MORGAN PRIMARY SCHOOL
IMPROVEMENT PLAN 2015 – 2016

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 build 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
We will be brave – have a go and strive with pride.

We will provide quality teaching and learning

We will engage, inspire, motivate and have fun.

We will maintain a growth mindset.

We will provide targeted intervention for students at risk.

**STUDENTS AT MORGAN PRIMARY SCHOOL**

**LEARN TO KNOW — LEARN TO DO — LEARN TO LIVE**

**A MORGAN STUDENT....**

- Can demonstrate sound leadership skills, has good social skills and can co-operate well with other people. Is responsible for their actions and shows respect towards others.
- Has global awareness and can contribute positively in the wider community. Is understanding, tolerant and inclusive of others.
- Is self-confident / has a positive self-esteem, can set personal goals, solve problems and participate in decision making processes.
- Is able to access, gain and use information from a range of sources.
- Can communicate well and express themselves creatively with people of all ages and can show care and compassion towards others.
- Is a responsible learner who can ask questions and seek help when needed. Has sound time management and organisational skills.
- Learns and uses their literacy, numeracy and ICT skills.

**BE ENGAGED, PRODUCTIVE AND CREATIVE LEARNERS**

‘DOING YOUR BEST’
HIGH STANDARDS OF LEARNING ACHIEVEMENT
Focus on improving teaching and learning in the area of reading with an emphasis on oral language, comprehension and vocabulary.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Teachers will</th>
<th>Students will</th>
<th>Student Learning</th>
</tr>
</thead>
</table>
| A whole school approach to the continuous improvement of student literacy achievement is developed and maintained. | All teachers effectively use
• “Best practice” reading 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 to read and reading to learn. | All students show evidence of improved reading levels commensurate to year level and ability. |

**TARGETS**

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Level</th>
<th>Year Level</th>
<th>2014 Achievement (%)</th>
<th>2015 Target (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running Records</td>
<td>9</td>
<td>R</td>
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<td></td>
<td></td>
<td>18</td>
<td>50%</td>
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<tr>
<td></td>
<td></td>
<td>24</td>
<td>50%</td>
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<tr>
<td>NAPLAN</td>
<td>3</td>
<td>1</td>
<td>50%</td>
<td></td>
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<tr>
<td>Students to be achieving average growth or higher in all testing</td>
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<tr>
<td>MET EAS</td>
<td>5/6</td>
<td>3</td>
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<tr>
<td>Highest Two bands</td>
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<td>5</td>
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<td></td>
</tr>
<tr>
<td>PAT-Reading</td>
<td>Stanine 5+</td>
<td>7</td>
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</table>

**RECOMMENDATIONS FOR 2015**

The School will
• Document the whole school agreement for effective teaching and learning of English 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 2015 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 ICT General Capability using Australian Curriculum English, with continued professional learning.
• Use the National Professional Standards for Teachers to reflect on effectiveness
• 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 achievement
• Articulate own learning for improvement in reading through goal setting.
• Show evidence of improved reading levels commensurate to year level and ability

Families will
• Attend Education Plan meetings, engagement meetings and attend family workshops.
• Ask questions and seek clarification to support your child and your own learning at home.
• Support the home reading program and show evidence (reading journal / diary).
HIGH STANDARDS OF LEARNING ACHIEVEMENT

Focus on problem solving strategies to intertwine mathematics and numeracy.

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<td>A whole school approach to the continuous improvement of student numeracy achievement is developed and maintained.</td>
<td>All staff • Use the Australian Curriculum Maths • Collaboratively plan, assess and report using Australian Curriculum Maths and General Capabilities • Apply “best practice” strategies in daily teaching and learning in numeracy with a particular focus on Natural Maths</td>
<td>All students are expert learners who are engaged in their own mathematical and numerate learning.</td>
<td>All students show evidence of improved Australian Curriculum Maths and General Capabilities Numeracy to year level and ability</td>
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<tr>
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<td>6+</td>
<td>8/9</td>
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RECOMMENDATIONS FOR 2015

The School will
- Review and improve our whole school agreement in Maths. Particular emphasis will be on:
  - exploration of ICT General Capability with Australian Curriculum Maths proficiencies
  - agreed assessment tools for year levels from an agreed set of resources
  - understanding of assessment data to inform differentiated planning
  - further develop consistency in meta-language of Maths across whole site
- Develop and maintain effective mathematical pedagogy through Natural Maths
- Use data to ensure targeted intervention is making a positive difference to student achievement

Teachers will
- Set NAPLAN and PAT-Maths explicit targets in alignment with the Australian Curriculum Achievement Standards.
- Further implement recommended Natural Maths strategies
- Implement digital pedagogies to improve numeracy achievement
- Work together (with peers and within partnership) for specific year level programming, planning and moderation.
- Explore assessment tools for ongoing assessments.
- Engage in professional observations and peer feedback sessions
- To explore together how to differentiate to accelerate student learning and close gaps.

Students will
- Show evidence of improved Australian Curriculum Maths and General Capabilities Numeracy at year level ability
- 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.
IMPROVED HEALTH AND WELLBEING

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

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- Create safe conditions for rigorous learning  
- Develop expert learners  
- Personalise and connect student learning (TIEL) | All students are  
- Collaborative learners who form 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, deep understandings  
- Able to recognise and manage their emotions, values and strengths to enhance Wellbeing for learning | All students show evidence of increased  
- Engagement in their learning  
- Motivation to be active learners  
- Acceptance of responsibility to learn |

**Targets**

In 2015:
- 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
- Implementation of the KidsMatter Wellbeing Initiative
- A decrease in the number of reportable incidents in the class or yard

**RECOMMENDATIONS FOR 2015**

**The School will**
- 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
- Implement programs to support Social and Emotional learning (‘Play is the Way’ ‘Mind Up’ Kimochis)
- 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 TIEL 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 TIEL / site surveys
- Take responsibility in their own learning to develop as global citizens who make valuable contributions to their world

**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.
**IMPROVED HEALTH AND WELLBEING**

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**HIGH STANDARDS OF LEARNING ACHIEVEMENT**

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