

School Strategic Plan

Mount View Primary School

4923

2014 – 2017

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Colin Dobson</p> <p>Date: 17th February, 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Mark Dean</p> <p>Date: 17th February, 2015</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>



Vision:

People who are motivated, compassionate, life-long learners helping to create a better and more peaceful world through intercultural understanding and respect.

山景小学愿景:

此愿景带领我校进入未来

我们是一群充满活力，热情奔放的终身学习者，透过文化交流，了解与互敬，致力创造一个更美好且和平的世界。

Mission:

Mount View Primary School provides challenging and engaging programmes which promote inquiry and reflection to develop internationally minded citizens.

山景小学的使命:

这使命是山景小学存在的主要目的

山景小学提供有挑战性与参与感的各种课程。这些课程促进学生追根究底与反思的能力，进而塑造他们成为具有国际观的公民。



School Profile

At Mount View, this
is the person we
strive to be:

Balanced

全面發展

Caring

有愛心

Communicator

交流

Inquirer

探求者

Knowledgeable

知識淵博

Open-minded

思想開放

Principled

有原則

Reflective

反省者

Risk-taker

Courageous

敢于冒险的人

勇敢

Thinker

思考者



Purpose

Mount View's vision is to create people who are motivated, compassionate, life-long learners helping to create a better and more peaceful world through intercultural understanding and respect. As Mount View is an authorised International Baccalaureate (IB) World School, this vision is clearly underpinned by the implementation of the Primary Years Programme (PYP) across all aspects of the school – pedagogically and through the curriculum – and aligns directly with the Department of Education and Training (DET) philosophy, goals and practices. The school's mission is to provide challenging and engaging programs which promote inquiry and reflection to develop internationally minded citizens. This clearly drives the work of the school – leadership, curriculum, allocation of resources, etc.

Values

"The purpose of education is to develop to their fullest potential the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic and spiritual aspects." Alec Peterson (1987) *Reference: IB (2008) Towards a Continuum of International Education*

The aim at Mount View PS 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. In choosing to become an IB World School implementing the Primary Years Programme (IB PYP), Mount View focuses on the total growth of the child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic welfare. IB PYP is an international, transdisciplinary programme designed to foster the development of the whole child, not just in the classroom but also through other means of learning. The philosophy of the PYP, as it directly affects the child, is expressed in a series of desired attributes and traits that characterise students with an international perspective. Taken together, they create the IB Learner Profile.

Thus Mount View is focused on developing the kind of student who, in the struggle to establish a personal set of values and a code of ethics, will be laying the foundation upon which international-mindedness will develop and flourish. The attributes of such a learner are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers ~ courageous, balanced and reflective. The attitudes Mount View strives to develop in all members of our school community are those of: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.

Environmental Context

Mount View PS is a large primary school located in Glen Waverley in the eastern suburbs of Melbourne. The school caters for students from Foundation (Prep) to Year 6. The enrolment has built to 1029 students and school placements are highly sought after by families. The school's popularity resulted in a cap in enrolments in 2011 and only students from the local neighbourhood zone can now be enrolled. Currently, there are forty-one single year level classes across the school, with anticipated growth in the next few years extending this to 42 classes - seven year levels of six classes at each level. The socio economic profile of the school is high and the Student Family Occupation (SFO) indicator of the school is 0.24 in 2014. This has risen from 0.19 in 2012, which means that the school population has become slightly less advantaged over the last few years. However, when compared to the state, the school remains relatively advantaged and the student learning outcomes across the school are higher than the SFO predicted levels.

