

Our vision

MSPS is a place to **CONNECT** with each other and the community. Staff and students are given opportunities to **ENGAGE** in quality learning and development.

All are encouraged to **FLOURISH**, grow in confidence and reach their potential.



**Our
Values**

**BE
Respectful**

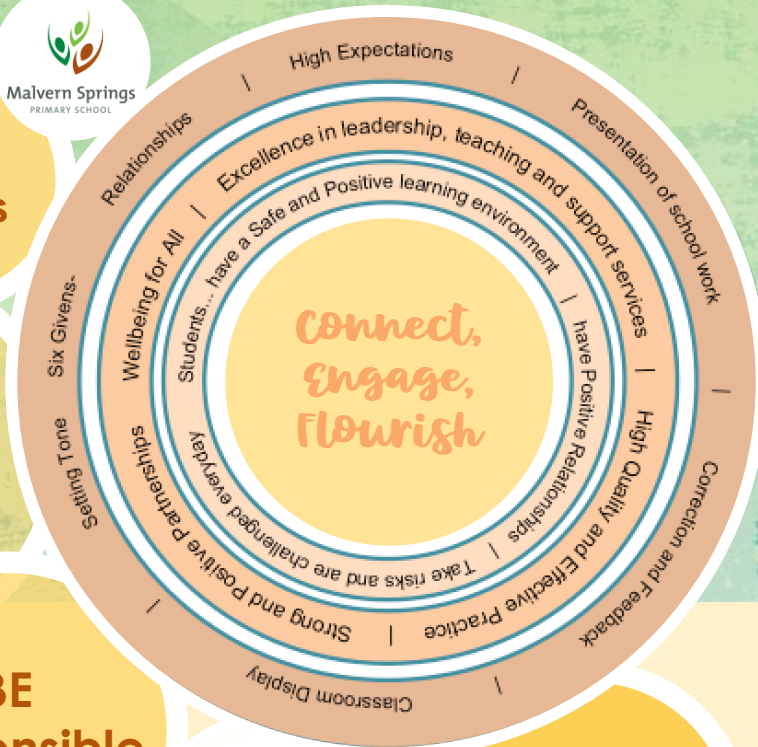
**BE
Responsible**

**BE
Safe**

**BE
Your
Best**

Integrated Priorities

Wellbeing
Sustainability
Aboriginal Histories and Culture
Literacy and Numeracy Skills
ICT skills



Malvern Springs Primary School opened its doors in 2012. In 2023, we work with almost 800 students and we are a proud multicultural school. We seek strength in working together to achieve our goals as a school community. This Business Plan describes the priority areas for our school from 2023 to 2026 and is a whole school improvement plan. Our priorities are centred around improving literacy and numeracy achievement, positive and inclusive learning environments, instructional leadership, effective implementation of the West Australian Curriculum, meaningful assessment, a strong sense of belonging and community partnerships. They are derived from our performance data, evidence-based practice, the beliefs of our staff and are in alignment with the Strategic Plans for WA Public Schools.



Malvern Springs Primary School Business Plan 2023 - 2026

Connect - Engage - Flourish

Imperatives for Student Engagement

Our Imperatives for Student Engagement are at the core of our school business. Everyday we strive for students to have connections with staff and peers and have a sense of belonging. All students are provided with opportunities to achieve, have meaningful learning experiences and are encouraged to take risks with the learning so they can achieve their potential.

Imperatives for Student Engagement

Safe and positive learning environment

- Students feel safe at school everyday
- Student's voice is valued
- Students feel supported to learn

Positive relationships

- Students have positive relationships with all staff
- Students have friends at school
- Students feel respected by staff and other students

Take risks and challenged everyday

- Students have work at their level everyday
- All students are given opportunity for extension
- Students feel supported to take risks in their learning
- All new learning is introduced with Explicit Instruction
- Intervention is implemented in a planned and systematic approach

