



MORGAN PRIMARY SCHOOL

OPERATIONAL PLAN 2017



PURPOSE

The purpose of Morgan Primary School is to facilitate a quality teaching and learning environment that results in high standards of learning and care for all learners.

VISION

At Morgan we believe learning is a life-long process where all parties are valued. We aim to provide a safe, supportive and caring environment, in which children have access to an education, which will equip them to live confidently and independently in an ever-changing world. This will be achieved by professional and knowledgeable staff working in a supportive environment with families and the community, to provide a well-resourced program that is responsive to the learning needs of our children.

Striving for positive attitudes toward learning improvement and excellence is encouraged and valued.

'Our learners will be confident, capable, adaptable and prepared members of our local and global community.'

GOALS

1. All students have access to the highest quality teaching to achieve excellence and wellbeing.
2. All staff builds collegiate capacity to continuously improve teaching and learning to meet learner needs.
3. Students creatively solve problems using digital and collaborative skills and develop high levels of information literacy to become effective global citizens.
4. Intervention and support is provided to students, staff and community as required for improvement.
5. All students are highly engaged, motivated & responsible learners.
6. All members of the school community will maintain a growth mindset.

Values

Understanding - Care and Compassion - Responsibility - Doing Your Best - Respect



Morgan Primary School Operational Plan 2017

QUALITY LEARNING

Focus on improving teaching and learning in the area of reading and writing with an emphasis on oral language, comprehension and vocabulary.

Strategy	Teachers will	Students will	Student Learning
A whole school approach to the continuous improvement of student literacy achievement is maintained with a focus on learner disposition, attitude and growth mindset.	All staff effectively use: <ul style="list-style-type: none"> “Best practice” reading and writing strategies in daily teaching and learning to meet all students learning needs Australian Curriculum English and General Capability Literacy in teaching and learning programs 	All students are expert learners who are engaged in their own learning. Students will build reading / writing stamina and concentration to become independent writers and readers.	All students show evidence of improved reading / writing levels commensurate to year level and ability. Minimum of one year growth for all learners.

TARGETS

Assessment Tool	Year Level	DECD Standard of Educational Achievement (SEA) Target
**Running Records (Instructional Level)	Rec	5+
	1	13+
	2	21+
NAPLAN (English)	3	3+ 5/6
	5	5+ 7/8
	7	6+ 8/9
	1	
	2	
**PAT Reading (PAT-R) 50 th Percentile or above	3	95
	4	106
	5	112
	6	118
	7	120
	Student Formal Reports (A-E Grades)	F-7
English as an Additional Language or Dialect Level	R	Level 4
	1	Level 5
	2	Level 6
	3	Level 7
	4	Level 8
	5	Level 9
	6	Level 10
7	Level 11	

** = Term 3 Assessment

RECOMMENDATIONS FOR 2017

The School will

- Review and monitor the whole school improvement cycle for effective teaching and learning to provide coherence and consistency across the school and within all year levels for all students
- Build upon current processes to further engage the school community in student literacy learning
- Use data to ensure targeted intervention is making a positive difference to student achievement
- Provide and receive genuine, authentic feedback to guide continuous improvement
- Work collaboratively with Morgan Pre-School to support our Early Years learners (B-8years)

Teachers will

- Review and set targets for 2017 with alignment to Australian Curriculum Achievement Standards for running records, NAPLAN and PAT-R data
- Moderate assessment tasks with alignment to Australian Curriculum Achievement Standards
- Explore digital pedagogies through the General Capabilities Continuums and use of Australian Curriculum, with continued professional learning
- Use the National Professional Standards for Teachers to reflect on effectiveness of teaching and learning program
- Commit to high quality, evidence based performance development processes
- To explore together how to differentiate to accelerate student learning and close gaps
- Engage in professional observations and peer feedback sessions

Students will

- Engage in using digital tools to improve reading / writing achievement
- Articulate own learning for improvement in reading / writing through goal setting
- Show evidence of improved reading / writing levels commensurate to year level and ability
- Build their own stamina / concentration during all learning tasks

Families will

- Ask questions and seek clarification to support your child and your own learning at home
- Support the home reading program and show evidence by listening to your child daily and provide evidence
- Attend Education Plan meetings, engagement meetings and attend family workshops



Morgan Primary School Operational Plan 2017

HIGH STANDARDS OF LEARNING ACHIEVEMENT

Focus on the number strand with an emphasis on problem solving and mental computation.

Strategy	Teachers will	Students will	Student Learning
A whole school approach to continuous improvement of student numeracy achievement is maintained with a focus on learner disposition, attitude and growth mindset.	All staff: <ul style="list-style-type: none"> Apply "best practice" strategies in daily teaching and learning in numeracy with a particular focus on Natural Maths Collaboratively plan, assess and report using Australian Curriculum Maths and General Capabilities 	All students are expert learners who are engaged in their own learning and are able to demonstrate mental computation strategies to solve problems.	All students show evidence of improved outcomes in Australian Curriculum Maths and General Capabilities Numeracy to year level and ability. Minimum of one year growth for all learners.