The school has experienced a period of strong and talented leadership with a clear vision for high quality education for all students. The leadership team clearly lead with passion, clarity and purpose and have worked hard to build and distribute leadership across the school. High levels of student achievement and high expectations are a feature of the leadership and the school. The accreditation as an IB World school, offering the PYP, provides the framework for learning. The provision of and access to rich and authentic learning experiences is a hallmark of the learning program at MVPS. Students experience a rich curriculum that is based on AusVELS and includes specialist learning experiences in physical education, visual arts, performing arts, subsequent language of Mandarin and instrumental music tuition. The school celebrates diversity and highly values equity and access. There are increasing numbers of students and families from a Language Background Other Than English and a small number of Koorie students. The school hosts a deaf

These are the attitudes we try to show:

Appreciation

欣赏

Commitment

投入

Confidence

自信

Cooperation

合作

Creativity

创意

Curiosity

好奇心

Empathy

同理心

Enthusiasm

热诚

Independence

独立性

Integrity

正直

Respect

尊重

Tolerance

宽容

facility that caters for approximately 36 students and these children are supported in regular classrooms by specialist teachers of the deaf. There is also a significant Program for Students with Disabilities (PSD) that caters for more than twenty students. In addition, the school has forged sister school relationships with schools in Fitzroy Crossing in Western Australia and Beijing, China.

The school facilities are attractive and well maintained. The learning areas are well resourced and there are computers, interactive white-boards, and ICT and multi-media in all learning areas. The completed Building the Education Revolution (BER) construction in 2012 provided for a complex of six classrooms and breakout learning spaces that currently houses year 6 students and is known as the senior learning centre. In addition, the school upgraded outdoor spaces for juniors and seniors with playground equipment, seating, shaded areas and a range of play spaces. There is plenty of space and the oval and grounds are shared by the community that utilizes the facilities 7 days a week.

There has been a sustained and clear focus on building a stimulating learning environment so that every child is engaged in high quality learning. The work has included building the capacity of every teacher so that the classroom instruction and delivery is high impact. Literacy coaching and quality professional learning have all contributed to building the instructional capacity and effectiveness of teachers across the entire school. The building of the school as a purposeful community and the creation of teams has underpinned collaboration in learning. Teachers use data and evidence to track student progress and inform the action that needs to be taken at varying levels. This continues to be a priority for future work.

Student engagement in their learning is strong and students are highly motivated to learn. The review panel was unanimous in agreement that the students at MVPS are highly engaged and connected at school in a rich curriculum and have many opportunities to display their achievements and talents in a range of academic, sporting and arts pursuits. Feedback from students, parents and teachers indicate strong student teacher relationships and strong peer relationships. The 2014 parent opinion survey indicated that student engagement is strong in the school and that students are connected to school and strongly motivated to learn. The student attitudes to school survey indicate in the teaching and learning data that student engagement is strong. Most variables are above the state means and ranged from the 50th to the 70th percentile in 2014. Teacher effectiveness, learning confidence and school connectedness all improved in the last three years.

The school has a strong commitment to student wellbeing, health and safety and have committed significant resources over the period of the review. The school environment is stimulating, attractive, safe and orderly and children love to come to school. Staff members are seen as positive role models of relationships, actions and behaviours. Students are well behaved at MVPS and there are shared expectations and agreements across the school, underpinned by the IB PYP attitudes and the attributes of the IB Learner Profile. There are strong staff and teacher-student relationships at every level and the genuine care and support for every student is evident. The parents and the community are seen to be highly supportive of and key partners in the learning. Many parents have high expectations and aspirations for their children to achieve at very high levels and students strive to achieve and have high expectations of themselves and their learning in and out of school. Student absence rates are low. The average absence rate per student was lower than the state at all year levels in 2013 with the average number of days absent across the school a very positive 8.79 in 2013.

Mount View Service Standards

General

- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
- The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is adapted to their individual needs.

