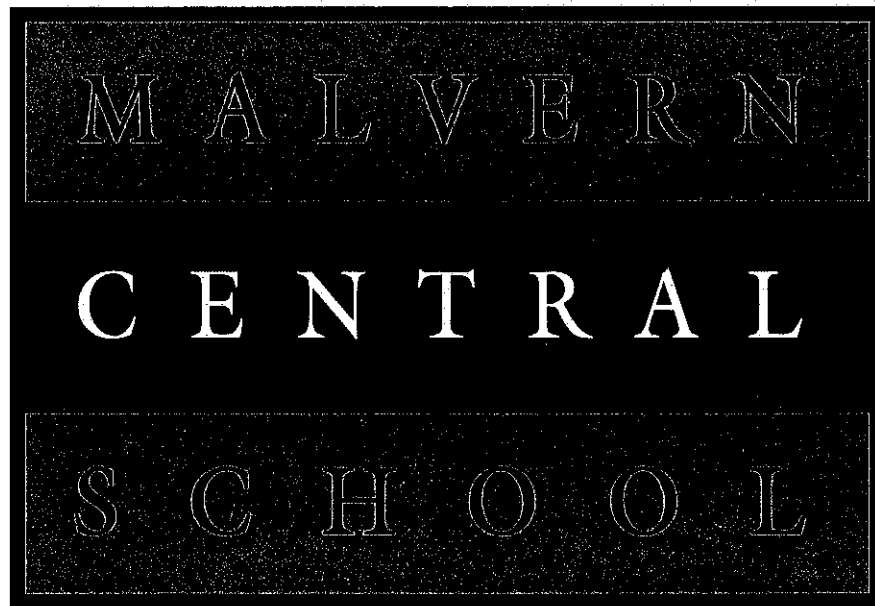



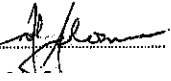



Department of
Education & Training

School Strategic Plan
Malvern Central School - 1604
2016 - 2019



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed  Name: Kerry Clayton Date: 25 November 2015</p>
<p>Endorsement by School Council</p>	<p>Signed  Name: John Solomon Date: 25 November 2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed  Name: Karen Cain A/RD Date: 6/12/2015</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

<p>Purpose</p>	<p>At Malvern Central School (the School) we believe that through our commitment to personalised learning all students can learn to their fullest potential. Our students are immersed in a rich and relevant curriculum and their learning is enhanced by national, global and multicultural perspectives. At graduation, our students have the knowledge and skills that will assure their proficiency in problem solving and technology. They are responsible citizens and lifelong learners who thrive in their 21st Century world.</p> <p>The School Strategic Plan guides the school's improvement agenda to ensure that there is greater consistency of teaching and learning practices to ensure that all students are learning in every learning space, every day.</p> <p>Malvern Central School is committed to personalising learning through a holistic approach that is developmentally appropriate. The School motto '<i>Leading the change together</i>' is modelled in every aspect of our curriculum. Our teachers have the expertise to support and challenge students at their personalised level of learning. The School achieves this through continuous assessment, monitoring of students' progress and evidence-informed teaching.</p> <p>The School is committed to developing an effective partnership between the home and school where parents are valued as contributors in their child's learning and we honour this commitment by providing a range of communication channels, opportunities for active and meaningful participation and respectful consultation. This includes just-in-time parent-teacher meetings throughout the entire year, at the request of both parent and teacher.</p>
<p>Values</p>	<p>The School values:</p> <ul style="list-style-type: none"> Collaboration and team-work High expectations for all Respect and trust Professionalism A safe and secure environment for learning See appendices for further detail.

Environmental Context

Malvern Central School is located in Malvern, in the City of Stonnington. Established in 1875, the School has built its own unique identity in the local and wider community. The School has 2 campuses :

- Park Street – Foundation to Year 2; and
- Spring Road: Year 3 – Year 6.

The Malvern Gardens are located between the two campuses enabling our students and teachers to access an expanded space for learning, play and physical education.

There are currently 450 students enrolled, predominantly from an English speaking background. However, our School is enjoying an increasingly diverse school community. The School has Student Family Occupation (SFO) of 0.14.

The School is organised into both straight year levels and multi-age, the structure varying from year to year depending on optimal student groupings and providing for greater opportunities for individual growth.

