

Annual Implementation Plan - 2019

Define Actions and Outcomes

Mount View Primary School (4923)



Submitted for review by Glenn Butler (School Principal) on 18 December, 2018 at 02:19 PM

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Define Actions, Outcomes and Activities

Goal 1	-To optimise the learning growth of every student in literacy, numeracy and science.
12 Month Target 1.1	<p>Learning growth targets</p> <ul style="list-style-type: none"> - Each deemed capable student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English, Mathematics and Science. - NAPLAN Year 3 to 5 Relative Gain targets for Reading, Writing and Numeracy: <ul style="list-style-type: none"> - 45% of students attaining high relative learning gain - 45% of students attaining medium relative learning gain - 10% of students attaining low relative learning gain <p>Standards-based targets</p> <ul style="list-style-type: none"> - NAPLAN <ul style="list-style-type: none"> - 90% of Year 3 students to be in the top two NAPLAN Bands (Bands 5 and 6) - 75% of Year 5 students to be in the top two NAPLAN Bands (Bands 7 and 8) - 0% of Year 3 and 5 students at or below the National Minimum Standards (bottom two NAPLAN Bands). - Teacher Judgements <ul style="list-style-type: none"> - 50% of Prep-Year 6 students to be assessed as above indicative level in English, Mathematics and Science. <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> - Attain 95% or greater positive responses to the variables of Effective Teaching Practice for Cognitive Engagement domain in Effective Teaching Time. <p>School Staff Survey</p> <ul style="list-style-type: none"> - Attain greater positive responses than the State in the Teacher Collaboration variable.
KIS 1 Building practice excellence	Implement the Enhanced Primary Years Program

Actions	<ul style="list-style-type: none"> • Professional Learning for current, new and returning staff on the Enhanced PYP. • Pilot the use of Enhanced PYP Unit of Inquiry Planners. • Employ a Leading Teacher who will lead the implementation of the Enhanced PYP and support the school's Professional Learning Communities (PLC) • Enhance teacher knowledge and capacity to work as effective teams utilising a PLC process.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate increased engagement and agency in learning. <p>Teachers will:</p> <ul style="list-style-type: none"> • demonstrate a consistent pedagogical approach. • see and participate in collegiate coaching, peer observations, learning walks and instructional rounds. • have PDP goals that link to this KIS. <p>Leaders will:</p> <ul style="list-style-type: none"> • see and participate in collegiate coaching, peer observations, learning walks and instructional rounds. • attend PLC training modules. <p>The Principal Team will:</p> <ul style="list-style-type: none"> • facilitate implementation by: <ul style="list-style-type: none"> - leading the development of clearly defined roles and responsibilities. - leading the enhancement of a distributive leadership structure. • appoint a Leading Teacher with a clear role description of implementing the Enhanced PYP in Professional Learning Communities. <p>The Community will:</p> <ul style="list-style-type: none"> • have a greater connection to the Enhanced PYP. • gain a greater understanding of the pedagogical approach.
Success Indicators	<ul style="list-style-type: none"> • School Staff Survey - Teaching and Learning modules • Attitudes to School Student Survey - Student Engagement and Learner Agency • Documented collegiate coaching, peer observations, learning walks and instructional rounds • Professional learning i.e. professional learning plans, action research, PLC journals, professional learning workshops/forums.
KIS 2 Building practice excellence	Enhance the focus on the teaching of English

