# 2019 Annual Implementation Plan

## for improving student outcomes

Malvern Central School (1604)



Submitted for review by Imogen Lippiatt (School Principal) on 20 December, 2018 at 10:31 AM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 20 December, 2018 at 11:46 AM
Endorsed by Amanda Smith (School Council President) on 28 March, 2019 at 02:23 PM

# Self-evaluation Summary - 2019

| | FISO Improvement Model Dimensions<br>The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
|---|---|---|
| **Excellence in teaching and learning** | 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 |

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| **Professional leadership** | Building leadership teams | Embedding moving towards Excelling |
| | Instructional and shared leadership | Embedding |
| | Strategic resource management | Embedding moving towards Excelling |
| | Vision, values and culture | Embedding |

| Positive climate for learning | | Empowering students and building school pride | Evolving moving towards Embedding |
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| | | 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 |

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

| Enter your reflective comments | Success in 2018 saw:<br>excellent academic growth in Writing<br>development of the PLC model<br>development and participation in a Community of Practice<br>whole school wellbeing strategy |
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| Considerations for 2019 | Considerations for 2019 include:<br>implementation of the PLC model. HITS and Principles of Practice<br>Wellbeing programs to support students - The Resilience Project & Circle Time for Emotional Literacy<br>differentiation of Numeracy lessons to develop greater growth<br>continuation of 7 Steps for Writing/Smart Spelling |

| | introduction of the VCOP program |
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| **Documents that support this plan** | |

# SSP Goals Targets and KIS

| Goal 1 | To ensure excellence in teaching and learning through:<br><br>•        a focus on improved numeracy outcomes<br>•        a focus on improved spelling outcomes |
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| **Target 1.1** | To increase the number of students (Foundation – Year 6) working above the expected level in numeracy (number) to 70% through on-balance teacher judgements.<br><br>To increase the number of students working at or above expected level to 98% of students (Foundation - 6) through on-balance teacher judgements.<br><br>For 30% of students (Foundation –Year 6 ) to be working 12 months or more above expected level in Numeracy (Number) through on-balance teacher judgements. |
| **Target 1.2** | For 50% of students (Year 1- Year 6) working 12 months or more above chronological age in Spelling as measured by Single Word Spelling Test (SWST). |
| **Key Improvement Strategy 1.a**<br>Building practice excellence | Build teacher pedagogical content knowledge and application in relation to the teaching of numeracy and spelling and writing. |
| **Goal 2** | To improve engagement of all students through providing a positive climate for learning and by explicitly planning to:<br>•        promote confident, collaborative and creative learners who connect in a globalised world.<br>•        build persistent and resilient students through, student agency and the development of character strengths |
| **Target 2.1** | 'Stimulating Learning' to be above the State mean by 2019 as measured by the Student Attitudes to School Survey. |

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| **Key Improvement Strategy 2.a** <br> Building practice excellence | Build teacher capacity to engage students in developing a positive climate for learning through Positive Education and NPDL program. |
| **Goal 3** | Through the a 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. |
| **Target 3.1** | To increase the school mean over the life of the Strategic Plan in 'Student Motivation' as measured through the Student Attitude to School Survey. |
| **Key Improvement Strategy 3.a** <br> Health and wellbeing | Increase teacher capacity to develop and support students' wellbeing and resilience and further develop personal and social awareness. |

# Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target<br><br>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| To ensure excellence in teaching and learning through:<br><br>•	a focus on improved numeracy outcomes<br>•	a focus on improved spelling outcomes | Yes | To increase the number of students (Foundation – Year 6) working above the expected level in numeracy (number) to 70% through on-balance teacher judgements.<br><br>To increase the number of students working at or above expected level to 98% of students (Foundation - 6) through on-balance teacher judgements.<br><br>For 30% of students (Foundation –Year 6 ) to be working 12 months or more above expected level in Numeracy (Number) through on-balance teacher judgements. | To increase the number of students working ABOVE the expected level in numeracy (number) from 59% to 70% by the end of 2019 through on-balance teacher judgement.<br><br>To increase the number of students in the top two bands in NAPLAN Numeracy from 53% (2018) to 60%. |
| | | For 50% of students (Year 1- Year 6) working 12 months or more above chronological age in Spelling as measured by Single Word Spelling Test (SWST). | To increase the percentage of students working ABOVE expected level in Writing from 53% (2018) to 63%.<br><br>To increase the percentage of students gaining HIGH growth in NAPLAN Writing (relative growth Yrs 3 - 5) from 44% (2018) to 54%. |
| To improve engagement of all students through providing a positive climate for learning and by explicitly planning to:<br>•	promote confident, | Yes | 'Stimulating Learning' to be above the State mean by 2019 as measured by the Student Attitudes to School Survey. | For 'Stimulating Learning' as measured by the Attitudes to School Survey (Yrs 4 - 6) to increase from 80% (2018) to 85%.<br><br>For Student Voice and Agency as |