The Victorian Curriculum F-10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age. <http://victoriacurriculum.vcaa.vic.edu.au/overview/curriculum-design/standards-and-levels>

The School is proud of its contemporary learning spaces and physical environment. These promote a positive and stimulating learning environment where all students are empowered and encouraged to learn to their fullest potential.

Our teachers are committed to delivering a personalised curriculum through an evidence based understanding of students and developing open ended learning experiences and rich learning tasks and programs. To effectively achieve this, our teachers engage with targeted and ongoing professional learning.

The School's specialist programs in Performing Arts, Visual Art, Physical Education and LOTE (Japanese) enrich our educational program and encourage the students' creativity, well-being and global awareness.

All learning spaces have a range of digital devices including interactive whiteboards, notebook computers and iPads. The School also offers a range of engaging activities to its students including camps from Year 2 to Year 6, excursions and incursions, a school theatre production, a coding club, a chess club, dancing and a learn to swim program.

The School is well supported by a strong parent community led by a Parents' Club and a very active and experienced School Council that works effectively and efficiently on a sub-committee structure.

The 2016 – 2019 Strategic Plan outlines how the School will align its vision for the future with practical Key Improvement Strategies (**KIS**) linked to professional learning and the school improvement cycle. KIS are the high-level actions that the School will take to achieve its vision, goals and targets. They represent the sequential

process of change that will need to occur if the vision, goals and targets are to be realised: KIS are broad and are likely to take several years to implement successfully and sustainably. Implementation of the KIS will be documented in detail through the School's Annual Implementation Planning process.

Did you want to put anything in here about Student Leadership and your work about positive psychology etc?

<p>Framework for Improving Student Outcomes</p> <p>Student Outcomes</p>	<p>The Framework for Improving Student Outcomes (the Framework) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement.</p> <p>Providing schools with clear direction and priorities to focus on student learning is a key part of the Education State.</p> <p>This Framework will allow schools to make improvements based on the needs of their students, school and local community.</p> <p>How will it work?</p> <p>The Framework's Improvement Model provides a common language for school improvement across the Victorian government school system. It is structured around four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school:</p> <ul style="list-style-type: none"> • Excellence in teaching and learning • Professional leadership • Positive climate for learning • Community engagement in learning
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Priority	Initiatives
<p>Excellence in teaching and learning</p>	<p>Building practice excellence: Teachers, principals, and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.</p> <p>Curriculum planning and assessment: Schools will embed a culture of curriculum planning and assess the impact of learning programs, adjusting them to suit individual student needs so that students can reach their potential. Schools will strengthen their use of student assessment data and feedback to evaluate impact on students' progress, monitor the impact of teaching and adjust learning programs and interventions.</p>
<p>Professional leadership</p>	<p>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence and proven coaching and feedback methods, build a culture that is focused on improvement, and strengthen the induction of new teachers into the professional learning culture of their school.</p>
<p>Positive climate for learning</p>	<p>Empowering students and building school pride: Schools will develop approaches that give students a greater say in the decisions that affect their learning and their lives at school. The whole school community will engage with students so they have voice in the learning process, and fully and proudly participate in school life.</p> <p>Setting expectations and promoting inclusion: Schools will work across their communities to implement a shared approach to steering the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices, and ensuring students have the tools and skills to develop positive and self-regulating behaviours.</p>
<p>Community engagement in learning</p>	<p>Building communities: Schools will strengthen their capacity to build relationships within the broader community by partnering with the community sector (for example, through the GPs in schools initiative), make strategic use of existing community resources and capabilities, and increase the services delivered 'inside the school gate'. Schools will realise the value of harnessing the full capacity of the community and parents to collectively encourage students' learning, and enhance student outcomes.</p>

As part of the School's Strategic Direction, there will be an initial focus on :
 Excellence in Teaching and Learning, and Professional Leadership.

Strategic Direction

<p>Achievement 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>Key Improvement Strategies (KIS)</p> <ul style="list-style-type: none"> • Build teacher pedagogical content knowledge and application in relation to the teaching of numeracy. • Introduce a whole school approach to expanding teachers' repertoire of evidence-based teaching (teaching as a science) techniques drawing on Hattie's 'Evidence-based principles of effective teaching'.
<p>Goals Goals are aspirational statements. They define what outcomes the School is striving to achieve. Goals evolve from the School's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To ensure excellence in teaching and learning through:</p> <ul style="list-style-type: none"> • a focus on improved numeracy outcomes • a focus on improved spelling outcomes
<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>To increase the number of students (Foundation – Year 6) working above the expected level in numeracy (number) to 70% through on-balance teacher judgements. 98% of students to be working at or above expected level through on-balance teacher judgements. 30% of students (Foundation – Year 6) working 12 months or more above expected level in numeracy (number) through on-balance teacher judgements. 50% of students (Grade 1 - Year 6) working 12 months or more above chronological age in spelling as measured by Single Word Spelling Test (SWST). Matched cohort growth as measured by on-balance teacher judgements to be at least 12 months learning growth per year in numeracy.</p>

Theory of action

The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.