Actions	<ul style="list-style-type: none"> • Develop staff capacity in the teaching of the complexity in texts. • Enhance staff capacity in explicit teaching of language, phonology, morphology and etymology. • Enhance staff capacity in explicit teaching of phonics, phonological awareness, language expression and processing. • Enhanced focus on deeper learning through explicit teaching of the mechanics of English. • Maintain focus on Structured Word Inquiry (etymology). • Enhance the use of the Victorian Curriculum, a variety of agreed assessment tools and VCAA resources for planning and moderation. • Enhance staff capacity in data literacy to inform point of need teaching and allow for greater differentiation in English. • Maintain consistency of agreed Whole School Approaches to teaching English. • Enhance the connection between Learning Through Play and Literacy in Junior School. • Enhance the use of conferencing as a strategy of formative assessment. • Enhance the use of reflection circles as a strategy to promote greater student voice in learning. • Enhance teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve English outcomes through collaborative planning and assessment practices, including moderation. • Further develop the Collegiate Coaching Program to enhance the HITS. • Enhance teacher knowledge and capacity to work as effective teams utilising a PLC process.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate greater language knowledge and vocabulary use to enhance meaning and enrich writing. • demonstrate enhanced engagement in writing via enhanced understanding in 'The Craft of Writing'. • demonstrate an enhanced understanding of the mechanics of English • demonstrate an enhanced understanding of subject-specific language in Numeracy, the Humanities, Science, Technology, the Arts and Physical Education. • articulate their next steps in learning, drawing upon Victorian Curriculum derived 'I Can' statements. <p>Staff will:</p> <ul style="list-style-type: none"> • increase the level of instructional support in writing for high achieving students. • demonstrate an enhanced understanding of the mechanics of English. • demonstrate an enhanced understanding of subject-specific language in Numeracy, the Humanities, Science, Technology, the Arts and Physical Education to broaden vocabulary, understanding and comprehension of the English language. • use of a variety of assessment tools and moderating documents to enhance teacher diagnostics and point of need learning. • use GradeXpert used as an assessment data moderating tool. • see and participate in collegiate coaching, peer observations, learning walks and instructional rounds. • have PDP goals that link to this KIS. <p>Leaders will:</p> <ul style="list-style-type: none"> • see an increased breadth of student achievement data in Speaking and Listening.

	<ul style="list-style-type: none"> • see enhanced student voice articulating current understandings and next steps in learning; drawing upon Victorian Curriculum derived 'I Can' statements. • see and participate in collegiate coaching, peer observations, learning walks and instructional rounds. • attend PLC training modules <p>The Principal Team will facilitate capacity building by:</p> <ul style="list-style-type: none"> • further developing and clearly defining roles and responsibilities. • enhancing the distributive leadership structure. • enhancing professional development of teacher leaders.
Success Indicators	<ul style="list-style-type: none"> • School Staff Survey - Teaching and Learning modules. • Attitudes to School Student Survey - Students will demonstrate greater pride and ownership in their own learning, visible through the articulation of 'I Can' learning statements. • Documented collegiate coaching, peer observations, learning walks and instructional rounds • Professional learning i.e. professional learning plans, action research, PLC journals, professional learning workshops/forums. • Increased breadth of student achievement data. • Documented teaching and learning programs reflecting pre-assessment guided by the Victorian Curriculum.
KIS 3 Building practice excellence	Enhance the focus on the teaching of Science, Technology, Engineering and Mathematics.
Actions	<ul style="list-style-type: none"> • Further integration of STEM into Units of Inquiry. • Further develop stand-alone Units of Inquiry in Mathematics. • Enhance staff capacity in the teaching of Science, Mathematics, and Design and Digital Technologies. • Enhance the use of the Victorian Curriculum, a variety of agreed assessment tools and VCAA resources for planning and moderation. • Enhance staff capacity in data literacy to inform point of need teaching and allow for greater differentiation • Enhance the Numeracy point of need 'Workshops' in the Senior School. • Enhance staff capacity in contextual use of STEM vocabulary and understanding. • Enhance the connection between Learning Through Play and STEM in Junior School. • Enhance the use of reflection circles as a strategy to promote greater student voice in learning. • Enhance teacher knowledge and capacity to work as effective teams utilising a PLC process. • Further develop the Collegiate Coaching Program to enhance the HITS.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrated increased levels of engagement in STEM. • experience deeper learning through inquiry teaching of Mathematics skills and concepts.

