

School Strategic Plan 2006 - 2009

Mount View Primary School No. 4923

Achieve
Succeed
Together



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Principal: Patrick Waring
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School Strategic Plan – 2006-2009

Purpose and Values:

The core purpose of Mount View Primary School is to challenge and support all students to develop their potential and good citizenship, through co-operative learning programs in a safe environment.

The school's social environment is founded on the *School's Values* of 'Care, respect, responsibility, honesty, independence, co-operation and acceptance.'

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	<ul style="list-style-type: none"> To ensure that all students attain literacy and numeracy performance standards appropriate to their learning capacity. To provide an individually enriching curriculum for all students through the implementation of the Victorian Essential Learning Standards that reflects students' interests and widens their understanding of the world and their place in society. 	<ul style="list-style-type: none"> To provide a safe and socially secure school environment for students, staff and the community, and promote positive contributions to wider environments. To introduce a school travel safety program 	<ul style="list-style-type: none"> To implement and continually improve an effective Prep transition program and Middle Years transition program To improve student transition from level to level throughout the school in alignment with the Victorian Essential Learning Standards stages of learning
Targets	<p>2008 targets</p> <ul style="list-style-type: none"> Raise student reading achievement in Years 3-6 Year 4 (2005 84%) to more than 90% of students achieving at or above the standard Year 6 (2005 84%) to more than 90% of students achieving at or above the standard Raise student Writing achievement P-6 Prep (2005 73%) to 90% or more students achieving 	<p>2008 targets</p> <p>To be above state benchmarks</p> <p>Parent relations- General satisfaction 2005 5.53 School Climate 2005 5.47 Quality of Teaching 2005 5.30 Student Behaviour 2005 5.44 School Parent Relations 2005 5.45 (State 5.51)</p>	<ul style="list-style-type: none"> Establish baseline data with a projected 75% parent satisfaction rate using the parent data

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	<p>at or above the standard Year 2 (2005 84%) to more than 90% of students achieving at or above the standard Year 4 (2005 82%) to more than 90% of students achieving at or above the standard Year 6 (2005 79%) to more than 90% of students achieving at or above the standard</p> <ul style="list-style-type: none"> • Address the relative literacy under achievement of boys <p>AIM Year 3 2005 90% girls achieving at or above expected the standard for reading 2005 83% boys achieving at or above the expected standard for reading 2005 94% girls achieving at or above the expected standard for writing 2005 89% boys achieving at or above the expected standard for writing 2007 more than 90% boys achieving at or above the expected standard for reading 2007 more than 90% boys achieving at or above the expected standard for writing</p> <p>AIM Year 5 2005 86% of girls achieving at or above expected the standard for reading 2005 80% of boys achieving at or above the expected standard for reading 2005 85% of girls achieving at or above the expected standard for writing 2005 80% of boys achieving at or above the expected standard for writing</p> <p>AIM Year 5 2007 more than 85% boys achieving at or above the expected standard for reading</p>	<p>Student opinion Survey Year 5 & 6- raise net agree: high expectations & feedback to at least 95% To achieve 90% net agree with connectedness to school. (NB. Students Attitudes to schooling has been revised)</p> <p>Other possible data to consider:</p> <ul style="list-style-type: none"> • Student time out data 	

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
	<p>2007 more than 90% boys achieving at or above the expected standard for writing</p> <p>2008 Teacher Judgements further reduce the difference between reading and writing standards of achievement for girls and boys</p> <ul style="list-style-type: none"> • Raise measurement achievement P-6 Prep (2005 81%) to 90% of students achieving at or above the standard Year 2 (2005 88%) to 90% of students achieving at or above the standard Year 4 (2005 84%) to 90% of students achieving at or above the standard Year 6 (2005 93%) to more than 90% of students achieving at or above the standard • Address the relative numeracy under achievement of girls AIM Year 3 2005 93% of girls achieving at or above the expected standard for number 2005 89% of boys achieving at or above the expected standard for number 2005 82% of girls achieving at or above the expected standard for mathematics 2005 85% of boys achieving at or above the expected standard for mathematics 2007 95% of girls achieving at or above the expected standard for number 2007 more than 90% of girls achieving at or above the expected standard for mathematics <p>AIM Year 5 2005 86% of girls achieving at or above the expected standard for number</p>		

