

Malvern Valley Primary School 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: Gaylene Fehlberg..... [name] [date][name]..... [date][name]..... [date]
School council: Adam Scott..... [name] [date][name]..... [date][name]..... [date]
Delegate of the Secretary: [name] [date][name]..... [date][name]..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
Creating Confident Children with Choices for their Future	<p>The following core values reflect the beliefs we hold about how children learn, how our school will operate, and how we relate to one another</p> <ul style="list-style-type: none"> • All children can learn • Respect - having regard for yourself, others and property • Tolerance – respecting differences and not expecting others to think, look, speak or act just like you • Cooperation – working together for the good of everyone • Resilience – being able to bounce back and to make the most of a situation when unexpected things happen • Friendliness – caring, taking an interest, making welcome, sharing with others • Confidence – having faith and trust in yourself 	<p>Malvern Valley has a long and proud history and has a leading role in the Phoenix Park Malvern Valley Precinct</p> <p>Social- community and demographics</p> <ul style="list-style-type: none"> • Located in Melbourne’s south-eastern suburbs in the Stonnington local government area. • A relatively high socio-economic status with the school’s Student Family Occupation Index (SFO) being 0.22. • The proportion of students with a Language Background other than English (LBOTE) rose from 0.20 to 0.34 over the last 3 years • The mobility rate was significant • Likely increase in current enrolment of 230 • Expectation of steady growth at MVPS due to an upward trend in the number of births within the City of Stonnington <p>Educational</p> <ul style="list-style-type: none"> • A commitment to providing an education for the whole child including <u>academic, social emotional and physical</u> within an environment that has a strong sustainability consciousness • Commitment to personalised learning at the “point of need” maximising all student’s potential through effective differentiation • Guided by the Victorian Curriculum <p>Technological</p> <ul style="list-style-type: none"> • Electronic whiteboards in all classrooms, the library and The Sherwood Centre • Classrooms are equipped with PCs or laptops at a ratio of 1:2 (with most upgraded in last 18months) • The use of ICT is embedded in curriculum planning and delivery • A high proportion of students with multiple digital devices at home <p>Environmental – grounds and facilities</p> <ul style="list-style-type: none"> • Extensive grounds which include sporting facilities, playground & canteen garden that empower the students and people in the community to be healthy and active. • Part of the Malvern Valley/Phoenix Park Precinct which also includes a Children’s Hub, Library and Community Centre • Teaching and learning spaces promote independent, group and class teaching & learning both indoors & outdoors. They are well-equipped, heated, cooled and conducive to effective <p>Challenges Arising from Review</p> <ul style="list-style-type: none"> • Over the previous 4 years, there was a lack of expected growth for students who are working at or beyond the expected standard. • We have increasing diversity within the school community, as evident with the increase in EAL students. 	<p>The school's intent is to ensure that every child is challenged and maximises their capabilities. We aim to enhance the growth, particularly of students working at and beyond the expected standard, to ensure they reach their full potential. We aim to provide a feedback-rich environment where all students are able to reflect and critique their success, and have a sound understanding of where they're at.</p> <p>This is important as we have a duty to all students to ensure they're given every opportunity to develop their skills and be as self-reflective in their learning as they can be. Ensuring students are challenged adequately will further enhance their engagement and wellbeing, meaning each of our goals are related and dependent on one another.</p> <p>The school is prioritising Building Practice Excellence by developing and strengthening teaching and assessment approaches, build collaboration and enhance feedback to students and staff.</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)