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| collaborative and creative learners who connect in a globalised world.<br>• build persistent and resilient students through, student agency and the development of character strengths | | | measured by the Attitudes to School Survey (Yrs 4 - 6) to increase from 67% (2018) to 73%. |
| Through the a 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. | Yes | To increase the school mean over the life of the Strategic Plan in 'Student Motivation' as measured through the Student Attitude to School Survey. | For 'Sense of Connectedness' as measured by the Attitudes to School Survey to increase from 71% (2018) to 81%.<br><br>For 'Experience of Bullying' as measured by the Attitudes to School Survey to decrease from 30% (2018) to 23%. |

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| **Goal 1** | To ensure excellence in teaching and learning through:<br><br>• a focus on improved numeracy outcomes<br>• a focus on improved spelling outcomes |
| **12 Month Target 1.1** | To increase the number of students working ABOVE the expected level in numeracy (number) from 59% to 70% by the end of 2019 through on-balance teacher judgement.<br><br>To increase the number of students in the top two bands in NAPLAN Numeracy from 53% (2018) to 60%. |
| **12 Month Target 1.2** | To increase the percentage of students working ABOVE expected level in Writing from 53% (2018) to 63%.<br><br>To increase the percentage of students gaining HIGH growth in NAPLAN Writing (relative growth Yrs 3 - 5) from 44% (2018) to 54%. |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |

| KIS 1<br>Building practice excellence | Build teacher pedagogical content knowledge and application in relation to the teaching of numeracy and spelling and writing. | Yes |
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| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | This KIS has been selected as we haven't met targets set by the SSP in Numeracy. Originally it was expected that 98% of students would be working at or above expected levels by end of 2019 and we are currently at 88%. This is an ambitious goal. We will focus on lifting students to above expected levels to 70% and we feel through focused efforts and improved methods of teaching practice and assessment procedures we will be able to improve the outcomes for students in Numeracy.<br>Also, we have a changing demographic which sees above average students leaving for Independent schools an increasing amount of students entering the school at various year levels who perform at below expected standards. Again, we feel that with an improved focus on differentiation and shared excellence of teaching practices, we can address these issues and cater for all students.<br><br>We have a continued focus on Writing and will develop teachers skills and knowledge in VCOP, 7 Steps and Smart Spelling programs. Teachers have been involved in Writing moderation both internally and between schools in the SAGE network and have analysed NAPLAN data to explore areas for further development for cohorts in Writing. Students from F-6 identified in the 'at risk' category have received small and/or individual Literacy support through weekly sessions as well as Individual Learning Plans to target specific goals. We currently have 57% of students working Above the standard. By the end of 2019 we aim to be at 67%. | |
| **Goal 2** | To improve engagement of all students through providing a positive climate for learning and by explicitly planning to:<br>• promote confident, collaborative and creative learners who connect in a globalised world.<br>• build persistent and resilient students through, student agency and the development of character strengths | |
| **12 Month Target 2.1** | For 'Stimulating Learning' as measured by the Attitudes to School Survey (Yrs 4 - 6) to increase from 80% (2018) to 85%.<br><br>For Student Voice and Agency as measured by the Attitudes to School Survey (Yrs 4 - 6) to increase from 67% (2018) to 73%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| KIS 1<br>Building practice excellence | Build teacher capacity to engage students in developing a positive climate for learning through Positive Education and NPDL program. | Yes |

| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Developing a positive climate for learning has been a focus for teaching staff in 2018 in terms of increasing engagement and agency. There has been a lot of work and new learning completed around Feedback and this is important work to continue. Through the analysis of the Character Strengths, students will learn how to develop these to gain confidence, be critical and creative thinkers while building collaborative skills. Building the Digital Technologies curriculum by building the capacity in teachers to utilise the schools technology and introducing STEM activities into the learning programs will provide innovative and contemporary learning. As the Amplify document explains "student voice, agency and leadership represents different aspects of student empowerment. Each is important, inter-related and mutually reinforcing". Teachers will undertake professional learning to build their understanding of the NPDL 6 C's to be able to create engaging teaching and learning programs and to embed The Capabilities of the Victorian Curriculum - Critical and Creative Thinking, Ethical, Intercultural and Personal and Social to engage students in their learning and to build school pride. Students will work alongside teachers to plan programs, analyse data and develop feedback skills to be able to set goals and drive their own learning. |
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| **Goal 3** | Through the a 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. |
| **12 Month Target 3.1** | For 'Sense of Connectedness' as measured by the Attitudes to School Survey to increase from 71% (2018) to 81%. <br><br> For 'Experience of Bullying' as measured by the Attitudes to School Survey to decrease from 30% (2018) to 23%. |

| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
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| **KIS 1** <br> Health and wellbeing | Increase teacher capacity to develop and support students' wellbeing and resilience and further develop personal and social awareness. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Alongside implementing elements of Positive Education, we are still very focused on Wellbeing and ensuring we are developing resilient and positive students. The incidence of students reporting 'Bullying' (as identified through the Attitudes to School Survey and the Resilient Youth Survey) has decreased slightly over 12 months and there is a strong focus on a whole school Wellbeing Strategy to target the development of personal and social capabilities and to minimise the harmful effects of bullying. We will introduce 'Circle Time For Emotional Literacy' to target the building of resilience, kindness and gratitude which will contribute towards a more positive school climate producing more confident, collaborative learners. Students will use Zones of Regulation as a school wide dialogue for self-regulating and monitoring their emotions. Experienced staff will conduct PL around the use of Kimochi's in the F-2 curriculum for Social and Emotional Learning and senior years will undertake the VIA Character strength survey. All staff will be given PL time to complete online modules produced through DET on 'Managing Challenging Behaviour', 'Behaviour Response Planning' and 'Prevent-Teach-Reinforce'. |

# Define Actions, Outcomes and Activities

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| **Goal 1** | To ensure excellence in teaching and learning through:<br><br>•        a focus on improved numeracy outcomes<br>•        a focus on improved spelling outcomes |
| **12 Month Target 1.1** | To increase the number of students working ABOVE the expected level in numeracy (number) from 59% to 70% by the end of 2019 through on-balance teacher judgement.<br><br>To increase the number of students in the top two bands in NAPLAN Numeracy from 53% (2018) to 60%. |
| **12 Month Target 1.2** | To increase the percentage of students working ABOVE expected level in Writing from 53% (2018) to 63%.<br><br>To increase the percentage of students gaining HIGH growth in NAPLAN Writing (relative growth Yrs 3 - 5) from 44% (2018) to 54%. |
| **KIS 1**<br>Building practice excellence | Build teacher pedagogical content knowledge and application in relation to the teaching of numeracy and spelling and writing. |
| **Actions** | NUMERACY<br><br>Students will:<br>Provide feedback to teachers<br><br>Teachers will:<br>Participate in whole school moderation<br>Participate on a PLC Inquiry Cycle in Numeracy<br>Identify HITS and Principles of Practice to incorporate into planning<br>Create data walls (F-6) Numeracy in line with AIP targets<br>Amend Maths planners to reflect one open ended task/investigation with prompts for differentiation<br>Incorporate Booker/ Michael Ymer initiatives and readings and how they link to curriculum and open tasks<br>Participate in Michael Ymer professional learning<br><br>Leaders will:<br>Provide regular PL sessions to analyse cohort maths data to inform planning<br>Promote Numeracy through Family Maths evening |