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
	<p>2005 92% of boys achieving at or above the expected standard for number 2005 86% of girls achieving at or above the expected standard for mathematics 2005 96% of boys achieving at or above the expected standard for mathematics</p> <p>2007 95% of girls or more achieving at or above the expected standard for number 2007 90% of girls or more achieving at or above the expected standard for mathematics</p> <p>2008</p> <ul style="list-style-type: none"> • Teacher Judgements continue to progress towards reducing the difference between number and mathematics standards of achievement between girls and boys matched cohort 		

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Key Improvement Strategies	<p>Student Learning Develop an effective and vibrant learning community</p> <ul style="list-style-type: none"> • Implementation of the Victorian Essential Learning Standards • Use of the Principles of Learning and Teaching program in classrooms • Develop a school wide performance and development culture including a distributed leadership model and diversified work experiences for school support officers • To strengthen the focus on catering for diverse student abilities and expectations in learning programs. • Improve speaking and listening P-6 • Investigate the introduction of the primary school International Baccalaureate • Improve ESL learning and teaching strategies • Improve literacy assessment processes (especially in Years 1, 3 & 5) • Improve number assessment in Years 1,3 & 5 • To further develop staff skills in the use of TOC pedagogies P-6 in relation to implementation of the VELs • Implement units of study P-6 in environmental sustainability <p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> • Re-evaluate the current approach to student safety and wellbeing: • To strengthen student resilience e.g. through the development of a Mount View Primary School well being program/approaches <p>Student Pathways and Transitions</p> <ul style="list-style-type: none"> • Strengthen community engagement • Strengthen continuity of learning between year levels 		

Key Improvement Strategies	Year 1 2006 Achievement Milestones	Year 2 2007 Achievement Milestones	Year 3 2008 Achievement Milestones	Year 4 2009 Achievement Milestones
<p>Student Learning Develop an effective and vibrant learning community</p> <ul style="list-style-type: none"> • Implementation of the Victorian Essential Learning Standards 	<ul style="list-style-type: none"> • Plan curriculum and assess achievement in English and Mathematics using the Victorian Essential Learning Standards (VELS) • Report achievement using an A-E rating for English and Maths • Use of progression points to support teachers make consistent judgements 	<ul style="list-style-type: none"> • Plan curriculum and assess achievement in English & Maths, HPE, Personal Learning, Civics & Citizenship, The Humanities, Economics, Geography, History, Communication, ICT, using the VELS • Report achievement using an A-E rating for the domains above 	<ul style="list-style-type: none"> • Use the new student report cards • Plan and assess achievement in all domains using the VELS 	<ul style="list-style-type: none"> • Review of the VELS implementation
<ul style="list-style-type: none"> • Use of the Principles of Learning and Teaching program in classrooms 	<ul style="list-style-type: none"> • 2005 component mapping reviewed with a peer • component mapping for new 2006 staff • Professional learning modules undertaken based on Individual component mapping self assessment • PoLT survey undertaken P-4 	<ul style="list-style-type: none"> • Component mapping reviewed with a buddy • Individual professional learning modules undertaken based on self assessment • PoLT survey undertaken P-4 	<ul style="list-style-type: none"> • 3 year trend teacher and student survey data analysed • Improvements in student outcomes documented • PoLT survey undertaken P-4 	<ul style="list-style-type: none"> • Involvement in PoLT program reviewed
<ul style="list-style-type: none"> • Develop a school wide performance and development culture 	<ul style="list-style-type: none"> • Induction for teachers new to the school • Use of multiple sources of feedback on teacher effectiveness for individual teachers and teams of teachers • Customised individual teacher development plans based on individual development needs 	<ul style="list-style-type: none"> • Implement induction for teachers new to the school • Continue use of multiple sources of feedback on teacher effectiveness for individual teachers and teams of teachers • Customised individual teacher development 	<ul style="list-style-type: none"> • Review induction for teachers new to the school • Review use of multiple sources of feedback on teacher effectiveness for individual teachers and teams of teachers • Review customised individual teacher development plans based 	<ul style="list-style-type: none"> • Review effectiveness of professional development to meet individual needs