The following actions and success criteria are informed by the DE&T Framework for Improving Student Outcomes. Specifically, *high impact collaborative practices*:

- Explicit use of evidence-based school improvement strategies and teacher professional practice activities.
- Documented curriculum, assessment and shared pedagogical approaches.
- Moderation of common student assessment tasks.
- Data collection, analysis and evaluation of student learning growth over time.

Further, the School will strengthen its leadership and Professional Learning Team (**PLT**) culture and collaborative team working model for both teaching and Education Support (**ES**) staff. This will promote and support succession planning, develop the capabilities of our leadership and professional learning teams in using evidence and proven coaching and feedback methods.

	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the KIS. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the School's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1 - 2016</p>	<ul style="list-style-type: none"> • Introduce a whole school approach to expanding teachers' repertoire of evidence-based teaching (teaching as a science) techniques drawing on Hattie's 'Evidence-based principles of effective teaching'. • Measure the impact of all Professional Learning Teams (PLTs) in terms of the processes that are being adopted to promote teacher learning, teacher collaboration and teacher practice, knowledge and engagement. <p>A Numeracy Committee will lead and:</p> <ul style="list-style-type: none"> • Audit current school practices and goal setting in numeracy. • Identify expertise within the School, within the broader network of schools and through specialist expertise to support the development of an agreed whole school approach to numeracy teaching. • Research identified best practices and interventions to differentiate numeracy practice and personalise student learning. • Research growth mindsets applications within the numeracy learning program (possible replication of Blackwell study- Please refer to the Appendix). <p>Provide targeted professional learning to support agreed whole school approach to differentiated numeracy teaching.</p> <p>Review Maths Assessment Schedule and ensure it provides common expectations and language for data analysis, tracking student achievement and tools to support this.</p> <p>Words Their Way (WTW) Program to be furthered and led by the Literacy Committee.</p>	<ul style="list-style-type: none"> • Agreed and documented whole school approach to numeracy. • From the research undertaken by the Numeracy Committee, deliver growth mindsets PL (through Professional Learning Schedule) to build teacher understanding of growth mindsets applications within numeracy. • Leading Numeracy Program – Bastow Institute of Education Leadership. • Revised Assessment Schedule to reflect agreed and applied maths data collection and analysis showing consistent approach to allow 12 month growth. • Individual Number learning goals to be established for all students within semester 1 (1-6) and semester 2 (F). • Strategic curriculum moderation of student work in numeracy each term based on scheduled and just in time needs of cohort, both within and across teams. • Build teacher understanding of differentiating numeracy learning for students based on an action research cycle • PLTs triangulate staff survey results, team reflections through collaboration framework and student perceptions. • Evidence based documentation developed, maintained by teachers and presented at annual performance and development meetings. • Grow teacher applied knowledge of the inquiry based spelling program, "Words Their Way." • Planning documentation to reflect developing applied knowledge of WTW.

	PL scheduled for WTW Program.	<ul style="list-style-type: none"> • Word Study/Spelling goals for students in Semester 2. • Writing moderation to evaluate the impact of WTW program. • PLT leaders to include in their PDP, a team leadership-specific goal PDP process. • Strengthen Classrooms Observations linking feedback to individual staff goals as part of the PDP.
Year 2 - 2017	<p>Continue to build on explicit teaching practices in maths and word study.</p> <p>Embed a shared understanding of personalised learning at the School through targeted professional learning, optimising opportunities for peer collaborative learning, feedback through observations and mentoring or coaching.</p> <p>Apply Year 5-6 growth mindsets applications identified previous years' research within the numeracy learning program.</p>	<ul style="list-style-type: none"> • Embed a whole school approach to expanding teachers' repertoire of evidence-based teaching techniques using Hattie's 'Evidence-based principles of effective teaching'. • Application of a numeracy action research cycle • Increased consistency in observed effective teaching of numeracy. • Teachers to co-create maths goals with students • Continue to grow teacher applied knowledge of the inquiry based spelling program, WTW. • Evidence of professional collaboration including staff observation, providing feedback and support to each other's practice. • Evidence based documentation developed, maintained by teachers and presented at annual performance reviews.
Year 3 - 2018	<p>Incorporation of Growth Mindsets into Maths Planners</p> <p>Year 3-4 growth mindsets applications within the numeracy learning program.</p>	<ul style="list-style-type: none"> • Teachers plan, incorporate and document growth mindsets interventions as part of the maths program. • Teachers articulate how they are differentiating for students based on evidence through an action research cycle. • Gain student feedback to show student engagement, areas for improvement and future learning – student voice.
Year 4- 2019	Review and further develop.	<ul style="list-style-type: none"> • F-2 growth mindsets applications within the numeracy learning program.