**This is what inquiry
looks like:**

**Exploring, wondering
& questioning**

**Making connections
between previous
learning & current
learning**

**Experimenting &
playing with
possibilities**

**Making predictions &
acting purposefully to
see what happens**

**Collecting data &
reporting findings**

**Clarifying existing
ideas & reappraising
perceptions of events**

**Deepening
understanding
through the
application of a
concept**

**Making & testing
theories**

**Researching &
seeking information**

**Taking & defending a
position**

**Solving problems in a
variety of ways**

Specific

- The school will respond to all communication by parents and caregivers within 2 working days.
- Students will play an active part in the development of the Student Leadership program and in the investigation of connections to the community through service.
- All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To improve the learning growth of every student in literacy, numeracy and science.</p>	<p>AusVELS – English & Mathematics Domains</p> <ul style="list-style-type: none"> • Improve and maintain an average of 90% of students Prep – Year 6 achieving at or above the indicative level for all AusVELS content strands of English and Mathematics • Increase percentage of students achieving above the indicative level for all AusVELS content strands of English and Mathematics to 50% or more • 100% of students achieving indicative 1.0 progression point growth or more each year <p>AusVELS – Science Domain</p> <ul style="list-style-type: none"> • Improve and maintain an average of 90% of students Year 3 – 6 achieving at or above the indicative level for all AusVELS content strands of Science • Increase percentage of students achieving above the indicative level for all AusVELS Science content strands of Science Understanding to 40% or more • Increase percentage of students achieving above the indicative level for all AusVELS Science content strands of Science as a Human Endeavour and Science Inquiry Skills to 50% or more <p>NAPLAN – Reading, Writing, Language Conventions and Numeracy</p> <ul style="list-style-type: none"> • 0% of Year 3 and Year 5 students achieving at or below minimum NAPLAN standards • 90% or more of Year 3 students achieving Band 5 or Band 6 • 75% or more of Year 5 students achieving Band 7 or Band 8 • Increase the percentage of students achieving high growth on NAPLAN relative growth reports to 50% • Reduce the percentage of students achieving low growth on NAPLAN relative growth reports to 10% <p>Staff Opinions</p> <p>To maintain or improve Staff Opinion Survey results to levels above 2014 School Mean scores</p> <p>School Climate</p>	<ol style="list-style-type: none"> 1. Build a guaranteed and consistent curriculum 2. Build a whole school approach to the regular tracking, monitoring and assessment of learning and growth for every student.

- | | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none">• Academic Emphasis• Collective Focus on Learning• Guaranteed & Viable Curriculum | |
|--|--|---|--|

Professional Learning Results

- Collective Participation

	Goals	Targets	Key Improvement Strategies
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To add depth to student learning and engagement so that students make connections within their community and beyond.</p>	<p>Parent Perceptions</p> <p>To maintain and improve Parent Opinion Survey results to levels above 2014 scores and where possible, at or above State mean</p> <p>School Climate</p> <ul style="list-style-type: none"> • Stimulating Learning • Learning Focus <p>Student Engagement</p> <ul style="list-style-type: none"> • Social Skills • School Connectedness • Student Motivation <p>Student Attitudes</p> <p>To maintain and improve Student Attitudes to School Survey results to levels above 2014 scores and where possible, at or above State mean</p> <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Teacher Effectiveness • Teacher Empathy • Student Motivation • Learning Confidence • Stimulating Learning • School Connectedness <p>Staff Opinions</p> <p>To maintain or improve Staff Opinion Survey results to levels above 2014 School Mean scores</p> <p>School Climate</p> <ul style="list-style-type: none"> • Collective Responsibility • Collective Focus on Learning <p>Professional Learning Results</p> <ul style="list-style-type: none"> • Renewal of Knowledge and Skills • Applicability of Professional Learning 	<p>3. Build the understandings and instructional competence of every teacher.</p> <p>4. Enhance the whole school approach to teaching and learning through embedding the International Baccalaureate Primary Years Program</p>

	Goals	Targets	Key Improvement Strategies
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To build the social and emotional intelligence capabilities of every student in order to develop resilience and optimism.</p>	<p>AusVELS – Personal Learning Domain</p> <ul style="list-style-type: none"> • Increase percentage of Year 3 – 6 students achieving at or above the indicative level for all AusVELS content strands of the Personal Learning domain to 90% or more <p>AusVELS – Interpersonal Development Domain</p> <ul style="list-style-type: none"> • Increase percentage of Prep – Year 6 students achieving at or above the indicative level for all AusVELS content strands of the Interpersonal Development domain to 90% or more <p>Attendance</p> <p>To decrease the Student Absence data average absent days per student Prep – Year 6 is to levels</p> <ul style="list-style-type: none"> • below 2014 School Mean scores • or below 10 days at each level <p>Parent Perceptions</p> <p>To maintain or improve Parent Opinion Survey results to levels above 2014 School Mean scores</p> <p>School Climate</p> <ul style="list-style-type: none"> • Approachability • Transitions • General Satisfaction <p>Student Attitudes</p> <p>To maintain or improve Student Attitudes to School Survey results to levels above 2014 scores and where possible, at or above State mean</p> <p>Student Relationships</p> <ul style="list-style-type: none"> • Connectedness to Peers • Classroom Behaviour • Student Safety <p>Wellbeing</p>	<p>5. Build teacher capacity and confidence in the development and implementation of positive learning experiences for all students.</p> <p>6. Develop and enhance positive relationships within and beyond the school community.</p>

- | | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none">• Student Distress• Student Morale | |
|--|--|---|--|

Staff Opinions

To maintain or improve Staff Opinion Survey results to levels above 2014 School Mean scores

School Climate

- Trust in Students and Parents
- Teacher Collaboration
- Shielding and Buffering

	Goals	Targets	Key Improvement Strategies
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To enhance the human and physical resources in order to strengthen the school’s teaching and learning culture.</p>	<p>AusVELS – ICT Domain</p> <ul style="list-style-type: none"> • Increase percentage of Year 3 – Year 6 students above the indicative level for all AusVELS content strands of the ICT domain to 70% or more <p>Parent Perceptions</p> <p>To maintain or improve Parent Opinion Survey results to levels above 2014 School Mean scores</p> <ul style="list-style-type: none"> • School Improvement • Parent Input <p>Staff Opinions</p> <p>To maintain or improve Staff Opinion Survey results to levels above 2014 School Mean scores</p> <p>School Climate</p> <ul style="list-style-type: none"> • Staff Trust in Colleagues • Parent and Community Involvement <p>Professional Learning Results</p> <ul style="list-style-type: none"> • Active Participation • Feedback • Applicability of Professional Learning • Coherence 	<ol style="list-style-type: none"> 7. Build and optimise resources through investment in professional learning. 8. Strengthen the provision and use of ICT across the school. 9. Enhance the established relationships already developed with our sister schools in Beijing and Fitzroy Crossing. 10. Investigate and build facilities that provide innovative and flexible learning spaces for students.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement Goal: To improve the learning growth of every student in literacy, numeracy and science.</p> <p>Key Improvement Strategies:</p> <ul style="list-style-type: none"> • Build a guaranteed and consistent curriculum. • Build a whole school approach to the regular assessment, tracking and monitoring of learning and growth for every student. 	Year 1	<ul style="list-style-type: none"> ▪ Develop and extend staff understandings of the AusVELS domains and related content strands; with a specific focus on the Science domain ▪ Build expertise in plotting student progress on the AusVELS progression points through regular moderation and professional dialogue within and across year levels ▪ Assess data to track and identify students for support and challenge. From this, develop and implement learning engagements that ensure all students are learning within their zone of proximal development. ▪ Skill staff in the writing of ILIPs and ensure students who are at risk, PSD students or below the indicative AusVELS level in English and/or Mathematics domains have ILIPs. ▪ Review current teacher to student feedback practices in order to develop regular and consistent feedback processes across all learning domains and year levels ▪ Develop a whole school assessment schedule and review and update Assessment Policy ▪ Review and update Language policy 	<ul style="list-style-type: none"> ▪ The use of Individual Learning Improvement Plans [ILIP] extended and developed more consistently ▪ All ILIP to include SMART goals, strategies, time line, success criteria and to be discussed and reviewed regularly with student families ▪ Planning and assessment in line with AusVELS & IB PYP ▪ Approaches to T&L more closely aligned to needs of learners through the differentiation of learning engagements and goals ▪ Teacher knowledge of AusVELS progression points extended beyond expected year level outcomes ▪ Planned moderation of student assessment within and across level teams to enhance breadth and consistency. ▪ AusVELS assessments reflecting the range of student ability and NAPLAN results ▪ Greater consistency in curriculum and assessment across the school ▪ Teacher Performance and Development goals showing evidence of student growth through the differentiation of learning ▪ Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with timely information regarding the achievement of their students. They use this information to: <ul style="list-style-type: none"> ○ Respond to children who are experiencing difficulty. ○ Enrich and extend the learning of students who are proficient. ▪ Teaching and Learning policy, Assessment Policy and Language policy reviewed ▪ Mathematics and ICT policies developed
	Year 2	<ul style="list-style-type: none"> ▪ Implementation of the 10 “theories of action” into all teaching practices ▪ Investigate on-demand testing ▪ Review and update Teaching and Learning policy ▪ Develop Mathematics policy 	
	Year 3	<ul style="list-style-type: none"> ▪ Continue to implement Year 1 & 2 actions ▪ School Review year as directed by DET 	

