

Morphett Vale Primary School improvement plan

2019 to 2021

School name

Morphett Vale Primary School

Vision statement

At Morphett Vale Primary School we are powerful learners who are engaged, creative, challenged, confident and successful
At Morphett Vale PS we recognise that in order to develop powerful learners, we as educators need to explicitly teach, role model and scaffold learning dispositions.
Research (Australian Curriculum and 21st Century Learning Design) clearly recognizes that learning- how- to- learn capabilities are critical for student's success in school
Pathway to Positive Learners will support students to develop these capabilities in the following key areas:

- Collaboration
- Communication
- Problem solving
- Self-regulation
- Mindsets



Government
of South Australia
Department for Education

Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice
<p>Increase the proportion of students achieving in the upper bands in NAPLAN Reading in Years 3, 5 and 7</p>	<p>NAPLAN Reading - % students achieving in the HB in NAPLAN Reading exceeds the historic range for the past three: Yr 3 31%, Yr 5 20%, and Yr 7 18%</p>	<p>If teachers explicitly teach the skills of Reading Comprehension, including vocab development, then students' reading achievements will improve</p>
<p>Increase the proportion of students achieving in the upper bands in NAPLAN Numeracy in Years 3, 5, & 7</p>	<p>NAPLAN Numeracy - % students achieving in the HB in NAPLAN Reading exceeds the historic range for the past three: Yr 3 28%, Yr 5 13%, and Yr 7 14%</p>	<p>If all teachers strengthen their knowledge and understanding of the Big Ideas in Number and design learning for more complex mathematical thinking then more students will achieve in the higher bands of NAPLAN Numeracy.</p>
<p>Increase the proportion of students that are connected to their community and are active participants in their school and the wider community</p>	<p>All students surveyed identify as medium to high wellbeing when answering whether they are connected to our school, school climate and feel that they belong in the Wellbeing and Engagement Collection</p>	<p>If Teachers support students by providing authentic contexts, then students will achieve their personal learning goals through engagement in wider community projects, extra curricular activities, well-being programs and leadership opportunities</p>

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2019 to 2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** (*Improve Practice and Monitor Impact*) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (*Review and Evaluate*) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice, contact:

Andrew Wells

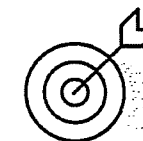
Review, Improvement and Accountability Manager

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Step 1

Analyse and prioritise



Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	Increase the proportion of students achieving in the upper bands in NAPLAN Reading in Years 3, 5 and 7	2019	NAPLAN Reading - % students achieving in the HB in NAPLAN Reading exceeds the historic range for the past three: Yr 3 31%, Yr 5 20%, and Yr 7 18%
		2020	
		2021	
Goal 2	Increase the proportion of students achieving in the upper bands in NAPLAN Numeracy in Years 3, 5, & 7	2019	NAPLAN Numeracy - % students achieving in the HB in NAPLAN Reading exceeds the historic range for the past three: Yr 3 28%, Yr 5 13%, and Yr 7 14%
		2020	
		2021	
Goal 3	Increase the proportion of students that are connected to their community and are active participants in their school and the wider community	2019	All students surveyed identify as medium to high wellbeing when answering whether they are connected to our school, school climate and feel that they belong in the Wellbeing and Engagement Collection
		2020	
		2021	

Step 2

Determine challenge of practice



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice	
Goal 1	If teachers explicitly teach the skills of Reading Comprehension, including vocab development, then students' reading achievements will improve
Goal 2	If all teachers strengthen their knowledge and understanding of the Big Ideas in Number and design learning for more complex mathematical thinking then more students will achieve in the higher bands of NAPLAN Numeracy.
Goal 3	If Teachers support students by providing authentic contexts, then students will achieve their personal learning goals through engagement in wider community projects, extra curricular activities, well-being programs and leadership opportunities

Step 3

Plan actions for improvement



Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1	Increase the proportion of students achieving in the upper bands in NAPLAN Reading in Years 3, 5 and 7		
Challenge of practice	If teachers explicitly teach the skills of Reading Comprehension, including vocab development, then students' reading achievements will improve		
Actions	Timeline	Roles and responsibilities	Resources
Staff consistently teach the Big 6 focussing on vocab development across all learning areas.	Term 1 2019	Literacy Committee will provide T&D and support new staff Teachers will all implement SSO staff will use the common language	The Big 6 Resources Sheena Cameron resources Shared text for staff - Philosophy for children P4C?
Teachers build their Literacy Block around the Daily 5 structure	Term 1, 2019	Literacy committee to facilitate training and buddy up with staff to form Reading Comprehension support groups Teachers to use the Daily 5 as common pedagogy	JP readers - decodable texts Whole staff reading - "Effective Strategies for teaching and learning independence in Literacy - The Daily 5 white paper" Daily 5 Strategies Reciprocal Reading resources Observation tools - teachers to students Observation tools - teacher to teacher Student book boxes for personalised library Class libraries Daily 5 interactive website \$69.00/teacher
Teachers consistently display anchor charts to support the reading comprehension strategies that are being explicitly taught	Term 1-2 2019	All Literacy Teachers	Anchor Charts

