

School Strategic Plan 2019-2023

Malvern Valley Primary School (4669)



Submitted for review by Joshua Sheffield (School Principal) on 14 October, 2019 at 12:16 PM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 29 October, 2019 at 07:38 AM

Awaiting endorsement by School Council President

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<p>School vision</p>	<p>Our school's vision is to create confident children with choices for their future. Our students are empowered to develop a growth mindset and utilise their strengths to be ambitious, empathetic global citizens.</p>
<p>School values</p>	<p>Our values underpin all expectations of behaviours and actions as a community. They are espoused every day by everyone. They are:</p> <p>Resilience: Being able to bounce back and make the most of a situation when unexpected things happen Respect: Having regard for yourself, other and property Cooperation: Working together for the good of everyone Confidence: Having faith and trust in yourself</p>
<p>Context challenges</p>	<p>A significant challenge for our school is to continue to improve on a strong foundation. Our review reinforced that our school performs well in many areas, particularly NAPLAN and the Parent Opinion Survey, which leaves us with a challenge of continuing to improve on already strong data.</p> <p>The further analysis of this data uncovered a need to focus greater attention on Mathematics and to ensure that highly-able learners are challenged and make appropriate growth. A challenge is to ensure that in shifting greater focus on Mathematics, English does not suffer.</p> <p>It is also essential for the school to ensure that the Student Attitudes to School Survey data reflects the findings of the panel through extensive student interviews, in so much as students do feel connected to the school, do not experience high degrees of bullying and feel that these incidences are dealt with effectively.</p>
<p>Intent, rationale and focus</p>	<p>The school is trying to improve the teaching of Mathematics and English as well as the manner in which we use data to target learning for individual students and measure the impact of our teacher. The school is also wanting to further embed a sense of student agency and voice, and a culture of Positive Education in our school.</p> <p>The rationale for these areas of focus are as follows:</p> <p>Goal 1: To improve student outcomes in Literacy and Numeracy for all students. Analysis of the school's NAPLAN data identified that reading and numeracy results are not as strong as writing. For relative high growth in writing, the school is at the 95th percentile for similar schools whilst numeracy is at the 75th and reading at the 63rd percentile. The school's focus has been on writing so the focus can now move to reading and numeracy whilst at the same time continuing the practices developed around the teaching of writing.</p> <p>Goal 2: To increase student agency and voice The school's AtoSS data for 2018 indicated that positive responses to student agency and voice was 57% and in the 12th percentile</p>

	<p>for all government schools. The panel concurred with the school's FISO self-assessment on Embedding for Empowering students and building school pride and Evolving for Intellectual engagement and self-awareness.</p> <p>Teacher focus groups also revealed that there was not a school-wide understanding of student voice and agency, nor was there a school-wide approach to foster this in students.</p> <p>Goal 3: To embed a positive psychology approach to enhance student wellbeing</p> <p>AtoSS data for 2018 indicated that positive responses to teacher concern was 52% (2nd percentile) and managing bullying was 68% (10th percentile). The school has introduced a positive psychology approach to its' wellbeing program and the panel identified that this work needs consolidation over the next SSP.</p>
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Goal 1	To improve student outcomes in Literacy and Numeracy for all students
Target 1.1	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater.
Target 1.2	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Writing, from 18% to 30% or greater.
Target 1.3	To increase the percentage of students in the top two NAPLAN bands in Year 5 for writing from 13% to 35% or greater.
Target 1.4	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Reading, from 24% to 35% or greater.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Building staff capability in literacy and numeracy practices
Key Improvement Strategy 1.b Evaluating impact on learning	Use of data to differentiate teaching and track and monitor student progress
Goal 2	To increase student agency and voice

Target 2.1	To increase positive responses to 'Student Agency and Voice' on the AtoSS from 56% (2019) to 75% or greater (2023).
Target 2.2	To increase positive responses to 'Stimulated Learning' on the AtoSS from 68% (2019) to 80% or greater (2023).
Key Improvement Strategy 2.a Empowering students and building school pride	Develop school-wide understanding of student agency and voice
Key Improvement Strategy 2.b Empowering students and building school pride	Embed structures and processes to enable greater student agency and voice
Goal 3	To embed a positive psychology approach to enhance student wellbeing
Target 3.1	To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023).
Target 3.2	To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023).
Key Improvement Strategy 3.a Health and wellbeing	Continue to develop understanding of positive psychology approach across the school community
Key Improvement Strategy 3.b Curriculum planning and assessment	Embed positive psychology approach into the curriculum
Key Improvement Strategy 3.c	Improve student learning by improving staff wellbeing

Health and wellbeing	
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