	<p>Staff will:</p> <ul style="list-style-type: none"> • demonstrate a consistent approach to teaching and learning through inquiry teaching of Mathematics skills and concepts. • enhance their knowledge and use of subject-specific language in Numeracy, the Science, Technology, Engineering and Mathematics; creating links to structured word inquiry. • use of a variety of assessment tools and moderating documents to enhance teacher diagnostics and point of need learning. • use GradeXpert used as an assessment data moderating tool. • have PDP goals that link to this KIS. <p>Leadership will:</p> <ul style="list-style-type: none"> • see an increased breadth of student achievement data in Science, Mathematics and Technology. • see enhanced student voice articulating current understandings and next steps in learning; drawing upon Victorian Curriculum derived 'I Can' statements. • see consistency of agreed Whole School Approaches to teaching Mathematics. • see and participate in collegiate coaching, peer observations, learning walks and instructional rounds • further develop and resource STEM Discovery Hub. • attend PLC training modules. <p>The Principal Team will</p> <ul style="list-style-type: none"> • facilitate capacity building by: <ul style="list-style-type: none"> - leading the development of clearly defined roles and responsibilities. - leading the enhancement of a distributive leadership structure. - supporting the professional development of teacher leaders. <p>Parents/Carers will:</p> <ul style="list-style-type: none"> • see enhanced student use of STEM Facility and STEM resources. • see enhanced student use of technology to create and produce.
<p>Success Indicators</p>	<ul style="list-style-type: none"> • Documented teaching and learning programs reflecting <ul style="list-style-type: none"> - Rich units of Mathematics - Pre-assessment guided by the Victorian Curriculum - STEM embedded in all planners • School Staff Survey - Teaching and Learning modules • Attitudes to School Student Survey - Students will demonstrate greater pride and ownership in their own learning, visible through the articulation of 'I Can' learning statements. • Documented collegiate coaching, peer observations, learning walks and instructional rounds.

	<ul style="list-style-type: none"> • Professional learning i.e. professional learning plans, action research, PLC journals, professional learning workshops/forums. • Increased breadth of student achievement data.
Goal 2	To enhance and build the Capabilities of the whole child as described by the Victorian Curriculum.
12 Month Target 2.1	<p>Teacher Judgements</p> <ul style="list-style-type: none"> - 50% of Prep-Year 6 students to be assessed as above indicative level in each of the Capabilities as described by the Victorian Curriculum. <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> - Attain 90% or greater positive responses to the variables of the Learner Characteristics and Disposition domains in: <ul style="list-style-type: none"> - Stimulated Learning - Learning Confidence - Motivation and Interest - Self-regulation and Goal-setting - Attain 80% or greater positive responses to the Social Engagement variable in Student Voice and Agency.
KIS 1 Intellectual engagement and self-awareness	Enhanced focus on the Capabilities of the whole child.
Actions	<ul style="list-style-type: none"> • Develop staff and student understanding of the four Capabilities of the Victorian Curriculum: <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> - Understanding of thinking processes and an ability to manage and apply these intentionally. - Skills and learning dispositions that support logical, strategic, flexible and adventurous thinking. - Confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts. <p>Ethical Capability</p> <ul style="list-style-type: none"> - Analyse and evaluate ethical issues, recognising areas of contestability. - Identify the bases of ethical principles and ethical reasoning. - Engage with the challenges of managing ethical decision making and action for individuals and groups. - Cultivate open-mindedness and reasonableness.

	<p>Intercultural Capability</p> <ul style="list-style-type: none"> - Demonstrate an awareness of and respect for cultural diversity within the community. - Reflect on how intercultural experiences influence attitudes, values and beliefs. - Recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community. <p>Personal and Social Capability</p> <ul style="list-style-type: none"> - Recognise, understand and evaluate the expression of emotions. - Demonstrate an awareness of their personal qualities and the factors that contribute to resilience. - Develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community. - Understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships. - Work effectively in teams and develop strategies to manage challenging situations constructively.
<p>Outcomes</p>	<ul style="list-style-type: none"> • Students will work towards the ability to consistently: <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> - Apply questioning as a tool to focus or expand thinking. - Compare aspects of existing solutions. - Apply solutions to new situations. - Distinguish between valid and sound arguments. - Distinguish between deductive and inductive reasoning. - Explain how reasons and evidence can be evaluated. - Explain and apply basic techniques to construct valid arguments. - Represent thinking processes using visual models. - Construct analogies, visualise ideas, summarise and paraphrase information. - Disaggregate ideas and problems into smaller elements. - Develop criteria to assess and test thinking. - Identify and seek out new relevant information as required. <p>Ethical Capability</p> <ul style="list-style-type: none"> - Evaluate the meaning of ethical concepts. - Analyse the value of ethical concepts. - Identify areas of contestability. - Explain different ways to respond to ethical problems and identify related issues. - Identify different ethical issues related to a particular problem. - Identify the basis of a range of ethical principles. - Explain the role and significance of conscience and reasoning in ethical decision-making.