Key Improvement Strategies		Achievement Milestone	
<p>Engagement</p> <p>Goal:</p> <p>To add depth to student learning and engagement so that students make connections within their community and beyond.</p> <p>Key Improvement Strategies:</p> <ul style="list-style-type: none"> • Build the understandings and instructional competence of every teacher. • Implement a whole school approach to teaching and learning through embedding the International Baccalaureate Primary Years Programme (IB PYP) 	Year 1	<ul style="list-style-type: none"> ▪ Skill staff in providing feedback on student performance and their ability to adapt instruction to meet identified student needs ▪ Utilise experts in the role of critical friend to extend and enhance staff skills and understandings in Literacy, Numeracy and Science ▪ Refine staff performance review planning and ensure all staff have targets for student learning and teacher practice in their performance plans ▪ Develop and trial a Mount View peer observation and feedback model ▪ Adjust the current Teaching & Learning coaching program to align with the Mount View peer observation and feedback model ▪ Continue to build staff skills in understanding and applying an inquiry , concept-based approach across all areas of learning ▪ Engage students in setting learning goals, self-reflection and evaluation of their learning ▪ Review and extend how the Cross Curriculum priorities are addressed through the learning programs ▪ Build staff understanding of “Action” in the PYP in order for students to take authentic action from their learning 	<ul style="list-style-type: none"> ▪ Mount View peer observation and feedback model – documented and distributed to staff ▪ Whole staff professional learning closely linked to Key Improvement Strategies – documented through Term planners and individual staff P & D plans ▪ Documentation of reviewed Teaching and Learning coaching program ▪ Ongoing training of all staff in IB PYP philosophy and practice – with a focus on inquiry, concept-based learning and action ▪ Staff demonstrating numeracy and literacy coaching ideas in classrooms ▪ Regular professional learning is scheduled for individual/team/school level to build teacher capacity and knowledge ▪ Peer/ team coaching, collaboration, observation and feedback are planned events and regular agenda items at area, curriculum and staff meetings ▪ All teacher performance plans showing application of student engagement initiatives in practice ▪ Documentation of the alignment of the Cross Curriculum priorities through all areas of learning ▪ Discussions and actions minuted from whole school, specialist and year level meetings ▪ Document “What action and service looks like at Mount View” and incorporate into the Teaching and Learning policy
	Year 2	<ul style="list-style-type: none"> ▪ Implement the Mount View peer observation and feedback model ▪ Investigate the concept of “service” within the context of the teaching and learning program ▪ Continue with relevant Year 1 actions 	
	Year 3	<ul style="list-style-type: none"> ▪ Continue to implement Year 1 & 2 actions ▪ School Review year as directed by DET 	

