

SITE IMPROVEMENT PLAN FOR MORPHETT VALE PRIMARY SCHOOL 2016-2019

READY TO LEARN	PEDAGOGICAL SHIFT	CONNECTING WITH COMMUNITY
2016-2019 PRIORITIES What do we want to achieve?	2016-2019 PRIORITIES What do we want to achieve?	2016-2019 PRIORITIES What do we want to achieve?
<ol style="list-style-type: none"> 1. Develop positive dispositions for learning 2. Improve transition processes pre-school to school, Primary School to High School 	<ol style="list-style-type: none"> 1. To facilitate, support and promote improvement through a Professional Learning Team that focuses on innovation in learning 2. Develop teacher confidence in Deprivatisation that results in critical feedback / discussion of effective practice 3. Develop practices that create shared responsibility inclusive of all stakeholders for student success, collective responsibility, and commitment 	<ol style="list-style-type: none"> 1. That our students feel connected to their community and are active participants in their school and wider community. 2. That our educators build effective community connections to enhance teaching practise based on data driven evidence resulting in improved learning outcomes. 3. That we will value and grow community relationships to support student well-being.
KEY STRATEGIES What will it take to get there?	KEY STRATEGIES What will it take to get there?	KEY STRATEGIES What will it take to get there?
<ul style="list-style-type: none"> • Investigate, develop and implement programs, policies, strategies and practices that support and promote student safety and wellbeing both in class and at break times • Targeted intervention to meet students' health, learning and developmental needs • Ensure that school is a safe and respectful place • Implement a behaviour management policy that is fair, consistent and effective • Ensure strong collaboration between school and families • Maintain focus on improving student's mindsets especially in Numeracy • Support provided for students who are under year level expectations • Improve attendance and lateness • One Plans are developed to replace all other plans for ATSI, GOM and SWD • Waves 1,2 and 3 intervention strategies are implemented for all students • DECD resources are specifically targeted for SWD and learning and behavioural difficulties • Develop authentic student voice and leadership forums • Develop and implement policies and practices that support increased confidence and familiarity for all pre-school students as they transition to school • Develop communication practises which ensure parents are well informed • Regularly update and review transition program for Pre-school to school • Set up structures and processes which promote open communication between Pre-school and school staff specific to Pre-school students and the Pre-school program • Ensure all staff and volunteers are up to date with training for Responding to Abuse and Neglect • That staff will work closely with DECD support personnel • Build relationships with colleagues from other partnership schools • Improve attendance and punctuality- Any unexplained absence/lateness will be referred to senior leadership who will phone parents/families and where necessary refer to Attendance Counsellor • Introduce and support teachers to implement Circle Time and Group Problem solving processes in their classrooms 	<ul style="list-style-type: none"> • All stakeholders plan utilising the "Understanding by Design" model to achieve joint outcomes • Develop networks between Partnership PLTs with the focus on best practice and innovation • Develop action research questions in PLTs around Student Voice • Teams share best practice in Numeracy and Literacy in PLTs and whole school professional learning • Data in Literacy and Numeracy will be analysed with reference to the continuum • Staff will have the opportunity for peer observation and provide feedback through the Coach / Learn / Learn model • Develop structures, practices and feedback strategies for the implementation of student-led observations • Support staff to engage in professional development, including structured opportunities to share and model effective practice. • Classroom Teachers and relevant staff will develop agreed practices around the assessment of the Fountas & Pinnell system for Running Records. Testing to be done at least once a term and results updated on the data wall / Score link. • Continue to work to improve teacher confidence in Numeracy • Teachers in the Panalatinga Partnership share student work and develop a framework for moderation • Identify and share best practice across partnership • Share across partnership best practice around using data to inform practice • Provide professional learning opportunities in mathematics through coaching and staff meetings. • Students become key partners in co-designing learning tasks and de-mystifying the Australian Curriculum • That our staff know how to interpret and use local and system level data to inform their practise 	<ul style="list-style-type: none"> • Student Leaders review, explore and develop student voice to incorporate teams that align with Governing Council committees • Lead Learners will be given the opportunity to work with staff to design whole school programs and to model the characteristics of a Powerful Learner • Lead Learners will be given the opportunity to network with students and adults outside MVPS • Students access community resources – people, places, things • Create opportunities for students to give back to the community • Encourage students to be responsible, informed global citizens • Students to participate in a Partnership Student Learning Community that improves learning and contributes to Partnership planning • Staff are committed to regular excursions or incursions which are linked to learning outcomes • Continue to support and develop our "Learn and Grow" program • Our students will be given the opportunity to connect with other students across the state and nation • We will support current parent volunteer opportunities and increase opportunities for parents to be involved in our school • That we continue our strong links with Smith Family • Look for ways the partnership can synchronise and deprivatise teacher practice • Use our involvement as a SVA Star hub school to learn from and build connections with colleagues from interstate • Promote parent/family partnership through regular communication – newsletters, parent workshops, face book page and information sessions • Family Focus (sub-committee of Governing Council)with support staff to keep parents informed and promote opportunities for parents to be involved in their child's learning journey