	<ul style="list-style-type: none"> • Quality professional development to meet individual development needs • Belief by teachers that the school has a performance and development culture • Introduce a distributed leadership model • To diversify work experiences for school support officers 	<p>plans based on individual development needs</p> <ul style="list-style-type: none"> • Quality professional development to meet individual needs 	<p>on individual development needs</p>	
<ul style="list-style-type: none"> • To strengthen the focus on catering for diverse student abilities and expectations in learning programs 	<ul style="list-style-type: none"> • Speaking and listening P-6 professional learning linked to personal PD plans • ESL learning and teaching strategies professional learning • Investigate the introduction of the primary school International Baccalaureate 	<ul style="list-style-type: none"> • Purchase of resources to support learning eg. bi-lingual texts • Speaking and listening professional learning undertaken based on individual need • ESL professional learning undertaken based on individual need • Research the IB program • Implementation IB Communication strategy • Data collection re stakeholder interest 	<ul style="list-style-type: none"> • 3 year trend speaking & listening analysed • ESL trend data analysed • IB implementation (dependent on previous findings) 	<ul style="list-style-type: none"> • Continue to cater for diverse student abilities and review current implementation
<ul style="list-style-type: none"> • Improve literacy assessment processes (especially in Years 1, 3& 5) • Improve number assessment in Years 1,3 & 5 	<ul style="list-style-type: none"> • Review whole school assessment schedule • Audit assessment for, as & of learning • Purchase assessment resources as necessary • Professional learning assessment modules undertaken according to personal PD plan 	<ul style="list-style-type: none"> • Implement revised whole school assessment schedule • Review school spelling program • Professional learning assessment modules undertaken according to personal PD plan and implementation of the Standards 	<ul style="list-style-type: none"> • Implementation of school spelling program • Professional learning of assessment modules in relation to all domains of the VELS 	<ul style="list-style-type: none"> • Review the whole school assessment schedule

<ul style="list-style-type: none"> • Enhance learning through ICT 	<ul style="list-style-type: none"> • IT audit • Investigate Learning Objects • Research purchase of interactive whiteboards • Interactive whiteboard implementation school visits 	<ul style="list-style-type: none"> • Purchase interactive whiteboards for opt in classrooms • Professional learning in use and implementation of interactive whiteboards • Research & trial Digital Portfolios 	<ul style="list-style-type: none"> • Purchase interactive whiteboards for second phase classrooms • Continued professional learning in use of interactive whiteboards • Implementation of digital portfolios Years 3-6 	<ul style="list-style-type: none"> • Purchase interactive whiteboards for final phase classrooms • Implementation of digital portfolios Years P-6
<ul style="list-style-type: none"> • To further develop staff skills in the use of TOC pedagogies P-6 in relation to implementation of the VELs 	<ul style="list-style-type: none"> • Review of whole school TOC scope & Sequence • Professional learning relating to elements of TOC contained in the MVPS Scope & Sequence 	<ul style="list-style-type: none"> • Full implementation of the MVPS TOC Scope & Sequence in all classrooms • Develop assessment processes in preparation for reporting to the VELs 	<ul style="list-style-type: none"> • Reporting to the VELs in Thinking 	<ul style="list-style-type: none"> • Review TOC implementation
<ul style="list-style-type: none"> • Implement units of study P-6 in environmental sustainability 	<ul style="list-style-type: none"> • Research & develop strategies & policy in relation to sustainability 	<ul style="list-style-type: none"> • Implementation of sustainability strategies & policy 	<ul style="list-style-type: none"> • Further implementation of sustainability strategies & policy 	<ul style="list-style-type: none"> • Review of sustainability implementation policy & strategies
<p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> • Re-evaluate the current approach to student safety and wellbeing 	<ul style="list-style-type: none"> • Data analysis on travel to school • Data collection of travel incidents relating to travel to school • Research walking bus initiative 	<ul style="list-style-type: none"> • Development of MVPS well being strategies • Introduce a school travel safety program • Parent education in regard to travel safety through the newsletter 	<ul style="list-style-type: none"> • Implementation of well being strategies 	