Six Givens for Every Learning Area



Six Givens

Relationships

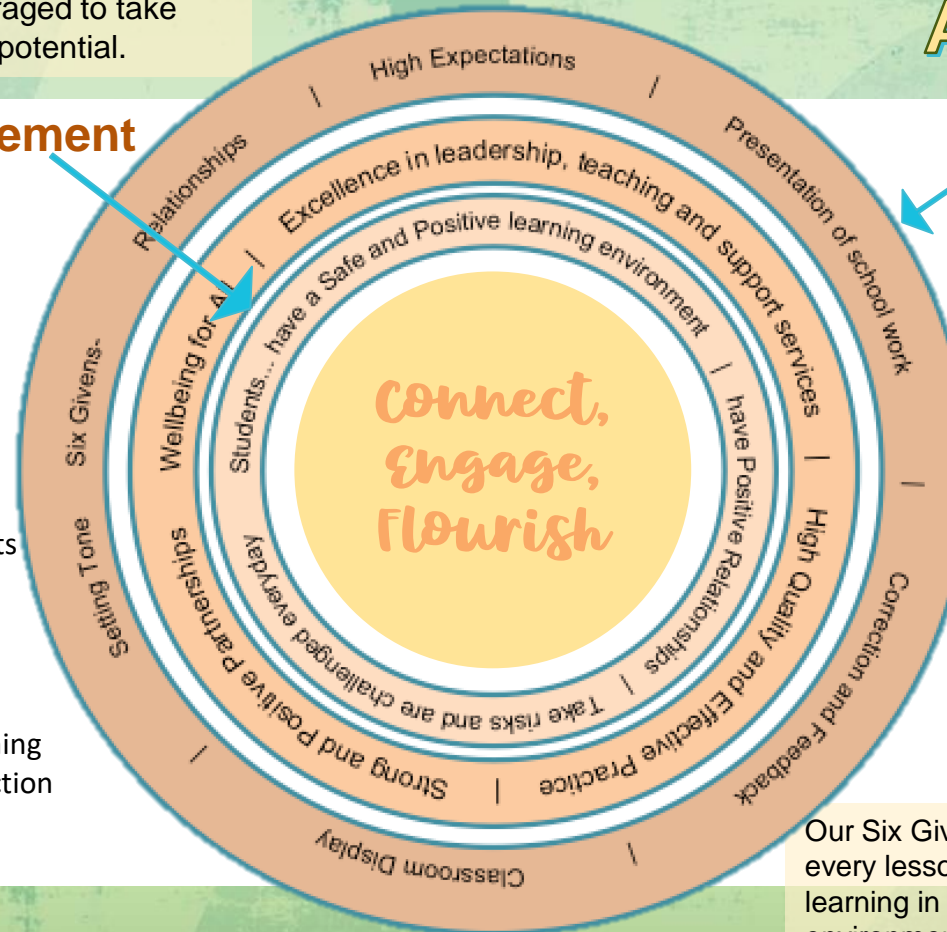
High Expectations

Presentation

Correction and Feedback

Classroom Display

Setting Tone



Our Six Givens set our expectations for every day, in every classroom, in every lesson. We have high expectations for every facet of teaching and learning in the classroom. We create an inviting and engaging learning environment for students to succeed and flourish in and where relationships are key. The presentation of lessons, student work and classroom display is a high priority and is of an excellent standard across the school.

