list-style-type: none"> • Staff ability to identify and respond to a wider range of student wellbeing needs • Increased consistency when dealing with disruptive student behaviours • Improved annual Attitudes to School survey results • Documentation of student leadership program
	Year 2	<ul style="list-style-type: none"> ➤ Trial whole school approach to student wellbeing and management ➤ Development of formalised student leadership program – activities within, across and outside of classroom 	
	Year 3	<ul style="list-style-type: none"> ➤ Continue implementation of the whole school approach to student wellbeing and management ➤ Implementation of student leadership program 	

Key Improvement Strategies Student Engagement and Wellbeing	Time	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>6. Plan for stimulating learning by:</p> <ul style="list-style-type: none"> • integrating ICT as a tool for teaching and learning • implementing inquiry learning through the IB Primary Years Program (refer to (1) Student Learning actions) 		<p>Actions to be across all years:</p> <ul style="list-style-type: none"> ➤ <i>Implement an e-learning plan</i> ➤ <i>Initiate teaching and learning strategies to engage all learners with the use of ICT as a tool to enhance teaching and learning</i> ➤ <i>Conduct professional learning in the use of interactive white boards. Investigate resources, share planning, conduct modelled lessons, reflect on practice</i> ➤ <i>Utilise e-potential tools to build staff capabilities</i> ➤ <i>Continue to resource ICT hardware and software</i> ➤ <i>Plan for pedagogy that maximizes flexible learning spaces in the new learning complex including the use of ICT</i> ➤ <i>Utilise multi-age activities and cross-age tutoring to build student skills in ICT</i> 	<ul style="list-style-type: none"> • e-potential survey completed by all staff bi-annually with use of data to develop individual goals for P & D plans • Increased exploration and use of ICT to engage learners in meaningful tasks in all classrooms • Regular sharing of ICT T&L resources across the school • Digital portfolios begin to be used to record and annotate student learning and achievement Prep – Year 6 • Development and documentation of e-Learning plan