

# School Strategic Plan 2024-2028

Malvern Central School (1604)



Submitted for review by Grant Durham (School Principal) on 11 July, 2024 at 12:11 AM

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<b>School vision</b>	Our Vision statement is currently ' Creating independent, collaborative and contemporary thinkers with a passion for learning who make positive contributions as global citizens in an ever changing world.' This Vision was created 6 years ago in collaboration with external consultants, and as a school community, we feel there could be a better vision which really speaks to what we feel is our aim for the the students when they graduate in Year 6. We would like to sound more student friendly and have the ability to connect to the whole community. We will continue on with this work.
<b>School values</b>	Our 5 School Values are: Respect Community Integrity Innovation Perseverance We award the demonstration of these values at each assembly and continually address them at an age appropriate level within the classroom and all gatherings.
<b>Context challenges</b>	<ul style="list-style-type: none"><li>• The school's SFOE Index is 0.0919 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.</li><li>• We have an increasing number of students with disabilities or who require considerable support or intervention, and teachers are requiring more support with their understanding around inclusive education and how to best provide the necessary adjustments for these students' learning success.</li><li>• A large staff turnover this year consisting of 5 experienced teachers and 3 Graduates has seen at least one new teacher per team, allowing for fresh ideas and skills, but requiring considerable support in understanding local processes.</li><li>• A split campus can provide 2 very different cultures and there is a constant focus on not only maintaining a positive culture across the whole school, but also maintaining the sense of 'one school'.</li><li>• Constraints around the extra allocation of time dedicated to curriculum or leadership teams working on school</li></ul>

	<p>improvement initiatives has increased, leaving areas of the curriculum not having the required leadership support to ensure fidelity.</p>
<p><b>Intent, rationale and focus</b></p>	<p><b>INTENT:</b></p> <ul style="list-style-type: none"> <li>• Maintaining high student achievement in Numeracy and the continuation of a strong Writing workshop model to improve the standard of writing across all years. The school will also develop and embed an agreed upon, research-based Reading Program.</li> <li>• Continue the school’s instructional frameworks in key learning areas with a strong emphasis on explicit teaching of skills and the use of learning intentions and success criteria.</li> <li>• Continuing the work of high functioning PLC’s to: <ul style="list-style-type: none"> <li>- use data to plan effectively for differentiation and then extend students from their point of need</li> <li>- improve teacher practice through peer observations and Inquiry cycles.</li> </ul> </li> <li>• Embed consistent student learning goals across Mathematics, Writing and Reading to increase learner agency through self-directed learning. Increased communication of these learning goals to parents will support community understanding around Student Voice and Agency.</li> <li>• Developing and embedding a consistent agreed upon approach to behaviour management including a documented Malvern Central School list of acceptable and non-acceptable behaviours to support a community wide positive culture.</li> </ul> <p><b>RATIONALE:</b></p> <p>The panel heard from leadership and staff that facilitating student voice and choice was challenging, given a significant staff turnover during the review period. Many new teachers were still learning the craft of teaching and had not yet developed the level of control required to allow students agency in their learning or decision-making in the running of the class. Some parents/carers were still unfamiliar with the school's language, such as student learner agency, so more targeted communication to parents on learning goals and self-directed learning needs to occur more frequently. We will also continue to focus on engagement in the older years, particularly after Year 5 where the school sees a drop off due to local independent schools. We have developed student leadership positions, staffed strategically and ensured learning programs are engaging and innovative.</p> <p>Leadership informed the panel that there was a degree of inconsistency amongst teachers regarding supporting student wellbeing. The panel heard from leadership that there had been a lack of confidence in some teachers to know how to have appropriate restorative conversations with students. Leadership informed the panel that some behavioural issues were not dealt with efficiently. The lack of consistency in managing student behaviour was due to clear behaviour</p>

expectations and management processes not documented and agreed upon. This leads to some teachers having a subjective view to wellbeing programs and creating their own behaviour management processes which has blurred the understanding around acceptable and non acceptable behaviour. Creating clear behavioural expectations will also help to build and maintain a positive school culture.