To further develop a learning culture based on excellence, in which every student is challenged in English (reading and writing) and Mathematics (number and applied) in particular enhancing growth for students working beyond or with the potential for working beyond.	Excellence in Teaching and Learning: Building Practice Excellence. Focusing on developing and strengthening teaching and assessment approaches and build a culture of collaboration	<ul style="list-style-type: none"> Building teacher's understanding of <ul style="list-style-type: none"> Effective differentiation (product, process, content, assessment, environment) Best-practice pedagogies in English and Mathematics for students who are working beyond the expected level (extending to specialist areas for related teachers). Heightening expectations for all students Curriculum through teachers working at another level in the school with a focus on enrichment. Establishing and implementing MVPS whole school Pedagogical Framework, based on best-practice, using an action research model. Implementation and reflection of best practice through <ul style="list-style-type: none"> Use of Solo Taxonomy by teachers & students Moderation within and across different schools Having a school 'mentor/coach/' to work with staff throughout the year Setting aspirational, yet realistic targets at the cohort and individual level annually; using Phillip Holmes Smith's Formula to annually set growth targets in NAPLAN for each cohort and inserting them in the AIP. Use of ICT effectively to enable students to be working in their zone of proximal development 	<ul style="list-style-type: none"> NAPLAN Targets in all areas for each cohort annually (recorded in each AIP) commensurate with year 3 mean scores, beginning with the 2015-17 cohort. <ul style="list-style-type: none"> Personalising growth targets for each grade 3 student using Phillip Holmes Smith's Formula. To achieve an average of 1.2 x previous average growth rates at each year level in the following assessments: <ul style="list-style-type: none"> NAPLAN - Grades 3 & 5 (<i>targets drawn from previous 4 years' average growth data between Grade 3 and 5</i>) <ul style="list-style-type: none"> MATHEMATICS: From 90 points growth to 108 READING: From 85 points growth to 102 WRITING: From 79 points growth to 95 Teacher Judgements - Grades P-6 (<i>targets drawn from previous 4 years' average growth data</i>) <ul style="list-style-type: none"> MATHEMATICS: From 1.0 level growth each year to 1.2 READING: From 0.96 levels growth each year to 1.2 On Demand Testing - Grades 3 - 6 <ul style="list-style-type: none"> 1.2 x Expected Growth (numbers and targets to be updated in AIPs) Maths and English Online – Grades P-2 (<i>targets drawn from previous 3 years' average growth data between Prep and Gr 2</i>) <ul style="list-style-type: none"> MATHEMATICS: From 12 points growth to 14.4 points growth ENGLISH: From 37.4 points growth to 44 points growth Running Record Levels (1.2 x state growth level) P-2 <ul style="list-style-type: none"> 1.2 x state Benchmarks (Preps = Level 6, Grade 1 = Level 18, Grade 2 = Level 24) SA Spelling – Grades P - 6 <ul style="list-style-type: none"> 1.2 x Expected Growth (numbers and targets to be updated in AIPs) Essential Assessment (Numeracy and Literacy) P-6 (Norms and growth targets to be established in 2016)
To provide a feedback rich environment that motivates and engages all students to be learning within their Zone of Proximal Development and scaffolding towards independence/self-managing.	Excellence in Teaching and Learning: Building Practice Excellence. Focusing on enhancing feedback to students and staff	<ul style="list-style-type: none"> Build teachers understanding of best practice for feedback by auditing, developing and implementing effective strategies for providing quality feedback to students. Enhancing feedback to students to ensure 'feed up', 'feedback' and 'feed forward' are provided Building students' skills in reflecting accurately on their achievement by using SOLO Taxonomy as a framework and ensuring Learning Intentions and Success Criteria that are visible, differentiated and challenging Use ICT to more effectively provide targeted feedback. 	<p>Student Attitudes To School scores as below (10% above regional mean)</p> <ul style="list-style-type: none"> Stimulating learning: 4.5 (up from 4.25 in 2015) Student Motivation: 4.7 (up from 4.67 in 2015) Teacher Effectiveness: 4.8 (up from 4.45 in 2015) <p>Additional survey developed/adopted to monitor these areas between the SATS survey</p>
To provide an environment where critical, social thinking enhances the safe, caring supportive school culture which fosters positive relationships and empowers every student to be a confident and resilient learner	Positive Climate for Learning: Empowering Students and Building School Pride. Focusing on ensuring students participate fully and proudly in school life.	<ul style="list-style-type: none"> Continuing to refine and tailor Malvern Valley Way to the specific needs of the students such as building self-esteem & resilience through implementing the 3 elements of resilience (mindfulness, empathy and gratitude) How we celebrate successes /Student expos Student of the week /Performances at assemblies / showcases Extend staff skills in Restorative Practice skills and embed its use by the students, (social critical thinking) particularly in the use of the Friendship Stop. Resource key strategies that underpin the school values, Malvern Valley Way and student wellbeing such as dedicating finds to library books, PL on challenging students. 	<p>Student Attitudes To School scores as below</p> <ul style="list-style-type: none"> Connectedness to peers: 4.7 (up from 4.41 in 2015) Student Safety: 4.7 (up from 4.36 in 2015) Student Morale: 6.3 (up from 5.81 in 2015)