RECOMMENDATIONS FOR 2017

TARGETS

The School will

- Review and monitor the whole school improvement cycle for effective teaching and learning of Mathematics to provide coherence and consistency across the school and within all year levels for all students
- Explore the ICT / Numeracy continuum to extend and challenge
- Further develop consistency in meta-language of Mathematics across whole site
- Maintain effective mathematical pedagogy through Natural Maths strategies and TfEL
- Use data to ensure targeted intervention is making a positive difference to student achievement through differentiation

Assessment Tool	Year Level	DECD Standard of Educational Achievement (SEA) Target	
NAPLAN (Maths)	3	SEA	3+
	5	Top 2 Bands	5/6
			5+
7		7/8	
**PAT Maths (PAT-M) 50 th Percentile or above	1		6+
	2		8/9
	3		
	4		101
	5		110
	6		112
	7		120
Student Formal Reports (A-E Grades)	F-7	C grade or greater F-7 Mathematics	
** = Term 3 Assessment			

Teachers will

- Review and set targets for 2017 with alignment to Australian Curriculum Achievement Standards, NAPLAN and PAT-R data
- Further implement recommended Natural Maths strategies and Visible Learning strategies
- Implement digital pedagogies to improve numeracy achievement and engagement
- Work together (with peers and within partnership) for specific year level programming, planning and moderation
- Explore assessment tools for ongoing assessments / audits.
- Engage in professional observations and peer feedback sessions
- To explore together how to differentiate to accelerate student learning and close gaps
- Provide real-life applications, opportunities to think mathematically and focus on inquiry based learning to ensure intellectual stretch and challenge

Students will

- Show evidence of gain in individual student data
- Use mathematical meta-language and apply a variety of mental strategies
- Articulate own learning for improvement and through goal setting
- Use digital tools to improve numeracy achievement

Families will

- Ask questions and seek support through communicating with staff to gain a better understanding of strategies and terminology
- Attend Education Plan meetings, engagement meetings and attend family workshops
- Play games (board/card) to practice skills and to discuss strategies used to solve problems



IMPROVED HEALTH AND WELLBEING

Improved attendance, engagement and wellbeing for all members of our school community

Strategy	Teachers will	Students will	Student Learning
A whole school approach to enhance a healthy, connected and positive wellbeing.	All teachers <ul style="list-style-type: none"> Create safe conditions for rigorous learning Develop expert learners Personalise and connect student learning (TfEL) 	All students are <ul style="list-style-type: none"> Collaborative learners, who develop and maintain positive relationships with others, work in teams and build leadership skills Creative by expanding their strategies for thinking, learning and working Problem solvers who build conceptual knowledge and deep understandings Able to recognise and manage their emotions 	All students show evidence of increased <ul style="list-style-type: none"> Engagement in their learning Motivation to be active learners Acceptance of responsibility for learning and behaviour

Targets

In 2017;

- 95% attendance rate for all students (refer to Attendance Improvement Plan)
- Community members will connect with the school and access support from services / agencies to benefit learners
- Growth in site data - Health, Social and Emotional and Engagement data
- Continuation of the Kids Matter Wellbeing Initiative
- A decrease in the number of reportable incidents in the class or yard

Growth Mindset Skills

Collaboration Persistence
Effort Curiosity
Risk Taking
Coping with Failure Resilience
Communication Adaptability
Positive Self Talk Innovation
Minimising Vulnerability

RECOMMENDATIONS FOR 2017

The School will

- Implement a MPS Wellbeing Policy
- Align site and Partnership priorities and actively participate in strategies, professional learning and programs
- Access support from agencies and organisations to meet the individual needs of students, staff and families
- Further promote an understanding of neuroscience and growth mindset through parent workshops, information sharing and open sessions
- Work with the community to ensure an understanding of growth mindset skills based on the research
- Embed programs to support Social and Emotional learning ('Play is the Way' – Kimochis - Mindfulness)
- Work with the Mid Murray Family Connections Group, Mid Murray OPAL to support members of our school / local community
- Focus on 'The Arts' curriculum and provide extra curricula activities for the whole school community
- Use resources to support students and families with targeted intervention program

Teachers will

- Have a high focus on effective teaching and learning relationships to gather data on students' strengths and interests and by using TfEL student engagement surveys to inform teaching and rigorous learning
- Make a positive contribution to learner wellbeing
- Utilize consistent Performance Management Plans to improve effectiveness of teaching
- Engage in professional learning and implement new skills / pedagogy
- Provide students with an authentic purpose for student voice (SRC) to seek input in school decision making
- Further develop cultural competence, design and delivery of culturally responsive curriculum and teaching methods that are effective for all learners through professional learning
- Use Multiple Intelligences, Blooms and HOTS in classroom planning and assessment

Students will

- Provide feedback to teachers with the aim to improve student safety and engagement along with teacher effectiveness through the use of TfEL / site surveys
- Take responsibility in their own actions and behaviours to develop as global citizens who make valuable contributions to their community
- Maintain a growth mindset to support themselves as a successful learner

Families will

- Families to have a greater understanding of programs, policies and student data
- Adopt a growth mindset to support themselves and their child
- Families will endeavor to participate in school events
- Support and adhere to school policies
- Maintain open 3 way communication