Key Improvement Strategies	Actions		Achievement Milestone
<p>Wellbeing</p> <p>Goal:</p> <p>To build the social and emotional intelligence capabilities of every student in order to develop resilience and optimism.</p> <p>Key Improvement Strategies:</p> <ul style="list-style-type: none"> • Build teacher capacity and confidence in the development and implementation of positive learning experiences for all students. • Develop and enhance positive relationships within and beyond the school community. 	Year 1	<ul style="list-style-type: none"> ▪ Embed Circle Solutions in weekly teaching and learning programs in order to develop student confidence, resilience and optimism through the provision of professional learning for staff ▪ Continue to develop and enhance the STARS program (vertical student groupings) ▪ Continue to embed the IB Learner Profile attributes and PYP attitudes into the daily life of all members of the Mount View community ▪ Provide professional learning for staff in the understanding of student wellbeing ▪ Development of formalised student leadership program – activities within, across and outside of classroom 	<ul style="list-style-type: none"> ▪ All staff trained in Circle Solutions techniques ▪ Staff to provide evidence in work programs of Circle Solutions strategies being implemented on a weekly basis ▪ STARS sessions timetabled on Term planners ▪ Increased staff confidence to identify and respond to a wider range of student wellbeing needs reflected through P & D discussions ▪ Improved annual Attitudes to School, Parent Opinion and Staff Opinion surveys results ▪ Documentation of alignment of IB Learner Profile and PYP essential elements through the Pol ▪ Whole staff professional learning documented through Term planners and individual staff P & D plans ▪ Documentation of student leadership program ▪ Reviewed Student Engagement policy ▪ Inter-generational connections “future directions” paper developed
	Year 2	<ul style="list-style-type: none"> ▪ Review and update Student Engagement policy ▪ Investigate possibilities of building inter-generational connections within the Mount View community and neighbourhood organisations ▪ Implement new ideas that have arisen from student wellbeing professional learning into school wide programs ▪ Continue with relevant Year 1 actions 	
	Year 3	<ul style="list-style-type: none"> ▪ Continue to implement Year 1 & 2 actions ▪ School Review year as directed by DET 	

Key Improvement Strategies		Actions	Achievement Milestone
<p>Productivity</p> <p>Goal:</p> <p>To enhance the human and physical resources in order to strengthen the school’s teaching and learning culture.</p> <p>Key Improvement Strategies:</p> <ul style="list-style-type: none"> • Build and optimise resources through investment in professional learning. • Strengthen the provision and use of ICT across the school. • Enhance the established relationships already developed with our sister schools in Beijing and Fitzroy Crossing. • Investigate and build facilities that provide innovative and flexible learning spaces for students. 	Year 1	<ul style="list-style-type: none"> ▪ Audit current whole school practice against IB Standards and Practices in preparation for IB PYP Evaluation visit scheduled in 2016 ▪ Investigate and develop staff understandings of the 10 “theories of action” through professional development and the use of Wayne Craig as a critical friend ▪ Create new Leading Teacher role in the area of ICT with the responsibilities inclusive of the provision of professional learning, management of MBYOD, and coordination of the ICT team ▪ ICT team to develop an ICT policy and future directions paper ▪ Strengthen and broaden the connections between the MVPS teachers and their colleagues in the sister-schools ▪ Investigate the potential to host a delegation from each of our sister-schools ▪ Provision of Phase 1 of the Walarrurru project with interested staff ▪ Explore the feasibility of a dedicated science room ▪ In partnership with DET personal and community members, develop a facilities master plan for the school 	<ul style="list-style-type: none"> ▪ On-going audit of school processes and practice against IB PYP standards ▪ IB PYP World School Evaluation completed in 2016 ▪ Provision of professional learning for all staff in the 10 “theories of action” ▪ 3 year plan for the implementation of “theories of action” developed ▪ Leading teacher ICT appointed ▪ ICT policy and futures developed ▪ Extended ICT use in classrooms and specialist programs – documented through planners, work programs and meeting minutes ▪ Discussions with sister schools minuted and plans for future sessions documented ▪ Invitations to visit Mount View sent to Beijing sister-schools and plans documented ▪ Documentation of Walarrurru project ▪ Facilities master plan developed; inclusive of recommendations for a dedicated science room
	Year 2	<ul style="list-style-type: none"> ▪ Complete IB PYP Evaluation documentation and process ▪ Implementation of the 10 “theories of action” into all teaching practices ▪ Implementation of ICT policy and recommendations from the future directions paper ▪ Provision of Phase 2 of the Walarrurru project with interested staff ▪ Prioritise and implement facilities master plan recommendations ▪ Continue to implement Year 1 actions 	
	Year 3	<ul style="list-style-type: none"> ▪ Continue to implement Year 1 & 2 actions ▪ School Review year as directed by DET 	

