

School Strategic Plan 2020-2024

Malvern Central School (1604)



Submitted for review by Imogen Lippiatt (School Principal) on 29 April, 2020 at 11:28 AM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 05 May, 2020 at 11:05 AM

Endorsed by Amanda Smith (School Council President) on 13 November, 2020 at 02:59 PM

School Strategic Plan - 2020-2024

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<p>School vision</p>	<p>VISION: 'To create independent, collaborative and contemporary thinkers with a passion for learning who make positive contributions as global citizens in an ever changing world'</p>
<p>School values</p>	<p>VALUES: Respect, Integrity, Community, Perseverance, Innovation</p>
<p>Context challenges</p>	<ul style="list-style-type: none"> • Due to a change in Principal class over the last 5 years, it has taken several years to develop and establish cohesive instructional models in numeracy (2019) and now in Literacy (2020) to ensure greater consistency of practice from classroom to classroom. • The school's SFOE Index is 0.1015 and students generally begin school with strong and supported foundations in literacy and numeracy. The challenge is to teach each child at their point of need and to provide adequate challenge to extend students who are capable of high achievement. • The school's enrolment has steadily grown over 3 years and has become a more diverse community, requiring teachers to differentiate curriculum and teaching programs to cater for a wide range of needs. Twelve graduates have commenced teaching here in the last four years and with a community of parents with very high expectations, one of the challenges for leadership is to provide the support networks and resources that beginning teachers need to upskill quickly.
<p>Intent, rationale and focus</p>	<p>The school's intent is to address:</p> <ul style="list-style-type: none"> • student achievement in literacy and numeracy, particularly extending students capable of high achievement. This work will include greater use of evidence and data to inform teaching and provide consistent differentiated programs across the school. • student ownership of their learning and connectedness to the school community with increased opportunities for student voice and agency through a variety of programs and protocols in all classrooms. • student wellbeing programs to build student's resilience in social and emotional intelligence to create a community of learners that engage in caring and respectful relationships with one another, teachers and school leaders. <p>The Review process supported our understanding that improving the learning growth of all students would be a major focus for the next strategic plan. The school needs to strive to improve data in both literacy and numeracy following a decline in student outcomes</p>

in 2018. It is suggested that the effective analysis of student achievement data to inform and drive teacher planning would be the key to the achievement of this goal. The Review panel suggests that a focus on students' ownership of their learning would improve student achievement and engagement. It was also agreed that after considering the feedback during fieldwork days from students, parents and staff that increasing student ownership of their learning would be a key goal to ensure students continue to have positive and enriching learning experiences. The review highlighted the importance of continuing our work in wellbeing and should continue to focus on education the whole child to be resilient, confident and respectful in all aspects of school life. Embedding its approach to build social and emotional skills would help to achieve this goal. The intent of this goal is aligned with the school's vision and goals.

As a Leadership Team we will look at our overarching goals for the four years of the SSP and will break these down to include:

- one year targets of smaller percentage amounts (1 – 3% improvement each year)
- key improvement strategies that guide changes to programs or practice
- actions and activities for leadership, teachers and students
- professional learning to support teacher knowledge or skill development
- consideration to annual budgets and allocation of resources

Our first priorities in 2020 will include:

- developing an instructional model for Literacy (writing and reading)
- continue the Peer Observation program
- investigate and amend issues with our data management systems (currently SPA)
- establish protocols for data and evidence discussion in PLCs weekly
- establish support program for graduate teachers (Learning Specialists)
- create data walls for each grade and whole school electronic data wall
- track students 6 – 18 months behind and establish support programs to 'close the gap'
- develop learning goals for each student and align this their zone of proximal development
- introduce student voice and agency practices to each year level ie co-designing assessment rubrics in Years 5 & 6
- continue the Respectful Relationships program and embed this work with The Resilience Project
- establish regular student forums and meet with student leaders for feedback

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Goal 1	Improve the learning growth of every student with a focus on extending students capable of high achievement.
Target 1.1	<p>Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in;</p> <ul style="list-style-type: none"> • Reading from 24% to 33% • Writing from 9% to 28% • Numeracy from 26% to 32%.
Target 1.2	<p>Increase the percentage of students assessed above expected level in Teacher judgements (P-6) in:</p> <ul style="list-style-type: none"> • Reading & viewing from 63% to 70%, • Writing from 55% to 60% • Number & algebra from 57% to 60%.
Target 1.3	<p>Increase the percentage of students achieving in the top 2 NAPLAN bands for Year 5:</p> <ul style="list-style-type: none"> • Reading from 48% to 60% • Writing from 19% to 30% • Number & algebra from 43% to 50%.
Key Improvement Strategy 1.a Building practice excellence	Embed a school culture of collaborative Professional Learning Communities (PLC) and high expectations with individual and collective accountability for improving student learning outcomes.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capability to effectively utilise data literacy to inform the planning, delivery and assessment of a differentiated curriculum.

Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher knowledge and capability to determine student point of need and consistently implement effective differentiated programs that challenge all students.
Goal 2	Empower students to be active agents in their learning and to be strongly connected to the school community.
Target 2.1	Student Attitudes to School Survey Increase the percentage of positive responses in the student voice and agency factor from 68% (2019) to 72%.
Target 2.2	Parent Opinion Survey Increase the percentage of positive responses in the student voice and agency factor from 84% (2019) to 87%.
Target 2.3	Staff Opinion Survey Increase the percentage of positive responses in the promote student ownership of learning goals factor from 91% (2019) to 95%.
Target 2.4	Attendance Decrease the number of students recording 10 - 19.5 days absent from 39% (2019) to 34%.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build staff capacity to embed the High Impact Teaching Strategies (HITS) that empower students to have authentic ownership of their learning.
Key Improvement Strategy 2.b Empowering students and building school pride	Develop an agreed approach to student goal setting that utilises the increased use of student voice, agency and leadership and builds positive relationships.

Goal 3	Embed a cohesive and consistent approach to student wellbeing that builds students' resilience, social and emotional health and develops respectful attitudes towards each other and their learning.
Target 3.1	<p>Student Attitudes to School Survey</p> <p>Increase the percentage of positive responses in the learner characteristics and disposition factors:</p> <ul style="list-style-type: none"> • Resilience from 85% (2019) to 88% • Sense of confidence from 84% (2019) to 87%. <p>Increase the percentage of positive responses in the school safety factor:</p> <ul style="list-style-type: none"> • School connectedness (Sense of belonging) from 80% (2019) to 83%.
Target 3.2	<p>Parent Opinion Survey</p> <p>Increase the percentage of positive responses in the student development factors of</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 91% (2019) to 94% • Promoting positive behaviour from 95% (2019) to 97%.
Key Improvement Strategy 3.a Health and wellbeing	Develop a high-quality and engaging wellbeing curriculum that is taught explicitly and enables students to build positive relationships through resilience, reflection and perseverance.
Key Improvement Strategy 3.b Health and wellbeing	Embed cohesive and consistent teaching strategies that build students' social and emotional health.