

# 2018 Annual Implementation Plan

## for improving student outcomes

Malvern Central School (1604)



Submitted for review by Vicki Phyland (School Principal) on 04 December, 2017 at 09:12 AM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 14 December, 2017 at 09:49 AM

Endorsed by Kate Brown (School Council President) on 18 December, 2017 at 03:17 PM

# Self-evaluation Summary - 2018

Malvern Central School (1604)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

<b>Positive climate for learning</b>	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

<b>Community engagement in learning</b>	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Embedding

<b>Enter your reflective comments</b>	nil
<b>Considerations for 2019</b>	nil
<b>Documents that support this plan</b>	

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Malvern Central School (1604)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To ensure excellence in teaching and learning through:</p> <ul style="list-style-type: none"> <li>• a focus on improved numeracy outcomes</li> <li>• a focus on improved spelling outcomes</li> </ul>	<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.</p> <ul style="list-style-type: none"> <li>• 98% of students to be working at or above expected level through on-balance teacher judgements.</li> <li>• 30% of students (Foundation – Year 6 ) working 12 months or more above expected level in numeracy (number) through on-balance teacher judgements.</li> <li>• 50% of students (Grade 1- Year 6) working 12 months or more above chronological age in spelling as measured by</li> </ul>	<p>Yes</p>	<p>The percentage of students assessed at high growth in NAPLAN writing from Year 3 to 5 from 27% to 30%.</p>	<p>Building practice excellence</p>

	<p>Single Word Spelling Test (<b>SWST</b>).</p> <ul style="list-style-type: none"> <li>Matched cohort growth as measured by on-balance teacher judgements to be at least 12 months learning growth per year in numeracy.</li> </ul>			
<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"> <li>promote confident, collaborative and creative learners who connect in a globalised world.</li> <li>build persistent and resilient students through, student agency and the development of character strengths</li> </ul>	<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. Student perception of 'resilient self' measured against rubric descriptions 'Character: Deep Learning Progression (NPDL)</p>	Yes	<p>Student agreement in Stimulating Learning (Years 5-6) as measured by the Student Attitudes to School to increase from 73% to 75%</p> <p>All students in years 5 and 6 to undertake the Gallup Poll</p>	Setting expectations and promoting inclusion
<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>	<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>	No		

## Improvement Initiatives Rationale

Whilst the SSP has a specific goal on ensuring excellence in teaching and learning through a focus on improved numeracy and spelling outcomes, the school has consistently performed well in NAPLAN relative growth from years 3 - 5 in both areas. In particular 39% and 28% of students respectively in the high growth band. Whilst 26% of students are in the high growth band for writing, this is the lowest percent of all high growth NAPLAN areas.

The 2017 AIP had a strong focus on 'highly able' students and differentiation. Staff were asked to identify, track and extend highly 5 able students as part of a PDP goal. This work will be ongoing in 2018.

<b>Goal 1</b>	To ensure excellence in teaching and learning through: <ul style="list-style-type: none"> <li>a focus on improved numeracy outcomes</li> <li>a focus on improved spelling outcomes</li> </ul>
<b>12 month target 1.1</b>	The percentage of students assessed at high growth in NAPLAN writing from Year 3 to 5 from 27% to 30%.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build teacher capacity to effectively teach and assess writing.

<b>Goal 2</b>	To improve engagement of all students through providing a positive climate for learning and by explicitly planning to: <ul style="list-style-type: none"> <li>promote confident, collaborative and creative learners who connect in a globalised world.</li> <li>build persistent and resilient students through, student agency and the development of character strengths</li> </ul>
<b>12 month target 2.1</b>	Student agreement in Stimulating Learning (Years 5-6) as measured by the Student Attitudes to School to increase from 73% to 75%  All students in years 5 and 6 to undertake the Gallup Poll
<b>FISO Initiative</b>	Setting expectations and promoting inclusion

<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>Build teacher capacity to engage students in developing a positive climate for learning through Positive Education, character strengths and NPDL program.</li> </ul>

## Define Evidence of Impact and Activities and Milestones - 2018

Malvern Central School (1604)