BASELINE DATA

AUSVELS YEAR LEVEL STUDENT ACHIEVEMENT SUMMARY - DECEMBER 2014

AusVELS Domains		ENGLISH			MATHEMATICS			SCIENCE			INTERPERSONAL DEVELOPMENT			PERSONAL LEARNING		ICT			
Content Strands		READ	WRITE	SP & L	N & A	M & G	S & P	UND	HED	ISK	IP	SOC	TEA	IND	MPL	ICT	VT	CR	COM
Prep	Above	44.2%	44.2%	29.7%	48.6%	35.5%	34.8%				0%**								
	At & Above	85.5%	85.5%	86.2%	97.8%	97.8%	97.8%				100%								
Yr 1	Above	52.4%	40.6%	32.9%	58.7%	41.3%	37.8%					22%	29%			31%			
	At & Above	89.5%	88.1%	88.1%	97.9%	97.2%	98.6%					99%	95%			97%			
Yr 2	Above	62.4%	41.1%	29.1%	59.6%	41.8%	36.9%					13%	16%			0%***			
	At & Above	95.7%	93.6%	94.3%	93.6%	94.3%	93.6%					96%	95%			96%			
Yr 3	Above	57.7%	46.2%	45.4%	60.0%	47.7%	46.9%	38%	28%	43%		52%	45%	39%	48%		48%	51%	47%
	At & Above	94.6%	94.6%	93.8%	97.7%	97.7%	96.9%	96%	96%	96%		95%	93%	97%	97%		98%	98%	97%
Yr 4	Above	63.0%	52.5%	45.7%	61.7%	61.7%	49.4%	28%	27%	19%		23%	36%	34%	34%		36%	33%	31%
	At & Above	90.7%	90.7%	93.2%	90.7%	93.8%	94.4%	96%	96%	96%		96%	95%	93%	94%		96%	96%	97%
Yr 5	Above	45.6%	37.3%	31.0%	57.0%	47.5%	48.7%	9%	11%	22%		25%	26%	28%	33%		87%	91%	94%
	At & Above	82.9%	79.7%	90.5%	84.2%	88.0%	91.1%	90%	89%	92%		92%	90%	89%	85%		97%	97%	97%
Yr 6	Above	58.2%	44.4%	56.9%	66.0%	65.4%	73.2%	71%	79%	81%		46%	56%	64%	67%		91%	96%	96%
	At & Above	91.5%	90.8%	91.5%	93.5%	94.8%	95.4%	95%	95%	95%		92%	93%	92%	90%		97%	98%	98%

*** Content Strand changes – not able to be assessed above level

BASELINE DATA

2014 NAPLAN STUDENT ACHIEVEMENT SUMMARY

YEAR 3	READING				WRITING				SPELLING				GRAMMAR & PUNCTUATION				NUMERACY			
<i>School Mean</i>	501				469				501				501				475			
<i>State Mean</i>	433				417				420				420				415			
<i>Group</i>	<i>All</i>	<i>Girls</i>	<i>Boys</i>	<i>LBOTE</i>	<i>All</i>	<i>Girls</i>	<i>Boys</i>	<i>LBOTE</i>	<i>All</i>	<i>Girls</i>	<i>Boys</i>	<i>LBOTE</i>	<i>All</i>	<i>Girls</i>	<i>Boys</i>	<i>LBOTE</i>	<i>All</i>	<i>Girls</i>	<i>Boys</i>	<i>LBOTE</i>
<i>At or Below</i>	1.6%	1.5%	1.7%	1.1%	1.6%	0.0%	3.3%	2.1%	0.8%	1.5%	0.0%	0.0%	0.8%	1.5%	0.0%	0.0%	1.6%	3.1%	0.0%	1.1%
<i>Above</i>	97.6%	98.5%	96.7%	98.9%	98.4%	100.0%	96.7%	97.9%	99.2%	98.5%	100.0%	100.0%	99.2%	98.5%	100.0%	100.0%	96.8%	96.9%	96.7%	97.9%
<i>At or Above Bands 5 & 6</i>	84.0%	84.6%	83.3%	83.0%	88.8%	90.8%	86.7%	88.3%	85.6%	83.1%	88.3%	86.2%	85.6%	83.1%	88.3%	86.2%	76.0%	75.4%	76.7%	73.4%