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| | Attend Bastow Leading Numeracy course<br>Attend Numeracy and Maths conferences and network meetings<br>Provide and support the development of an instructional model for Numeracy<br>Implement and support teams in the PLC model<br><br><br>LITERACY<br><br>Students will:<br>Use self-assessment tools like rubrics to evaluate their own writing<br>Provide peer -to-peer feedback for improvements to writing<br>Write learning goals for Literacy and track their own progress<br><br>Teachers will:<br>Participate in professional learning on correct use of PROBE<br>Work cooperatively with other year levels to support students working above standard<br>Use team meetings to focus on Literacy resources<br>Track NAPLAN hotspots for spelling and writing<br>Continue to embed the SMART Spelling program<br>Provide bump up walls for Writing and create a bank of resources on staff shared<br>Purchase of more writing resources-PM Writing<br>Use exemplars for writing (HITS - Worked Examples)<br>Participate in peer observation/feedback<br><br>Leaders will:<br>Provide PL on: Reader's Workshop, PROBE, PAT Reading, VCOP (15th Feb 2019)<br>Timetable regular Writing moderation sessions cross level and cross school<br>Continue Community of Practice for Writing with Malvern Schools |
| **Outcomes** | NUMERACY<br>•      Increased awareness of cross-curricular teaching of Numeracy (integrated)<br>•      Use of games to engage students<br>•      Differentiation of games to cater for points of need.<br>•      Year level teams collaborating to incorporate Michael Ymer initiatives to planning (not delegating tasks)<br>•      Clarity for staff how to cater for all students using one open task rather than 3-4 separate group tasks.<br>•      Expand our network with neighbouring schools (Numeracy network meetings)<br>•      Teacher appreciation of new open ended maths task ideas |

| | • Positive student feedback LITERACY • Consistent whole school approach to teaching Literacy through Seven Steps, VCOP & Smart Spelling programs. • Increased teacher knowledge with regards to the teaching of writing and spelling. • Student voice and engagement increased through the implementation of writing and spelling programs |
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| **Success Indicators** | PAT Maths Diagnostic Tests NAPLAN |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Michael Ymer PD | ☑ All Staff ☑ Assistant Principal ☑ Principal | ☐ PLP Priority | from: Term 2 to: Term 3 | $2,500.00 ☐ Equity funding will be used |
| Mathematics Association of Victoria Conferences | ☑ Numeracy Leader | ☐ PLP Priority | from: Term 3 to: Term 3 | $1,850.00 ☐ Equity funding will be used |
| VCOP Professional Development | ☑ All Staff | ☑ PLP Priority | from: Term 1 to: Term 1 | $3,500.00 ☐ Equity funding will be used |
| Literacy Support Years 1 - 5 | ☑ Teacher(s) | ☑ PLP Priority | from: Term 1 | $2,600.00 |

| | | | | to:<br>Term 4 | ☑ Equity funding will be used |
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| **Goal 2** | To improve engagement of all students through providing a positive climate for learning and by explicitly planning to:<br>• promote confident, collaborative and creative learners who connect in a globalised world.<br>• build persistent and resilient students through, student agency and the development of character strengths |
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| **12 Month Target 2.1** | For 'Stimulating Learning' as measured by the Attitudes to School Survey (Yrs 4 - 6) to increase from 80% (2018) to 85%.<br><br>For Student Voice and Agency as measured by the Attitudes to School Survey (Yrs 4 - 6) to increase from 67% (2018) to 73%. |
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| **KIS 1**<br>Building practice excellence | Build teacher capacity to engage students in developing a positive climate for learning through Positive Education and NPDL program. |
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| **Actions** | Students will:<br>Complete the Attitudes to School Survey Years 4-6.<br>Provide feedback to teachers on levels of engagement and accessibility of inquiry units<br><br>Teachers will:<br>Build capacity and knowledge around STEM and how to implement STEM activities<br>Work collaboratively to develop curriculum that engages students at a high level and provide deep level learning<br>Utilise Learning Intentions and Success Criteria to inform, engage and challenge students<br>Develop personal goals through PDP to provide a positive climate for learning in their classrooms<br><br>Leaders will:<br>Develop an IT Strategy that involves the upgrade of computer devices and interactive screens with increased functionality.<br>Collect data on teacher capacity by using ePotential Survey<br>Appoint a Learning Specialist to implement and oversee a clear instructional teaching model and coordinate peer observations<br>Appoint a Leading Teacher (Curriculum and Engagement) to develop curriculum to incorporate digital technologies<br>Provide professional learning around the High Impact Teaching Strategies for all staff<br>Employ an external consultant with ICT expertise to work with teachers and leaders in the digital technologies and STEM space<br>Build teacher confidence in using Google Education so that a collaborative online learning environment can be created and used<br>Guide the design of curriculum around student agency and voice |
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| Outcomes | Improved confidence in staff knowledge around whole school wellbeing strategies |
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| | Professional development chosen directly to target teacher needs |
| | Improved student outcomes |
| | More digital devices in use and used not just as a substitute but to transform learning |
| | Ensure the 4Cs (NPDL) have a place in our classrooms |
| | Building engagement with students |
| | More positive school climate as students are given a voice and challenge to learn in a positive environment. |
| **Success Indicators** | Attitudes to School Survey results |
| | Improvement in Digital Technologies outcomes |
| | Resilient Youth Survey |
| | Student feedback |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Technology for Schools (Tserlin Pty Ltd) Professional Development | ☑ All Staff | ☑ PLP Priority | from: Term 1 to: Term 4 | $13,200.00 ☐ Equity funding will be used |