<ul style="list-style-type: none"> • To strengthen student resilience e.g. through the development of a Mount View Primary School well being program/approaches 	<ul style="list-style-type: none"> • Review of school well being processes • Data analysis of student wellbeing • Mount View PS well being program researched • Research school well being programs • Policy review • Teacher Professional Leave application to research and develop MVPS program focussing on improving Literacy learning in relation to boys 	<ul style="list-style-type: none"> • Program development using findings • Develop a uniform set of well being processes across the school • Implementation of whole school boys literacy strategies 	<ul style="list-style-type: none"> • Further implementation of school processes aligned to reporting against the VELs • Review of whole school boys literacy strategies 	<ul style="list-style-type: none"> • Review of whole school well being processes
<p>Student Pathways and Transitions</p> <ul style="list-style-type: none"> • Strengthen community engagement 	<ul style="list-style-type: none"> • Data collection of parent needs • Parent Participation Plan developed • Beginning of the Year Open Evening • Information Evenings • Translations documentation • Classroom Helpers • Literacy Partnerships 	<ul style="list-style-type: none"> • Implementation of revised Parent Participation Plan based on data analysis 	<ul style="list-style-type: none"> • Monitoring of the Parent Participation Plan implementation 	<ul style="list-style-type: none"> • Review Parent Participation Plan based on data analysis
<ul style="list-style-type: none"> • Strengthen continuity of learning between year levels 	<ul style="list-style-type: none"> • Improve student transition from level to level throughout the school in alignment with the Victorian Essential Learning Standards stages of learning 	<ul style="list-style-type: none"> • Implementation of the improved year level transition processes 	<ul style="list-style-type: none"> • Monitoring of the improved year level transition processes in alignment with the full implementation of the VELs 	<ul style="list-style-type: none"> • Review of the whole school year level transition processes

Environmental Context:

Mount View Primary School is a Victorian Government school located in Glen Waverley, Victoria, Australia. The location offers close access to a selection of government and private secondary schools and kindergartens. Excellent community facilities, including recreation parks, are nearby. The school buildings are set in attractive grounds and include specialist areas for visual arts, performing arts and physical education. The spacious Library/eLearning Centre contains a wide range of reading and resource material and a large number of computers. Information technology systems support student learning from Preparatory Year to Year 6.

The school has a proud record of service to its community and is responsive to community needs. It is recognised for its high academic standards and the exceptional achievements of its students. The school is also noted for its high sporting achievements and provides a comprehensive program in visual arts, music, performing arts and musical instrument tuition. Students are also introduced to the Chinese Mandarin language in Year 3 and additional classes are available after school hours for all students.

The *School's Vision* is: 'Motivated students, engaged in their learning and developing independence within a safe, co-operative and continuously improving environment.'

The *School's Mission* is: 'To challenge and support all students to develop their potential and good citizenship, through co-operative learning programs in a safe environment.'

The school's social environment is founded on the *School's Values* of 'Care, respect, responsibility, honesty, independence, co-operation and acceptance.'

The School is committed to the pursuit of continuous improvement and is guided by the Principles of Contemporary Quality.

Our students come from families with high educational aspirations, and many speak a language other than English at home, enriching the cultural diversity of the school. Parents are vitally interested in their children's achievements and the school responds to this expectation, providing advantage in the competition for secondary school entrance.

Students with disabilities and impairments are provided with appropriate support and specialised learning programs are provided for students who are deaf or hearing impaired.

Members of staff offer a wealth of experience and enthusiasm, and are proud to be associated with the school. Learning programs are designed by teachers working in teams to enhance the curriculum quality in every classroom. Teachers demonstrate a commitment to professional learning and accept the challenges of curriculum improvement and the adoption of innovation. They provide exemplary role models through their relationships with colleagues, parents and children.

Programs to attain curriculum goals are shaped by the Victorian Essential Learning Standards (VELS). These programs provide a developmental learning continuum over seven years from Preparatory Year to Year 6, and soundly prepare children for transition to secondary education.

Students with special talents, or those who require additional support, are assisted within the classroom and through special focus programs such as Reading Recovery and the Gifted and Talented Program.

The school promotes a harassment-free environment for students and staff, and principles of employment merit and equity are valued and applied. Parents are invited to work in partnership with staff to enhance students' opportunities. The Parents' Association is very active in promoting community involvement and is also a successful fundraising group.

Signatures

SIGNED by the Principal

Name Patrick Waring

Date / /

SIGNED by the School Council President

Name James Pun

Date / /

SIGNED by the Regional Director (or nominee)

Name Jim Watterston

Date / /