Engagement

Key improvement strategies

<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 the School and beyond into further education and work.</p>	<ul style="list-style-type: none"> • Build teacher capacity to engage students in developing a positive climate for learning through Positive Education and NPDL program.
<p>Goals</p>	<p>To improve engagement of all students through providing a positive climate for learning and by explicitly planning to:</p> <ul style="list-style-type: none"> • promote confident, collaborative and creative learners who connect in a globalised world. • build persistent and resilient students through, student agency and the development of character strengths
<p>Targets</p>	<p>Stimulating learning to be above the State mean by 2019 as measured by the Student Attitudes to School Survey Gallup Poll increase in engagement to be at or above 'school type' mean.</p> <p>Student perception of 'resilient self' measured against rubric descriptions 'Character: Deep Learning Progression (NPDL)</p>
<p>Theory of action (optional)</p>	<p>NPDL is a highly innovative program that seeks to provide young people with 21st Century skills. DET is a partner in the development of this global program that involves some 1,000 schools world-wide.</p> <p>The frameworks for the program are the 6Cs: Character; Citizenship; Collaboration; Communication; Creativity; and Critical Thinking.</p> <p>This program is concerned with developing an attitude of mind, a set of values and the personal, interpersonal and cognitive capabilities identified repeatedly in studies of successful early career graduates and those leaders who have helped create more harmonious, productive and sustainable workplaces and societies.</p>

	<p>Positive Education is 'applied positive psychology in education'. A broad definition of positive psychology is the study of the strengths and virtues that enable individuals, communities and organisations to thrive.</p> <p>Science, Technology, Engineering and Mathematics (STEM). This program is about ensuring students are equipped with the necessary skills for the economy of the future. Experts predict that 75 per cent of the fastest growing occupations will require skills in science, technology, engineering or mathematics and as such an increasing demand for students to understand, engage, and excel in STEM to enable them to become skilled for the future. The future will be driven by science and technology so the Improved quality and reach of STEM education and ongoing skills development are vital. Digital proficiency will be a basic skill, as important as reading and numeracy and it will increasingly be the determinant of employment prospects and opportunity.</p>	
	<p>Actions</p> <p>NPDL Lead and Committee to progress the expectations of the NPDL Global Partnerships branch.</p> <p>Develop shared and applied understanding of the NPDL 6 Cs – creativity, citizenship, communication, character education, critical thinking and problem-solving and collaboration.</p> <p>Structure of Observed Learning Outcomes (SOLO) Taxonomy to be used as a model used by teachers to support teacher knowledge of describing how learning outcomes grow in complexity from surface to deep.</p>	<p>Success criteria</p> <ul style="list-style-type: none"> • Build teacher capacity and a common language and understanding of deep learning and the 6Cs to activate student learning. • Embed and deepen the 'collaboration' work undertaken in 2015 – rubric use and refinement, student and peer evaluation using the rubrics. • Planned collaborative learning evident in planners. • Deep Learning Tasks work to be evident in inquiry and maths planners. • Leverage ICT including digital coding to accelerate student learning and engagement. • Improve learning task design through NPDL and SOLO Taxonomy for Deep Learning program to improve learning task design as evidenced in
<p>Year 1 - 2016</p>		