The panel also understood that students were not feeling challenged in their learning and teachers were differentiating but not extending students from their point of need. This is through a lack of understanding of curriculum as well as skills in the use of enabling and extending prompts. High ability learners are also not catered for as teachers lack knowledge in providing appropriate content and it is often left up to the Learning Specialists to provide extension work.

#### FOCUS:

As a School Improvement 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) or maintaining targets
- addressing the transition of the new Mathematics and English curriculums by adjusting goals or benchmarks to reflect the change
- building the leadership capacity in the Middle leaders
- one to two key improvement strategies to guide the achievement of the targets
- professional learning and consultants to support teacher knowledge and practice
- consideration to annual budgets and allocation of resources

Our first priorities in 2024 will include:

- professional development on Maths 2.0 curriculum in preparation for implementation in 2025
- investigate research-based Reading Programs
- continue student leadership including more active involvement by Junior School Council
- maintain highly effective PLC's and the consistent use of the PL Room
- continue use of data walls for each grade
- develop learning goals for each student in Maths, Writing and Reading and communicating these to parents/carers
- continue the Respectful Relationships program while developing a consistent behaviour management strategy
- transitioning 'Inquiry' to Integrating Learning

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<b>Goal 1</b>	To maximise the learning growth for all students.
<b>Target 1.1</b>	<p>By 2028, increase the percentage of Year 5 students assessed as in the exceeding NAPLAN proficiency level in the:</p> <ul style="list-style-type: none"> <li>• Reading domain from 45% (2023) to 50%. (State 25%, Similar schools 41% Network 41%).</li> <li>• Writing domain from 33% (2023) to 38%. (State 15%, Similar schools 23%, network 29%).</li> <li>• Numeracy domain from 29% (2023) to 34%. (State 14%, Similar schools 20%, Network 29%).</li> </ul>
<b>Target 1.2</b>	<p>By 2028, increase the percentage of positive responses to the following factors on the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• Instructional leadership from 63% (2023) to 68%.</li> <li>• Professional learning through peer observation from 44%(2023) to 50%.</li> <li>• Use student feedback to improve practice from 79% (2023) to 85%.</li> <li>• Use pedagogical model from 71% (2023) to 76%.</li> </ul>
<b>Target 1.3</b>	<p>By 2028, maintain the percentage of positive responses to the following factors in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge factor at or above 89% (2023).</li> <li>• Sense of confidence factor at or above 87% (2023).</li> <li>• Stimulated learning factor at or above 91% (2023).</li> </ul>

<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed an agreed upon, consistent and evidence-based approach to teaching Reading.</p>
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to extend and challenge student learning from their point of need.</p>
<p><b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build the capacity of staff using professional learning to implement evidence based instructional practices.</p>
<p><b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	

expectations; and a positive, safe and orderly learning environment	
<b>Goal 2</b>	Enhance student engagement and wellbeing.
<b>Target 2.1</b>	By 2028, the percentage of positive responses to the following factors in the School Staff Survey will increase: <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 77% (2023) to 82%.</li> <li>• Focus on real life problems from 78% (2023) to 83%.</li> <li>• Collective focus on student learning from 87% (2023) to 90%.</li> </ul>
<b>Target 2.2</b>	By 2028, the percentage of positive responses to the following factors in the Student Attitudes to School Survey will be maintained at: <ul style="list-style-type: none"> <li>• Effective classroom behaviour factor at or above 85% (2023).</li> <li>• Self regulation and goal setting factor at or above 89% (2023).</li> <li>• Student voice and agency factor at or above 76% (2023)</li> </ul>
<b>Target 2.3</b>	By 2028, increase the percentage of positive responses to the following factors in the Parent Opinion Survey: <ul style="list-style-type: none"> <li>• Student agency and voice factor from 73% (2023) to 77%.</li> <li>• Teacher communication factor from 68% (2023) to 72%.</li> <li>• Promoting positive behaviour factor at or above 88% (2023) (maintain).</li> </ul>
<b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect	Enhance the school's culture of high expectations and embed a consistent approach to supporting a positive learning environment.

<p>shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and embed a shared and consistent whole school wellbeing curriculum.</p>
<p><b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.c</b></p>	
<p>Build the capacity of staff to develop students to be self-regulated learners</p>	



<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	