





Malvern Primary School (2586) Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Robyn James..... 18 th September, 2017[name].....[date][name].....[date]
School council: Richard Johnston..... 18 th September, 2017[name].....[date][name].....[date]
Delegate of the Secretary: Stuart Andrews[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Mission Statement</p> <p>Malvern Primary School will provide an education that enables all students to achieve their full potential within a safe and caring environment.</p> <p>Vision</p> <p>Malvern Primary School will offer an education that strives for academic excellence and provide an inclusive, balanced learning program, rich in experiences. The School will provide opportunities for each student to become a responsible global citizen, capable of meeting the challenges of our changing world.</p>	<p>Values</p> <p>At Malvern Primary School we:</p> <ul style="list-style-type: none"> • Respect Ourselves • Respect Others • Value Learning • Value our Environment 	<p>The current context:</p> <p>Malvern Primary School has experienced significant changes in leadership, which will continue in the short term. Staff leadership skills will be developed in order to support a more distributive model.</p> <p>An older staffing profile impacts on the opportunity to employ younger staff to support a strategy of renewal.</p> <p>Professional development focus has included a collegiate observation program, collection and use of data and Victorian Curriculum implementation.</p> <p>Our students come to school ready to learn and are generally highly able. Staff skill in the collection and use of data to meet the individual needs of students is a priority.</p> <p>The school has recently implemented COMPASS to improve communication with parents and store student data, so that it is readily available for staff access.</p> <p>The school is undergoing significant maintenance and refurbishment works, which are due to be completed in 2018.</p> <p>Challenges: The Challenge is to optimise every student's learning outcomes (or growth) with a specific focus on Literacy and Numeracy (goal1)</p> <ul style="list-style-type: none"> • Fully develop, implement and embed the school's Learning Charter to improve the teaching and learning to positively impact on student learning outcomes; • Strengthen the use of data in order to accurately target individual student needs; • Increase student voice and engagement to bring about greater student agency in the school; • Strengthen the relationship between the school and the broader community in order to compliment the curriculum. 	<p>Intent</p> <p>The students at Malvern Primary School achieve strong results, with stronger results in NAPLAN than in teacher judgements, particularly in Year 3. Teachers are developing their understanding of the Victorian Curriculum. They are increasing their use of data as a way of identifying individual student learning needs and planning to meet their needs. This is supported through a collaborative approach.</p> <p>The intent is to ensure all students reach their full potential and are provided challenge and support.</p> <p>The initial strategy will be to develop the Malvern Teaching and Learning Charter and to improve the standards in Reading and Writing.</p> <p>Rational</p> <ul style="list-style-type: none"> • If the school adopts a whole school approach to teaching and learning (as documented by the Malvern Teaching and Learning Charter) then the school community will more confidently engage in discussions around improved teacher practice. • If staff routinely collect and use quality data to plan learning engagements then we expect that teacher judgements would better reflect student achievement. • Students with higher resiliency are more likely to thrive in learning and achieve greater educational outcomes. • Professional Learning Teams (PLTs) enable staff to work in vertical groups to address school needs. • Staff across the level have collective responsibility for the achievement of students within the level. <p>FISO Key Improvement Strategies</p> <p>Excellence in Teaching and Learning</p> <p>Positive Climate for Learning</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)								