	<p>planners.</p> <ul style="list-style-type: none"> Gallup Poll: (tracks the hope, engagement, and well-being of students in years 5 and 6). Rubrics developed related to Character Education and Critical Thinking and Problem-Solving for teacher, student and peer use (reflection, feedback and assessment). NPDL and Positive Education committees meet every term to progress common threads and provide professional learning in Semester 1. 	<ul style="list-style-type: none"> Embed and deepen the 'character education and critical thinking and problem-solving' work undertaken in 2016 -rubric use and refinement, student and peer evaluation using the rubrics and 'designed for' collaborative learning evident in planners. Rubrics developed related to Communication and Citizenship for teacher, student and peer use (reflection, feedback and assessment). 'Designing Deep Learning Tasks' work based on SOLO to be furthered and evident in all planners.
<p>Year 2- 2017</p>	<p>Progress shared and applied understanding of Communication and Citizenship.</p> <p>Professional Learning Schedule to reflect the professional learning needs of the teachers to further their applied understanding of communication and citizenship.</p>	<ul style="list-style-type: none"> Embed and deepen the 'communication and citizenship' work undertaken in 2017 - rubric use and refinement, student and peer evaluation using the rubrics and 'designed for' communication and citizenship' learning evident in planners. Rubrics developed related to creativity' for teacher, student and peer use (reflection, feedback and assessment). Evidence of the 6Cs in all planners where applicable.
<p>Year 3 - 2018</p>	<p>Professional Learning Schedule to reflect the work of Creativity, through the NPDL project.</p> <p>Progress the previous year's work on Communication and Citizenship</p>	<p>Review and further develop</p>
<p>Year 4 - 2019</p>		

Key improvement strategies

Wellbeing
Students' health, safety and wellbeing are essential to learning and development. An inclusive,

	<p>safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	
<p>Goals</p>	<p>Through the Positive Education program we will continue consistent and targeted development of student social and personal capabilities. The school will develop students who demonstrate positive, resilient and self-regulating behaviours.</p>	<ul style="list-style-type: none"> Identify teacher capacity building needed in order to support the implementation of Positive Education curriculum.
<p>Targets</p>	<p>To increase the school mean over the life of the Strategic Plan in Student Motivation as measured through the Student Attitude to School Survey: Investigate a model for measurement e.g. PERMA.</p> <p>Gallup Poll- element of Wellbeing to be at or above school type mean - 2015- 63% measured as thriving compared with like school type mean of 68%.</p>	
<p>Theory of action (optional)</p>	<p>In positive psychology wellbeing is defined as a construct that is multi-dimensional. Seligman's PERMA model posits there are 5 measurable elements which contribute to wellbeing: positive emotion; engagement; relationships; meaning and purpose and accomplishment. The School's positive/character education program is concerned with developing a growth mindset, a set of values, and the personal, interpersonal and cognitive capabilities identified in repeated studies of successful early career graduates and those leaders who have helped create more harmonious, productive and sustainable workplaces and societies.</p> <p>Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement. (DET Framework for Improving Student Outcomes)</p>	
	<p>Actions</p>	<p>Success criteria</p>
<p>Year 1 - 2016</p>	<ul style="list-style-type: none"> Refine the whole school Positive Education planner. Familiarise staff with scope and sequence of Victorian Curriculum Indicators in Personal and Social Capabilities (http://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/introduction/rationale-and-aims) 	<ul style="list-style-type: none"> All Levels inform the refinement of the planner. Explicit teaching of Positive Education key concepts as per the planner. All specialist portfolio pieces incorporate an element of the Positive Education program. NPDL team to support teams to continue implementing

	<ul style="list-style-type: none"> • Build Positive Education across all curriculum areas, including specialists. • Professional Learning Teams will engage in a Strengths for Team Building Module in term one designed to build team engagement in strengths for cohesion and performance. 	<p>Common Sense Media Program.</p> <ul style="list-style-type: none"> • Apply rubric development of NPDL Character Education to Positive Education. • Begin integration of Positive Education program and NPDL 6Cs. • Staff and students negotiate social and emotional learning goals. Included in Semester 2 reports/portfolios. • VIA survey to be conducted with all Year 5/ 6 students to support goal setting. • Positive education learning incorporated into the buddy program. • Investigate measurement of Positive Education program impact – evidence based and research informed best practice. • VIA survey will be conducted with all staff – teaching and ES in Term 1 of each year. • Conduct Parent engagement forums/workshops to support their knowledge, language and application of the whole school Positive Education Program – Kimochis F -2 through to Character Strengths, Growth Mindset, Mindfulness, Appreciative Inquiry Years 3 – 6.
<p>Year 2 - 2017</p>	<ul style="list-style-type: none"> • Build and develop measures for positive education program. 	<ul style="list-style-type: none"> • Each level Professional Learning Team (PLT) includes a measurement tool. • PLTs will engage in a strengths team building module in term one designed to build team engagement in strengths for cohesion and performance • Identified Parent/family education forums offered. • Reporting against the Victorian Curriculum Personal and Social Capabilities (http://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/introduction/rationale-and-aims)
<p>Year 3 - 2018</p>	<ul style="list-style-type: none"> • Moderation of common positive education program assessment item. 	<ul style="list-style-type: none"> • Moderation of Positive Education student work including using protocols. • PLTs will engage in a strengths for team building module in Term One designed to build team engagement in strengths for cohesion and performance. • Identified Parent/family education forums are offered.