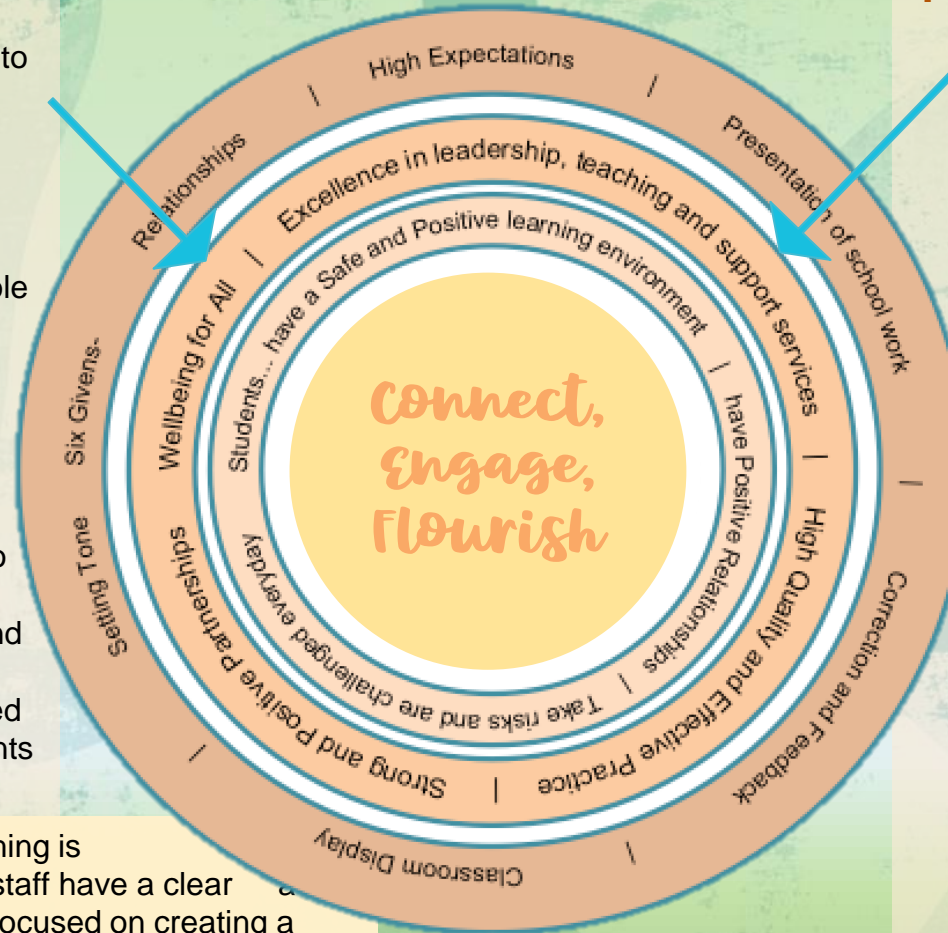
Pillars of School-wide Pedagogy



Pillar 1- Wellbeing for all

- ❑ Develop a positive psychology approach to support staff and students' mental health and wellbeing
- ❑ Appoint Mental Health and Wellbeing coordinator to drive whole school approaches and coach staff
- ❑ Zones of Regulation strategies are a whole school priority
- ❑ Developing student's sense of belonging and students' voices are valued. Student opinion on wellbeing is surveyed
- ❑ OHI survey for staff is used to inform whole school decision making
- ❑ Strengthen Positive Behaviour Support to create positive, safe and productive learning environments where students and staff feel respected and valued
- ❑ Robust attendance plans are implemented and regularly evaluated to support students identified as 'at risk'

Our philosophy regarding leadership and teaching is collaborative, distributed and instructional. All staff have a clear vision of our direction and role clarity. We are focused on creating a shared pedagogical understanding and we believe we are all accountable for each student's learning. We aim to harness effective research-based professional learning for leadership, coaching and mentoring.



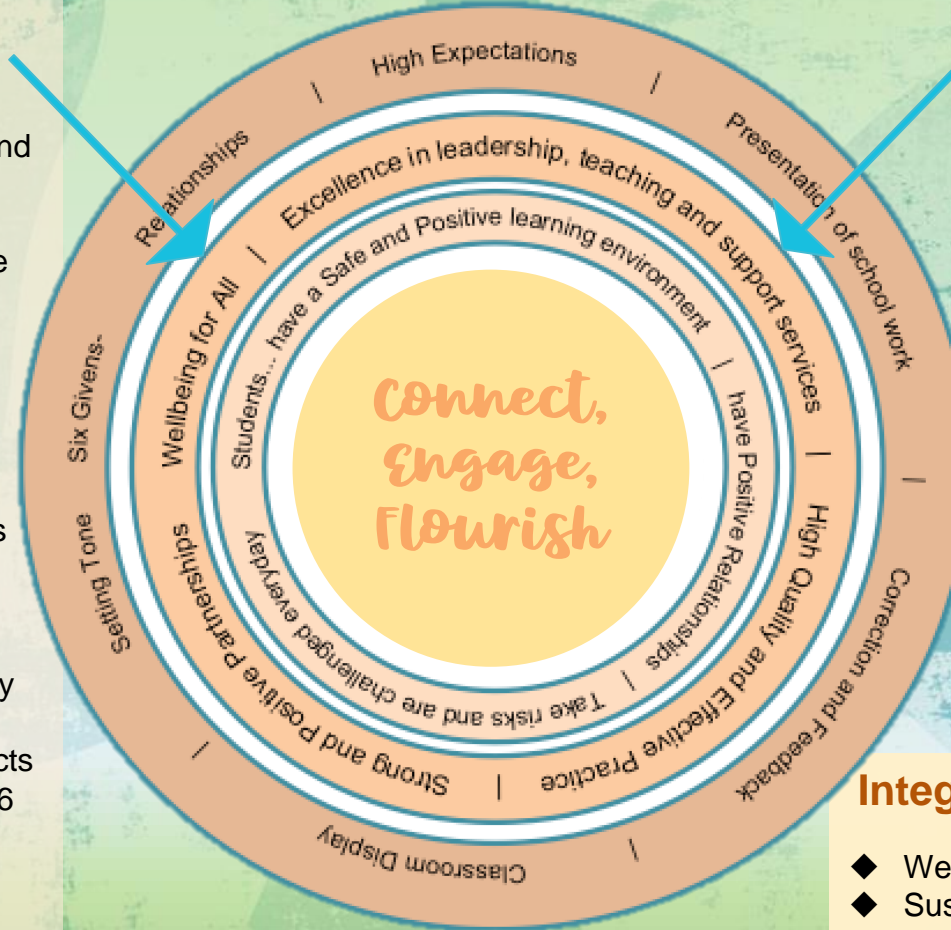
Pillar 2- Excellence in Leadership, Teaching and Support