	<p>Intercultural Capability</p> <ul style="list-style-type: none"> - Demonstrating understanding of how beliefs and practices can be influenced by culture. - Explain how intercultural experiences can influence beliefs and behaviours. - Identify the barriers to and the means of teaching understandings within and between culturally diverse groups. - Effectively engage and promote culturally diverse groups. <p>Personal and Social Capability</p> <ul style="list-style-type: none"> - Describe different ways to express emotions. - Recognise the relationship between emotions and behaviour. - Describe the influence that personal qualities and strengths have on the achievement of success. - Undertake some extended tasks independently and describe task progress. <p>Staff will:</p> <ul style="list-style-type: none"> • have PDP goals that link to this KIS.
Success Indicators	<ul style="list-style-type: none"> • Documented teaching and learning programs reflecting the four Capabilities of the Victorian Curriculum taught explicitly in and through the learning areas • School Staff Survey - Teaching and Learning modules • Documented collegiate coaching, peer observations, learning walks and instructional rounds • Professional learning i.e. professional learning plans, action research, PLC journals, professional learning workshops/forums. • Increased breadth of student achievement data
Goal 3	To develop healthy, happy, resilient and optimistic students.
12 Month Target 3.1	<p>Teacher Judgements</p> <ul style="list-style-type: none"> - 50% of Prep-Year 6 students to be assessed as above indicative level in Health, Physical Education, Mandarin and The Arts. <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> - Attain 90% or greater positive responses to the variables of the Learner Characteristics and Disposition domains in Resilience - Attain 95% or greater positive responses to the variables of the Learner Characteristics and Disposition domains in Attitudes to Attendance - Attain 95% or greater positive responses to the variables of the Social Engagement domain in:

	<ul style="list-style-type: none"> - Inclusion - School Connectedness - Attain 90% or greater positive responses to the variables of the Student Safety domain in: <ul style="list-style-type: none"> - Managing Bullying - Advocate at school - Attain 80% or greater positive responses to the variables of the Teacher-Student Relations domain in: <ul style="list-style-type: none"> - Teacher Concern <p>School Staff Survey</p> <ul style="list-style-type: none"> - Attain greater positive responses than the State in measures of Shielding/Buffering.
KIS 1 Health and wellbeing	Enhance Whole School Approach to Student Wellbeing
Actions	<ul style="list-style-type: none"> • Build teachers' understandings of positive classroom behaviour and engagement practices. • Align teacher practice to ensure consistency of approach to student wellbeing and welfare. • Develop student skills in positive and self-regulating behaviours; through IB PYP Learner Profile. • Enhance Health and Wellbeing Policy. • Engage the community in the creation of clear and consistent communication expectations and protocols; development of a Communication Policy. • Engage the community in an audit the canteen menu, contract and service. • Engage the community in the creation of a Healthy Eating Policy in line with the Department of Education's 'Healthy Eating' guidelines. • Enhance the school's outdoor environment with a focus on developing playgrounds and sporting facilities.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • have a clear understanding of agreed approach to student behaviour management. • demonstrate behaviours consistent with the IB Learner Profile. • have greater access to playgrounds and sporting facilities. <p>Staff will:</p> <ul style="list-style-type: none"> • have a clear understanding of agreed approach to student behaviour management.