<b>Goal 1</b>	<p>To ensure excellence in teaching and learning through:</p> <ul style="list-style-type: none"> <li>a focus on improved numeracy outcomes</li> <li>a focus on improved spelling outcomes</li> </ul>
<b>12 month target 1.1</b>	The percentage of students assessed at high growth in NAPLAN writing from Year 3 to 5 from 27% to 30%.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Build teacher capacity to effectively teach and assess writing.
Actions	<p>Develop teacher knowledge and capacity to plan for and implement effective teaching strategies in writing.          Develop a shared teacher understanding and consistent approach to effectively support students to improve.          Develop teacher capacity to understand and effectively analyse multiple sources of student writing data and common assessment data.          Develop teacher knowledge and capacity to work as effective teams, utilising a PLC process, to improve student learning outcomes in writing through collaborative planning and assessment processes.</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>experience success and understand why they have been successful through a self assessment writing rubric</li> <li>be confident in seeking further explanation of concepts at the next levels along the Victorian Curriculum continuum</li> <li>understand what they need to improve through learning goals and targeted feedback</li> <li>experience relative growth in NAPLAN writing</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>demonstrate understanding of each students' needs and strengths</li> </ul>

	<ul style="list-style-type: none"> <li>• use a variety of learning tasks to support the transference of knowledge and application of writing knowledge</li> <li>• assess student work against prior achievements and in accordance with the Victorian Curriculum, VCOP and 7 Steps to Writing continuum</li> <li>• identify, track and extend highly 5 able students with a focus on either writing or numeracy between 12 and 18 months growth as documented in PDP</li> </ul> <p>Principal Class Officers will:</p> <ul style="list-style-type: none"> <li>• understand the developmental needs of each staff member and support the development of their knowledge and capacity in providing effective teaching practices in writing</li> </ul>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Attend school based and network professional learning on writing, completing all reading tasks and classroom based activities	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Write and display explicit learning intentions and success criteria for each lesson, explaining these to students and referring to them regularly throughout the lesson.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide rubrics and assessment charts or similar for students and explicitly teach them how to use these documents to assess their learning progress,	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Explicitly teach students how to articulate their prior knowledge about a topic, to identify new learning and to synthesise their new learnings.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	<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"> <li>• promote confident, collaborative and creative learners who connect in a globalised world.</li> <li>• build persistent and resilient students through, student agency and the development of character strengths</li> </ul>
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<b>12 month target 2.1</b>	Student agreement in Stimulating Learning (Years 5-6) as measured by the Student Attitudes to School to increase from 73% to 75% All students in years 5 and 6 to undertake the Gallup Poll			
<b>FISO Initiative</b>	Setting expectations and promoting inclusion			
<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>Build teacher capacity to engage students in developing a positive climate for learning through Positive Education, character strengths and NPDL program.</li> </ul>			
Actions	<p>Develop teacher knowledge and capacity to plan for deep level learning in a stimulating learning environment.</p> <p>Develop a shared teacher understanding and consistent approach in deep level learning environment with an emphasis on student engagement and voice.</p> <p>Develop teacher capacity to understand and effectively promote confident, collaborative and creative learners who connect to the world.</p> <p>Develop teacher knowledge and capacity to foster and development student agency through positive education and character strengths in all students.</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>be confident, collaborative and creative learners who experience success through exposure to character strengths and positive education</li> <li>be confident in seeking further explanation of concepts at the next level along the Victorian Curriculum continuum</li> <li>understand what they need to improve through learning goals and targeted feedback</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>further develop skills and strategies to promote social and emotional learning, mindfulness and student voice</li> <li>demonstrate understanding of each students' needs and strengths.</li> <li>explicitly use a variety of strategies, approaches and learning tasks to support and foster positive learning environments</li> </ul> <p>Principal Class Officers will:</p> <ul style="list-style-type: none"> <li>understand the developmental needs of each staff member and support the development of their knowledge and capacity in providing effective teaching practices in stimulating learning and student agency.</li> <li>further support staff in developing their knowledge and capacity of High Impact Teaching Strategies - HITS</li> <li>support the school community to develop a clearly articulated school wide understanding of the social, emotional and academic development of the whole child.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
Students in years 5 and 6 will undertake the Gallup Poll.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Ongoing communication with the school community to update the direction of the school - HITS, NPDL.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning for all staff with a particular focus on stimulating learning, student voice, deep level learning, open ended learning tasks, social and emotional learning.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to foster and develop authentic opportunities for student leadership and voice - Junior School Council and links to the community, Green machine, leadership opportunities and learning through external agencies.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Malvern Central School (1604)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Attend school based and network professional learning on writing, completing all reading tasks and classroom based activities	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	
Professional learning for all staff with a particular focus on stimulating learning, student voice, deep level learning, open ended learning tasks, social and emotional learning.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

### Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.