<p>Goal 1 To optimise every student’s learning outcomes (or growth) with a specific focus on Literacy and Numeracy.</p>	<p>Excellence in teaching and learning Building practice excellence</p>  <p>Curriculum planning and assessment</p>	<p>1.1 Complete development and implementation of the school’s Learning Charter to support consistency of pedagogical practice and increased understanding of effective differentiation in order to maximise student learning outcomes.</p> <ul style="list-style-type: none"> • Use the Malvern PS Learning Charter as a framework for consistent practice in English and Mathematics. • Vertical and horizontal use of data to track, monitor and review student achievement. • Articulate the role of teachers and students in goal setting and feedback through learning intentions and success criteria. <p>1.2 Continue to evaluate and embed agreed English and Mathematics models of practice incorporating the elements of the Malvern PS Learning Charter.</p> <p>Curriculum planning</p> <ul style="list-style-type: none"> • Review planning documents, assessment strategies and processes to ensure alignment with the Victorian Curriculum. • Integrate the development and use of learning intentions and success criteria, and the role students perform in understanding and providing feedback about them • Develop staff knowledge of the Victorian Curriculum English and Mathematics strands • Facilitate and enhance teacher collaboration and accountability regarding planners for alignment to curriculum and achievement standards • Students provide input through ‘pre-tests’ prior to a unit being developed, including formal testing, analysis of student work, conferencing and Contributing Questions for inquiry units. • Curriculum planning is informed by data and differentiated to address the needs of all students. <p>Assessment</p> <ul style="list-style-type: none"> • Review Assessment Tools used, to gauge that they are fit for purpose – that they provide accurate individual student diagnostic and growth data and that they provide individual student and cohort growth data. • Use assessment data in all areas of English and Mathematics to: <ul style="list-style-type: none"> ○ identify starting points of students; ○ form student differentiated need groups; ○ monitor student progress. • Ensure assessment data collected enables a focus on measuring the effect of teaching practice. • Ensure students are engaged in conferencing and goal setting as part of the assessment process. • Complete whole school, cross level and level moderation activities to develop teacher understanding of the curriculum and student achievement. 	<p>Targets to optimise and further extend students:</p> <ul style="list-style-type: none"> • NAPLAN Targets: Year 3 – Based on 2015 baseline data we will increase the percentage of students achieving in the top two bands by 15% in Reading and Number and 10% in Writing across the Strategic Plan period. Year 5 - Based on 2015 baseline data we will increase the percentage of students achieving in the top two bands by 15% in Reading and Number and 20% in Writing across the Strategic Plan period. • NAPLAN Year 3 to 5 Relative Gain measures to show: Based on 2015 baseline data we will increase the High Relative Gain by 10% in Reading and Writing and 5% in Numeracy. Based on 2015 baseline data we will decrease the Low Relative Gain by 5% in Reading and Writing. • Victorian Curriculum Teacher Judgement Based on 2016 baseline data we will increase the percentage of students receiving an A or B by 15% in Reading and Number and 20% in Writing across the Strategic Plan period. • Victorian Curriculum Growth targets Each deemed capable student to make greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period for English and Mathematics. • Staff Survey Percentage Endorsement <table border="1" data-bbox="2089 1276 2638 1381"> <thead> <tr> <th></th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Teaching and Learning</td> <td>75%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Parent Survey <table border="1" data-bbox="2089 1478 2638 1583"> <thead> <tr> <th></th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Learning Focus</td> <td>5.70</td> </tr> </tbody> </table>		2019 Target	Teaching and Learning	75%		2019 Target	Learning Focus	5.70
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		<p>Instruction</p> <ul style="list-style-type: none"> • Ongoing development and implementation of a consistent whole school evidence-based Writing pedagogy that is informed by the assessment data. • Investigate and adopt a whole school approach to the teaching of Reading. • Within an inquiry approach, students are provided with open-ended learning engagements that provide scope for student choice and direction. Tasks are differentiated as required. <p>In Mathematics, ongoing review of curriculum learning continuum/progressions, assessment and use of data, and appropriate teaching/instructional responses to the data. Initial SSP actions:</p> <ul style="list-style-type: none"> • Interrogate assessment data and identify specific gaps in student achievement. • Investigate consistent approaches to teaching of Mathematics strategies to students. • Align with Victorian Curriculum. 							
