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?
1. **Develop and maintain child safe environments and implement protective practices** 2. **To embed SEL (Social and Emotional Learning) programs that support student wellbeing** 3. **Continue work to improve transition processes Pre-school to school and Primary School to High School** 4. **Embed the 5 key Pathways to Powerful Learning throughout the school** 5. **Support provided for students who are under year level expectations**	1. **To facilitate, support and bring change 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**	1. *That our students feel connected to their community and are active participants in their school and wider community.* 2. *That our community connections strengthen learning outcomes for our students.* 3. *That our educators build effective community connections to enhance teaching practise based on data driven evidence resulting in improved learning outcomes.* 4. *That we will value and grow community relationships to support student well-being.*
KEY STRATEGIES - 2018 What will it take to get there?	**KEY STRATEGIES - 2018** What will it take to get there?	**KEY STRATEGIES - 2018** What will it take to get there?

Students will:
• use the "I can" statements to set goals – at least Week 1 and Week 6 of each term
Educators will:
• implement a Behaviour Management Policy which is fair, consistent and effective
• promote and use the language of the Pathway to Powerful Learning program and strategies
• implement programs to foster student safety and well-being, for example Child Protection Curriculum, Play is the Way, Kimochi, Tiger Tough, Wheel of Choice
• continue to provide opportunities for authentic student voice and leadership forums
• implement Circle Time and Group Problem Solving processes in their classrooms
• explicitly teach students how to develop a growth mindset
• explicitly teach students how to develop enquiry questions, design, plan and appraise in particular in STEM (Science, Technology, Engineering and Mathematic)
• target resource intervention to meet students' needs, including;
   o support for students under year level expectations,
   o wave 1,2 & 3 intervention strategies
• collaborate with families, building on two-way communication practices including use of Seesaw and Skoolbag
• build strong relationships with Department of Education and Child Development support personnel and across partnership
• facilitate High school and Pre-school transition supported by policies and programs
• put in place procedures to positively promote attendance and punctuality
	Educators will:
	• plan alongside students utilising the Learning Design model to achieve joint outcomes
	• provide students with the opportunity to develop their own units of inquiry based learning
	• continue to develop a whole school approach to curriculum development, assessment and reporting, building on shared and common understandings.
	• develop networks between Partnership Professional Learning Teams with the focus on best practice and innovation in learning
	• develop action research questions in Professional Learning Teams linking Student Voice and Teaching for Effective Learning (TfEL) Domain/s
	• share best practice in Numeracy, Literacy, STEM (Science, Technology, Engineering and Mathematics) and Student Agency in Professional Learning Teams and whole school professional learning
	• analyse data in Literacy and Numeracy with reference to the site agreements
	• have the opportunity for peer observation and provide feedback through the Mentor / Learner model
	• develop structures, practices and feedback strategies for the implementation of student-led observations
	• engage in professional development, including structured opportunities to share and model effective practice in STEM (Science, Technology, Engineering and Mathematics), Student Voice, Numeracy and Literacy.
	• develop agreed practices around Numeracy and Literacy Assessment Agreements. Testing to be done at least once a term and results updated on Scorelink.
	• continue to work to improve teacher confidence in Numeracy, Literacy and STEM (Science, Technology, Engineering and Mathematics)
	• develop and use a common observation tool for staff sharing / mentoring
	• share student learning with colleagues in Panalatinga Partnership in order to develop a framework for moderation
	• share across Professional Learning Teams best practice around using data to inform practice
	• engage in professional learning opportunities in Numeracy, Literacy and STEM (Science, Technology, Engineering and Mathematics) through coaching and staff meetings
	• enable students to become key partners in co-designing learning tasks and de-mystifying the Australian Curriculum
		Students will:
		• review, explore and develop opportunities to influence Governing Council committees
		• have the opportunity to work with staff to design whole school programs and to model the characteristics of a Powerful Learner
		• network with other students and adults outside Morphett Vale Primary School
		• be given access to community resources – people, places, things
		• be encouraged to be responsible, informed global citizens
		• participate in a Partnership Student Learning Community that improves learning and contributes to Partnership planning
		• teach their "Pathways to Powerful Learning" Program to all Pre-school to Year 7 students annually
		• work with community groups influencing policy and decision making in the South
		Educators will:
		• share achievement standards and year level outcomes with students to develop transparency and accountability of what is expected of them, through goal setting, online learning portfolios and 3-way interviews
		• plan excursions and incursions which are linked to learning outcomes
		• create opportunities for students to give back to the community
		• work closely with Department of Education and Child Development support personnel
		• build relationships with colleagues from other partnership schools
		• use local and system level data to inform their practise
		• work with families to 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
		As a site we will:
		• continue to support and develop our "Learn and Grow" program
		• provide positive transition programs – Home to Pre-school, Pre-school to Primary School, Primary School to High School
		• continue our involvement in Social Ventures Australia as a Star Hub School, using this involvement to learn from and build connections with colleagues from interstate
		• support current parent volunteer opportunities and seeks additional opportunities for parents to be involved
		• continue to value our strong links with Smith Family
		• enhance parent/family partnerships through regular communication – newsletters, parent workshops, Facebook page, See-saw and information sessions
		• promote opportunities for parents to be involved in their child's learning journey
		• continue our work as a State Lead Learning Site in STEM (Science, Technology, Engineering and Mathematics)
		• continue to share good practice nationally and internationally through open days, conference presentations, EXPOs, a STEM (Science, Technology, Engineering and Mathematics) blog and other professional networks