- ❑ Professional Learning for all staff in evidence-based Literacy and Numeracy for whole school programs
- ❑ Coaching program to support the application of whole school programs
- ❑ Weekly year level collaborative meetings for creating shared teacher understanding and refining curriculum planning
- ❑ Leadership roles are distributed, and consultative practices are used for decision making with staff
- ❑ Identify leadership at all levels through performance management and coaching practices
- ❑ Senior teacher, Level 3 and Team Leader roles are clearly defined and visible throughout the school
- ❑ Leadership supports high quality practice and intervention approaches for SAER students
- ❑ High quality Tier 2 and 3 Intervention plans are developed and implemented across K to 6 for individuals and small groups
- ❑ Early Years Education is evidence-based practice and is based on our strategic plan
- ❑ Early years staff are supported to implement high quality plans, which reflect the Early Years Learning Framework and National Quality Standards
- ❑ Continued commitment to the Fogarty Edvance Program and Teach Well

Pillars of School-wide Pedagogy

Pillar 3- High Quality Teaching and Effective Practice

- ❑ Whole school programs for teaching and learning are evidence-based approaches
- ❑ Explicit Teaching in all areas of English and Mathematics implemented using 'The Malvern Springs' Rulebook'
- ❑ On-Entry, NAPLAN and PAT performance data is vital for evaluating learning programs, informing classroom planning, filling gaps in learning and identifying areas for extension
- ❑ Whole school assessment schedule is continually refined and integral to making judgements regarding whole school plans
- ❑ Problem-based learning is planned and implemented in Mathematics
- ❑ Play-based learning and Inquiry learning skills are explicitly taught and purposefully planned
- ❑ Digital learning and STEM learning projects are developed and implemented for K to 6
- ❑ A whole school PBS plan is renewed and strategies for teaching behaviour skills to create a safe and positive learning environment.
- ❑ Develop a whole school EALD plan and implement Progress Maps



Pillar 4- Strong and Positive Partnerships

- ❑ Malvern Springs works with the whole family to support the developing child
- ❑ Regular and informative communication with care givers of student's progress through a variety of modes
- ❑ Seek parent feedback and implemented into decision making processes
- ❑ Staff work with families to support high levels of attendance for all students
- ❑ Outside agencies are engaged to support families
- ❑ Staff work with local networks to enhance families' wellbeing and seek support for student's learning needs
- ❑ School Board and P&C work with school members to make informed decisions
- ❑ Connections with local community groups to support all students
- ❑ Connections with EALD support groups and in school support is sourced for families

Integrated Priorities

- ◆ Wellbeing and health management strategies
- ◆ Sustainability-A plan for embedding as a cross-curricula priority and efficient use of resources
- ◆ ICT skills- 21st Century skills across the curriculum
- ◆ Aboriginal Education- histories, language and culture
- ◆ Literacy and Numeracy strategies are employed in every lesson

Malvern Springs Primary School Targets		
Area	Who	Target
Student Engagement and Wellbeing		
Attendance	All students	Exceed WA Public school rate. Attendance plans implemented for students with ongoing attendance rates of 70% or below.
Tell Them From Me (TTFM) Survey	Year 4 to 6	Exceed the percentage of students who report a positive sense of belonging and engagement in learning.
OHI	Staff	Aim to achieve the top decile in each area of the organisational health score survey each year.
PBS	Staff	SET data collected by CMS coach each year shows maintained or improved performance.
Student Achievement		
NAPLAN	Year 3 and Year 5	School averages meet or exceed WA School means.
NAPLAN	Year 3 and Year 5	All students in our stable cohort will meet a minimum of a 'developing' standard
NAPLAN	Year 3 and Year 5	All students in our stable cohort will make positive progress with 20% in the 'Exceeding' level of achievement.
PAT Maths, Reading, Spelling, Grammar, and Science ACER Testing	Pre-Primary to Year 6	All cohort means, for end of year data collection, will match or exceed PAT normative means.
PAT Maths, Reading, Spelling, Grammar, and Science ACER Testing	Year 2 to 6	All students demonstrate positive progress from year-to-year.
Dibels Reading Assessment	Pre-Primary	All students score green range, 'at minimal risk' for Nonsense Word Fluency- Words Recoded Correctly at the end of the year. 95% of students will score in the green range 'at minimal risk' as a composite score at the end of the year.
Dibels Reading Assessment	Year 6	All Year 6 students will graduate with a minimum of the green range 'at minimal risk' in Dibels MAZE reading assessment.