<p>Goal 2</p> <p>To develop the skill of staff in the collection and use of data to provide a differentiated curriculum.</p>	<p>Excellence in teaching and learning Building practice excellence</p>  <p>Curriculum planning and assessment</p>	<p>2.1 Strengthen the use of assessment data across the school, continuing to develop process of data collection and analysis in order to accurately meet the individual needs of all students.</p> <ul style="list-style-type: none"> • Develop a schedule for the Professional Learning Teams to present and lead discussion of data as it becomes available during the school year • Investigate Tools to Enhance Assessment Literacy into the Learning Charter using: <ul style="list-style-type: none"> ○ Regional initiatives and support personnel ○ Professional Learning Teams ○ Staff with identified expertise ○ Professional Learning schedule • Investigate processes and routines for Level Teams to harness the role of assessment data. For example, <ul style="list-style-type: none"> ○ time to meet using collaborative processes ○ use an inquiry cycle to share and interrogate student assessment data, plan and implement appropriate teaching interventions based on the data, and measure the effectiveness of those interventions ○ adopt collective responsibility for student learning beyond class groups ○ Level Teams to access assessment data at beginning of the year and establish level learning goals and explore increased accountability for these (e.g., through PDPs) • Review progress against FISO evaluating impact on learning dimension. 	<ul style="list-style-type: none"> • Staff Survey <p>Percentage Endorsement</p> <table border="1" data-bbox="2089 1024 2638 1173"> <thead> <tr> <th></th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Professional Learning</td> <td>65%</td> </tr> <tr> <td>School Climate</td> <td>80%</td> </tr> </tbody> </table>		2019 Target	Professional Learning	65%	School Climate	80%
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<p>Goal 3 To develop inquiring, creative and critical thinking students who challenge themselves to advance their learning.</p>	<p>Positive climate for learning Priority and the empowering students initiative.</p> 	<p>3.1 Investigate, and develop STEM education and its incorporation into the curriculum</p> <ul style="list-style-type: none"> • Develop the capabilities of staff to enhance learning in Science, Technology, Engineering and Mathematics. • Develop the skills of staff to accurately plan for and assess the students' capabilities in Science and Critical and Creative Thinking • Develop the Malvern PS Learning Charter to reflect increased student eLearning opportunities. • Maximise Student Voice and Student Agency to increase engagement and leadership opportunities across the school 	<p>Targets</p> <ul style="list-style-type: none"> • Victorian Curriculum Teacher Judgement Based on 2016 baseline data we will increase the percentage of students receiving an A or B by 20% in Science Understanding and Science Inquiry Skills. We will collect base line data for Creative and Critical Thinking and set targets at the end of 2017. • Student Survey <table border="1" data-bbox="2089 478 2638 678"> <thead> <tr> <th>Teaching and Learning</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>4.80</td> </tr> <tr> <td>Student Motivation</td> <td>5.20</td> </tr> <tr> <td>Learning Confidence</td> <td>5.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Parent Survey <table border="1" data-bbox="2089 762 2638 863"> <thead> <tr> <th></th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>5.65</td> </tr> </tbody> </table>	Teaching and Learning	2019 Target	Stimulating Learning	4.80	Student Motivation	5.20	Learning Confidence	5.00		2019 Target	Stimulating Learning	5.65		
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<p>Goal 4 To develop resilient, problem-solving students with the capacity to be effective contributors to the broader and global communities.</p>	<p>Positive climate for learning Priority and the health and wellbeing initiative.</p> 	<p>4.1 Develop an agreed whole school approach to positive education and student resilience.</p> <ul style="list-style-type: none"> • Participate in the Resilience Project and review our progress at the end of 2017 to determine our future course of action • Investigate positive education and growth mindsets programs for implementation • Implement and embed positive education and growth mindsets programs • Develop a Student Wellbeing PLT to support the development and implementation of programs across the school • Review and refine school wide approach to behaviour management, including individual behaviour support plans • Unpack the ATSS, Parent Survey, Staff Survey and other available data to plan to address student concerns. 	<ul style="list-style-type: none"> • Student Survey <table border="1" data-bbox="2089 982 2638 1182"> <thead> <tr> <th>Student Relationships</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>4.10</td> </tr> <tr> <td>Connectedness to Peers</td> <td>5.00</td> </tr> <tr> <td>Student Safety</td> <td>5.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Stonnington Council Resilience Survey data will be available late 2017. • Resilience Project Student Survey to be completed by Years 3 to 6 students at the end of 2017, 2018 and 2019. • Parent Survey <table border="1" data-bbox="2089 1455 2638 1602"> <thead> <tr> <th></th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Student Safety</td> <td>6.15</td> </tr> <tr> <td>School Connectedness</td> <td>5.90</td> </tr> </tbody> </table>	Student Relationships	2019 Target	Classroom Behaviour	4.10	Connectedness to Peers	5.00	Student Safety	5.00		2019 Target	Student Safety	6.15	School Connectedness	5.90
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		<p>4.2 Imbed the school's agreed definition of internationalism/interculturalism and Global Citizenship.</p> <ul style="list-style-type: none"> • Review school documents to ensure the whole community has a clear understanding of the definitions and these themes are identified and planned for across the curriculum. • Commit to and review the Sister School relationship. 															