	<ul style="list-style-type: none"> • demonstrate consistent behavioural management strategies, both in the classroom and in the yard. • have a clear understanding of communication protocols. • be upskilled in 'Repair and Restore' and the 'Five Finger Strategy'. • have PDP goals that link to this KIS. <p>Leaders will:</p> <ul style="list-style-type: none"> • have a clear understanding of student behaviour management. • ensure consistent artefacts are seen in all learning spaces; Learner Profiles, celebrations and acknowledgements of achievement. <p>The Principal Team will:</p> <ul style="list-style-type: none"> • lead community consultation and construction of an enhanced Health and Wellbeing Policy. • lead the development on community consultation and construction of a Healthy Eating Policy. • ensure the canteen offers a healthy and nutritious menu at school. • lead the development on community consultation and construction of a Communication Policy. • lead the enhancement of external play spaces. • facilitate staff capacity building by: <ul style="list-style-type: none"> - leading the development of clearly defined roles and responsibilities. - leading the enhancement of a distributive leadership structure. - supporting the professional development of teacher leaders. <p>Parents/Carers will:</p> <ul style="list-style-type: none"> • have a clear understanding of agreed approach to student behaviour management. • feel connected to the school and staff.
Success Indicators	<ul style="list-style-type: none"> • Parent Opinion Survey - School Communication, Promoting Positive Behaviour. • School Staff Survey - School Climate Modules. • School website and newsletter communications.
KIS 2 Health and wellbeing	Drive student engagement through learning that is authentic, interesting, relevant, and appropriately challenging.
Actions	<ul style="list-style-type: none"> • Enhance student agency to provide choice in learning (goal setting). • Enhance transdisciplinary approach to the Program of Inquiry in Specialist areas. • Organise and resource learning areas to facilitate research-based best practice. • Enhance the home-school partnership via the sharing of learning through digital platforms.

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • have greater voice and agency in their learning. • experience greater engagement in learning in all areas of the curriculum. <p>Staff will:</p> <ul style="list-style-type: none"> • utilise flexible groupings reflecting a cooperative team teaching approach. • actively share and celebrate student learning via digital platforms. • further enhance: <ul style="list-style-type: none"> - collaborative team teaching models. - Learning Through Play in the Junior School. - a high-quality Performing Arts program. - a high-quality Physical Education program. - a high-quality Mandarin program. - a high-quality Visual Arts program. • engage staff in professional learning via peer observation, lesson studies, learning walks and co-teaching. • demonstrate authentic transdisciplinary links in the Program of Inquiry. • develop a program of showcases, displays and exhibitions of student learning. • have PDP goals that link to this KIS. <p>Leaders will:</p> <ul style="list-style-type: none"> • facilitate the enhancement of a collaborative approach to the construction of SMART Individual Learning Plans, reflecting input from ES staff, EAL, Literacy Support and Facility teachers' input. • facilitate an enhancement of a collaborative and flexible approach to co-teaching inclusive of ES staff, EAL, Literacy Support and Facility teachers. <p>The Principal Team will:</p> <ul style="list-style-type: none"> • actively share and celebrate student learning via school iNewsletter. • physically resource the Visual Arts team with a second dedicated learning space. • facilitate enhancements by: <ul style="list-style-type: none"> - lead the development of clearly defined roles and responsibilities. - lead the enhancement of a distributive leadership structure. - supporting the professional development of teacher leaders.

	<p>Parents/Carers will:</p> <ul style="list-style-type: none"> • fell connected to and able to share in student learning via digital platforms.
<p>Success Indicators</p>	<ul style="list-style-type: none"> • Planners reflective of a transdisciplinary approach to Program of Inquiry. • Specialist teachers attending year level meetings to plan Program of Inquiry units. • Display of student learning through newsletters, assemblies, classroom spaces, digital portfolios. • School timetables reflect co-teaching. • Documented collegiate coaching, peer observations, learning walks and instructional rounds. • Professional learning i.e. professional learning plans, action research, PLC journals, professional learning workshops/forums. • Staff Opinion Survey - School Climate Module. • Attitudes to School Survey. • Parent Opinion Survey - School Connectedness.