YEAR 5	READING				WRITING				SPELLING				GRAMMAR & PUNCTUATION				NUMERACY			
<i>School Mean</i>	552				502				552				554				551			
<i>State Mean</i>	511				481				501				509				498			
<i>Group</i>	<i>All</i>	<i>Girls</i>	<i>Boys</i>	<i>LBOTE</i>	<i>All</i>	<i>Girls</i>	<i>Boys</i>	<i>LBOTE</i>	<i>All</i>	<i>Girls</i>	<i>Boys</i>	<i>LBOTE</i>	<i>All</i>	<i>Girls</i>	<i>Boys</i>	<i>LBOTE</i>	<i>All</i>	<i>Girls</i>	<i>Boys</i>	<i>LBOTE</i>
<i>At or Below</i>	4.8%	4.3%	5.3%	4.6%	3.4%	1.4%	5.3%	2.8%	5.5%	7.2%	3.9%	3.7%	9.7%	10.1%	9.2%	6.4%	5.5%	8.7%	2.6%	0.9%
<i>Above</i>	94.5%	95.7%	93.4%	94.5%	96.6%	98.6%	94.7%	97.2%	94.5%	92.8%	96.1%	96.3%	90.3%	89.9%	90.8%	93.6%	93.8%	89.9%	97.4%	99.1%
<i>At or Above Bands 7 & 8</i>	58.6%	55.1%	61.8%	59.6%	22.8%	26.1%	19.7%	28.4%	69.7%	68.1%	71.1%	80.7%	64.1%	63.8%	64.5%	71.6%	55.2%	49.3%	60.5%	62.4%

2014 RELATIVE GROWTH – YEAR 3 TO YEAR 5

Year 5 Cohort = 144 students

No Comparison – No Year 3 NAPLAN data available on these students	High Growth	Medium Growth	Low Growth
10.4%	34.0%	38.9%	16.7%

2014 SURVEY RESULTS - PARENT OPINION - STUDENT ATTITUDES TO SCHOOL – SCHOOL STAFF

<i>2014 Parent Opinion Survey</i>			<i>2014 Student Attitudes to School Survey</i>			<i>2014 School Staff Survey</i>		
<i>Dimension</i>	<i>School Mean</i>	<i>State Mean</i>	<i>Dimension</i>	<i>School Mean</i>	<i>State Mean</i>	<i>Dimension</i>	<i>School Mean</i>	<i>State Mean</i>
<i>School Climate</i>			<i>Teaching & Learning</i>			<i>School Climate</i>		
Stimulating Learning	5.87	Below	Teacher Effectiveness	4.52	4.44	Academic Emphasis	622	534
Learning Focus	5.85	At	Teacher Empathy	4.49	4.45	Collective Efficacy	625	532
Approachability	5.88	At	Student Motivation	4.59	4.58	Guaranteed & Viable Curriculum	582	530
Transitions	5.99	Above	Learning Confidence	4.25	4.14	Collective Responsibility	583	531
School Improvement	5.84	At	Stimulating Learning	4.22	4.16	Collective Focus on Learning	573	531
Parent Input	5.39	Below	School Connectedness	4.55	4.39	Trust in Students & Parents	574	530
General Satisfaction	6.09	Above	<i>Student Relationship</i>			Teacher Collaboration	495	526
<i>School Engagement</i>			Connectedness to Peers	4.36	4.34	Shielding & Buffering	533	526
Social Skills	5.74	Below	Classroom behaviour	3.29	3.40	Staff Trust in Colleagues	543	523
School Connectedness	6.08	Above	Student Safety	4.38	4.40	Parent & Community Involvement	595	530
Student Motivation	6.09	Above	<i>Wellbeing</i>			<i>Professional Learning Results</i>		
			Student Distress	6.00	5.94	Renewal of Knowledge & Skills	559	531
			Student Morale	5.77	5.75	Applicability of Professional Learning	536	531
						Active Participation	490	526
						Feedback	457	517
						Applicability of Professional Learning	536	531
						Collective Participation	539	526
						Coherence	522	528
						School Level Support	544	523