Step 3 continued

Plan actions for improvement



Goal 1 continued		Increase the proportion of students achieving in the upper bands in NAPLAN Reading in Years 3, 5 and 7	
Actions	Timeline	Roles and responsibilities	Resources
All classes will have a student developed class library and students will track their reading data in individual journals	ongoing	All students with support from teachers	Individual Reading journal for every student in the school Class floor books
Teachers replace Guided Reading with Reciprocal Reading - where students become the teacher in small groups and teachers model and guide group discussions using the 4 strategies: summarising, question generating, clarifying and predicting	2019	All teachers, all SSO staff supporting Reading Programs and all students	Fountas and Purnell Literature Decodable texts A wide range of Non- fiction and Fiction texts
Teachers will actively teach the reading comprehension strategies associated with reading Non-Fiction texts	2019	Teachers supported by T&D session run by the committee	Fountas and Purnell Literature Decodable texts A wide range of Non- fiction texts
		Total financial resources allocated	
Success criteria	All students will be independent readers All students will keep an up-to-date reading journal including personalised vocab lists All students will set their own learning goals for reading development All students will achieve a minimum years growth in Running Records and PAT R per calendar year		

Step 3 continued

Plan actions for improvement



Goal 2		Increase the proportion of students achieving in the upper bands in NAPLAN Numeracy in Years 3, 5, & 7	
Challenge of practice		If all teachers strengthen their knowledge and understanding of the Big Ideas in Number and design learning for more complex mathematical thinking then more students will achieve in the higher bands of NAPLAN Numeracy.	
Actions	Timeline	Roles and responsibilities	Resources
Staff implement the MVPS weekly Numeracy Block - minimum of 2x Problem Solving / Open-Ended Activities, 2x Strategy practice / explicit Lessons and 1x Open-Ended / Problem Solving Maths Investigation	Ongoing	Deputy Principal leads teachers in groups to plan each terms Numeracy Leaders will support with class walk throughs and feedback	Numeracy Agreements 2017-2019 Numeracy "I Can Statements" Vandewell text for all staff
Teachers work with students to develop formative assessment processes that identify what they know, understand and can do, prior to and during the learning; and use this information to inform and adjust next teaching steps	2019	Teachers Students set goal, collect 3 samples of learning shared on see-saw to get improvement feedback from parents peers and teachers Parents - to provide improvement feedback	Numeracy Agreements 2017-2019 Numeracy "I Can Statements" Tri-School Moderation Numeracy Matrices of achievement See-saw learning portfolios
Teachers activate students as owners of their learning to provide access to and understanding of their own data to move their learning	Term 1 - ongoing	Teachers Students will track their Numeracy data in individual journals	Student data books MVPS learning continuums and "I can statements"

Step 3 continued

Plan actions for improvement



Goal 2 continued		Increase the proportion of students achieving in the upper bands in NAPLAN Numeracy in Years 3, 5, & 7	
Actions	Timeline	Roles and responsibilities	Resources
Rich questions which promote Stretch thinking and have multiple answers will be used by teachers in a planned and deliberate way	Ongoing	Teachers supported by T&D run by Numeracy committee	Brain Science and Brain Research "School Improvement Stretch" YouCubed
			Total financial resources allocated
Success criteria	<ul style="list-style-type: none"> - Student will regularly set Numeracy Goals and will be active participants in tracking their own growth - More students will achieve in the higher bands numeracy 		

Step 3 continued

Plan actions for improvement



Goal 3		Increase the proportion of students that are connected to their community and are active participants in their school and the wider community	
Challenge of practice		If Teachers support students by providing authentic contexts, then students will achieve their personal learning goals through engagement in wider community projects, extra curricular activities, well-being programs and leadership opportunities	
Actions	Timeline	Roles and responsibilities	Resources
Teachers and students co-design inquiry based, cross curriculum P.B.L's that utilise M.V.P.S. curriculum frameworks	ongoing	Teachers will work with students to co-design PBL based around a deep inquiry question	Varied but to include at least one Resource person or place from outside the school
Teachers and students work together to create opportunities for students to positively impact their community	ongoing	Teachers will work with students to network with out of school groups and locations which can add value to the negotiated learning outcomes	Varied but to include at least one Resource person or place from outside the school

Step 3 continued

Plan actions for improvement



Goal 3 continued		Increase the proportion of students that are connected to their community and are active participants in their school and the wider community	
Actions	Timeline	Roles and responsibilities	Resources
		Total financial resources allocated	
Success criteria	More children will be connected to their community, demonstrated by their participation in PBL's which have community based outcomes, Increase in involvement in learning opportunities outside school and involvement in extra curricula activities, well being programs and leadership opportunities.		

School improvement plan

Approvals



Approved by principal

Name: Rachel McLennan *R McLennan*

Date: 29.11.2018

Approved by governing council chairperson

Name JULIA MUSTAC *J Mustac*

Date 15-02-2019

Approved by education director

Name *G Hatzi*

Date 15/02/19