

Annual Implementation Plan - 2023

Select annual goals and KIS

Malvern Central School (1604)



Submitted for review by Imogen Lippiatt (School Principal) on 28 February, 2023 at 04:11 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 21 March, 2023 at 05:27 PM
Endorsed by Andrew Perks (School Council President) on 04 April, 2023 at 04:45 PM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students assessed above expected level in Teacher judgements (P-6) in: • Writing from 50% to 60% • Number & Algebra from 65% to 70% Increase the percentage of positive responses in the Attitudes to School Survey (Social Engagement domain) for: • School Connectedness (Sense of Belonging) from 78% (2022) to 83%</p>
<p>Improve the learning growth of every student with a focus on extending students capable of high achievement.</p>	No	<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%. 	
		<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%. 	
		<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%. 	
Empower students to be active agents in their learning and to be strongly connected to the school community.	Yes	Student Attitudes to School Survey Increase the percentage of positive responses in the student voice and agency factor from 68% (2019) to 72%.	Increase the percentage of positive responses in the Attitudes to School Survey (Social Engagement domain) for: • Student voice and agency from 57% (2022) to 72%.
		Parent Opinion Survey Increase the percentage of positive responses in the student voice and agency factor from 84% (2019) to 87%.	Increase the percentage of positive responses in the Parent Opinion Survey for: • Student voice and agency from 80% (2021) to 87%.
		Staff Opinion Survey Increase the percentage of positive responses in the promote student ownership of learning goals factor from 91% (2019) to 95%.	Increase the percentage of positive responses in the Staff Opinion Survey to: • Promote student ownership of learning goals factor from 91% (2019) to 95%.
		Attendance Decrease the number of students recording 10 - 19.5 days absent from 39% (2019) to 34%.	Decrease the number of students recording 10 - 19.5 days absent (excluding recorded illness or family holidays) from 43% to 35%.
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.	No	Student Attitudes to School Survey Increase the percentage of positive responses in the learner characteristics and disposition factors: <ul style="list-style-type: none"> • Resilience from 85% (2019) to 88% • Sense of confidence from 84% (2019) to 87%. Increase the percentage of positive responses in the school safety factor: <ul style="list-style-type: none"> • School connectedness (Sense of belonging) from 80% (2019) to 83%. 	
		Parent Opinion Survey	

		<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%. 	
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Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	
12-month target 1.1-month target	<p>Increase the percentage of students assessed above expected level in Teacher judgements (P-6) in:</p> <ul style="list-style-type: none"> • Writing from 50% to 60% • Number & Algebra from 65% to 70% <p>Increase the percentage of positive responses in the Attitudes to School Survey (Social Engagement domain) for:</p> <ul style="list-style-type: none"> • School Connectedness (Sense of Belonging) from 78% (2022) to 83% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

<p>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.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>	
<p>Goal 3</p>	<p>Empower students to be active agents in their learning and to be strongly connected to the school community.</p>	
<p>12-month target 3.1-month target</p>	<p>Increase the percentage of positive responses in the Attitudes to School Survey (Social Engagement domain) for:</p> <ul style="list-style-type: none"> • Student voice and agency from 57% (2022) to 72%. 	
<p>12-month target 3.2-month target</p>	<p>Increase the percentage of positive responses in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • Student voice and agency from 80% (2021) to 87%. 	
<p>12-month target 3.3-month target</p>	<p>Increase the percentage of positive responses in the Staff Opinion Survey to:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals factor from 91% (2019) to 95%. 	
<p>12-month target 3.4-month target</p>	<p>Decrease the number of students recording 10 - 19.5 days absent (excluding recorded illness or family holidays) from 43% to 35%.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 3.a Excellence in teaching and learning</p>	<p>Build staff capacity to embed the High Impact Teaching Strategies (HITS) that empower students to have authentic ownership of their learning.</p>	<p>No</p>
<p>KIS 3.b Positive climate for learning</p>	<p>Develop an agreed approach to student goal setting that utilises the increased use of student voice, agency and leadership and builds positive relationships.</p>	<p>Yes</p>

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.

We have selected this KIS to give more agency over students' learning, which in turn engages them and makes them more connected to the school. This will also increase the percentage of positive responses in the Social Engagement domain for student voice and agency factor from 57% (2022) to 72% in the Attitudes to School Survey. We are Embedding in the domain of engagement due to a strong focus on Reading, Writing and Numeracy goals for all students which are co-created with the classroom teacher and made visible in the classroom. Some work still needs to be done on a consistent practice around student voice to co design teaching programs and student agency to be more autonomous with extending their own learning.