<p>Year 4 - 2019</p>	<ul style="list-style-type: none"> Further development of measures for positive education program. 	<ul style="list-style-type: none"> Each level has an assessment item for each semester in the Positive Education Planner. PLTs will engage in a strengths for team building module in term one designed to build team engagement in strengths for cohesion and performance. Identified Parent/family education forums are offered.
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<p>Productivity 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>Key improvement strategies</p> <p>To develop a Professional Learning Model that optimises learning for all staff – leaders, teachers, Education Support staff and where appropriate parents to impact and improve outcomes for all students</p>
<p>Goals</p> <p>To optimise the use of school resources to improve outcomes.</p> <p>Targets</p> <p>Staff survey: Professional learning element for the whole School to be above 85 on a 100 scale (2015 – 79.68). Professional learning element for the Principal/Teaching group to be 85 on a 100 scale (2015 – 79.91)</p> <p>Increased participation in the classroom helpers training program, over the course of the strategic plan.</p> <p>Teacher release scheduled flexibly and responsive to annual implementation targets and DET priorities.</p>	<p>Theory of action (optional)</p> <p>Teacher learning leaders are instrumental at the School to support and apply a growth mindset to continuous improvement and learning for all. They:</p> <ul style="list-style-type: none"> take responsibility for key areas of school improvement, and feel fully accountable for the outcome of these actions.

	<ul style="list-style-type: none"> • feel increasingly confident in leading and developing professional relationships with students, staff, senior leaders. • know and practice the principles of distributed leadership and coaching, and how to actively grow team members. • build upon a professional portfolio of leadership and management skills that enable success and growth in current and future roles. 	
	<p>Actions</p>	
<p>Success criteria</p>	<p>Research adult learning principles.</p> <p>Audit 2015 professional learning provision.</p> <p>PLT leaders to be provided with opportunity to grow their leadership to lead colleagues' learning (relevant Bastow programs)</p>	
<ul style="list-style-type: none"> • Develop a document that outlines and describes effective professional learning practices for adult learners to apply to school-based professional learning workshops. • Trial and gain feedback from staff on the model. • Trial Professional Reading protocols from EXPLIC toolkit. • Leadership evaluation in Term 4 to inform following year's PL schedule. • Leadership evaluation in Term 4 to identify capacity building of teachers leading learning for the following year. • Research adult learning principles. • Audit 2015 professional learning provision. • Develop a document that outlines and describes effective professional learning practices for adult learners to apply to school-based professional learning workshops. • Draw on DET/Ed Partnerships Examining Professional Learning in Context (EXPLIC) Toolkit to determine Professional Learning culture, Professional Learning architecture, Professional Learning processes and strategies, and Professional Learning agency. • Promote the opportunity to be involved in the classroom helper training program. • Survey parent community for participation rates in the Classroom Helper Program 	<p>Year 1</p>	<p>Year 2</p> <p>Adjust Professional Learning model from 2016 feedback</p> <ul style="list-style-type: none"> • Draw on EXPLIC toolkit for Reflective prompts specific




	<p>Build in rapid success and rapid failure to adjust the Professional Learning Model.</p> <p>Staff Survey : Professional Learning, Team related survey elements</p>	<p>to PL Culture, PL Architecture, PL Forms and Process and PL Leading and Learning.</p> <ul style="list-style-type: none"> • Revise through teacher feedback and survey Professional Learning model and apply. • Feedback and success measured by teacher engagement, direct student outcomes (where direct line of site) and distributed approach to PL workshop planning, development and delivery. • Leadership evaluation in term 4 to inform following year's PL schedule. • Leadership evaluation in term 4 to identify capacity building of teachers leading learning for the following year.
Year 3	<p>Conduct PL Culture EXPLIC workshop using reflective prompts</p>	<ul style="list-style-type: none"> • Results of EXPLIC Culture workshop will gauge success of model. • Leadership evaluation in Term 4 to inform following year's PL schedule. • Leadership evaluation in Term 4 to identify capacity building of teachers leading learning for the following year.
Year 4	<p>Review and further develop</p>	<ul style="list-style-type: none"> • Leadership evaluation in Term 4 to inform following year's PL schedule. • Leadership evaluation in Term 4 to identify capacity building of teachers leading learning for the following year.