| **Goal 3** | Through the a 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. |
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| **12 Month Target 3.1** | For 'Sense of Connectedness' as measured by the Attitudes to School Survey to increase from 71% (2018) to 81%. |
| | For 'Experience of Bullying' as measured by the Attitudes to School Survey to decrease from 30% (2018) to 23%. |
| **KIS 1** Health and wellbeing | Increase teacher capacity to develop and support students' wellbeing and resilience and further develop personal and social awareness. |
| **Actions** | Students will: |
| | Complete Attitudes to School Survey Years 4-6 |
| | Complete the Resilient Youth Survey Years 3 -6. |
| | Participate in The Resilience Project and Circle Time for Emotional Literacy program |

| | Participate in Annual Wellbeing Day, Smiling Minds, yoga and Healthy Breakfast Morning<br>Provide feedback to teachers and leaders via Junior School Council and Student Forums about student wellbeing<br><br>Teachers will:<br>Participate in professional learning and reading for Circle Time for Emotional Literacy<br>Embed robust and regular practice of Circle Time each week<br>Participate in professional learning on Zones of Regulation across the school<br><br>Leaders will:<br>Continue to embed Wellbeing Strategy from 2018 across the school<br>Communicate with and update the school community on Wellbeing initiatives and programs<br>Support the Wellbeing coordinator (F-6) with program implementation and monitoring<br>Oversee the Surveys and track data |
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| **Outcomes** | - Reduction in incidents during Recess and Lunch<br>- Students more engaged in learning<br>- Students able to regulate their behaviour<br>- Consistent school wide approach to behaviour management, Circle time and Zones of Regulation |
| **Success Indicators** | Attitudes to School Survey results<br>Resilient Youth Survey<br>Student feedback and surveys |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Circle Time for Emotional Literacy resources for teams | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $1,500.00<br><br>☐ Equity funding will be used |
| The Resilience Project | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1 | $8,100.00 |

| | | | to:<br>Term 4 | ☐ Equity funding will be used |
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# Equity Funding Planner

## Equity Spending Totals

| Category | Total proposed budget ($) | Spend ($) |
|---|---|---|
| Equity funding associated with Activities and Milestones | $2,600.00 | $2,600.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $2,600.00 | $2,600.00 |

## Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| Literacy Support Years 1 - 5 | from: Term 1 to: Term 4 | ☑ Teaching and learning programs and resources | $2,600.00 | $2,600.00 |
| **Totals** | | | $2,600.00 | $2,600.00 |

## Additional Equity spend

| Outline here any additional Equity spend for 2019 | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| **Totals** | | | $0.00 | $0.00 |

# Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|---|---|---|---|---|---|
| VCOP Professional Development | ☑ All Staff | from: Term 1 to: Term 1 | ☑ Planning<br>☑ Preparation<br>☑ Design of formative assessments | ☑ Whole School Pupil Free Day | ☑ Literacy expertise | ☑ On-site |
| Literacy Support Years 1 - 5 | ☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Demonstration lessons | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Teaching partners<br>☑ External consultants<br>ipads and apps suitable for low progress readers | ☑ On-site |
| Technology for Schools (Tserlin Pty Ltd) Professional Development | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Curriculum development<br>☑ Demonstration lessons | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ External consultants<br>Tserlin Pty Ltd to provide professional learning for staff and students + development of an IT strategy (20 sessions) | ☑ On-site |
| Circle Time for Emotional Literacy resources for teams | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Preparation | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff | ☑ On-site |
| The Resilience Project | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Curriculum development<br>☑ Student voice, including input and feedback | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff<br>☑ External consultants<br>The Resilience Project personnel for Student | ☑ On-site |

| | | | ☑ Demonstration lessons | | and Parent Presentations | |
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