Glossary

- 6 Cs** – 6 key competencies from the New Pedagogies for Deep Learning project: character, citizenship, collaboration, communication, creativity and critical thinking.
- Action Research Cycle**- Hattie's observing what students are doing.
- Common Sense Media** - **Common Sense Media** improves the lives of kids and families by providing independent reviews, age ratings and other information about all types of media. <https://www.common Sense Media.org/>
- EXPLIC** - Examining Professional Learning in Context (DET/Ed Partnerships)
- Gallup** - The Gallup Student Poll tracks the hope, engagement, and well-being of students in years 5 through 12. It is a measure that captures the YOUTH VOICE, a critical but too often missing part of the national dialogue surrounding student performance and success. <http://www.gallupstudentpoll.com.au/home.aspx>
- Kimochis** - plush, educational toys designed to help kids identify, understand and manage their feelings in a fun, comfortable way. <http://www.kimochis.com.au/>
- Lesson Study** - Lesson study is a professional development process that teachers engage in to systematically examine their practice, with the goal of becoming more effective. This examination centres on teachers working collaboratively on a small number of "study lessons". Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons.
- Mindset –How you can fulfil your potential** - Dr Carol Dweck, In a growth mindset, people believe that their most basic abilities can be developed through dedication and effort—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.
- NPDL** – New Pedagogies for Deep Learning, a global movement dedicated to transforming learning by identifying new pedagogies that foster deep learning competencies and ways to measure progress. <http://npdl.global/>
- PERMA** – Positive Emotion, Engagement, Relationships, Meaning & Accomplishment (Seligman Measurement of Wellbeing in Organisations)
- SOLO** - Structure of Observed Learning Outcomes. The structure of observed learning outcomes (**SOLO**) taxonomy is a model that describes levels of increasing complexity in student's understanding of subjects. John B. Biggs and K. Collis proposed it and has since gained popularity.
- STEM** - Science, Technology, Engineering and Mathematics.

Appendix

References

<p>The School draws on the Department of Education and Training Framework for <i>Improving Student Outcomes</i>.</p>	 Quick Reference Guide.pdf
<p>10 Principles of Effective Teaching by John Hattie</p>	 Effective Learning and Teaching Hattie's
<p>Blackwell Study into Mindsets in Maths</p>	 blackwelltrzesniewski dweckstudy.pdf

The School Values

Value	Behaviours
<p>Collaboration and team-work</p>	<p>We draw on the strengths of others to provide the best outcomes and solutions. We share ideas, workload and resources. We participate in and contribute ideas to discussion and planning. We recognise and acknowledge what we can achieve as a team. We value the role of all individuals in our team and respect their right to express a point of view. We adhere to decisions reached by consensus.</p>
<p>High expectations for all</p>	<p>We hold the belief that all students have the capacity to learn. We strive to develop a deep understanding of the strengths, learning styles and capabilities of all our students. We actively involve students as agents of their own learning through challenging and creative learning activities. We encourage risk taking and initiative in learning. We establish clear expectations and build on the experiences and needs of all students.</p>
<p>Respect and trust</p>	<p>We act at all times in a professional and ethical manner. We foster a supportive and tolerant environment. We value and appreciate the strengths and skills of others. We treat all school community members equitably, justly and courteously. We engage parents, carers and the broader community and acknowledge the vital role they play in supporting</p>

Value	Behaviours
	successful learning outcomes for all students.
Professionalism	<p>We are committed to continual improvement of learning that is evidence-based.</p> <p>We draw on the most effective and contemporary teaching and learning practices and programs.</p> <p>We take responsibility for our own professional learning.</p> <p>We share professional ideas and expertise with our colleagues.</p>
Safe and secure environment for learning	We ensure that the classroom and the school environment is positive, safe, caring and purposeful.