

Marryatville Primary School Site Improvement Plan 2017—2019 as at January 2018

World Class Education & Child Development System

Quality Relationships

Everyone belongs

Wellbeing and Engagement *Flourishing students building on personal strengths, embracing challenge, taking necessary risks and having pride in accomplishments*

- 100% of staff use, model and teach the language of character strengths and **PERMA+**
- 100% of classrooms read the day's wellbeing focus in **Sentral** to build **whole school language** and understanding
- 100% of classroom teachers use the **Personal and Social capability curriculum (PSCC)** to monitor student achievement, develop plans & in reports
- Students develop the age appropriate skills for **Physical Wellbeing (M2L & FMS)**:
- Children experience positive emotion everyday (happiness, joy, peace, calm, excitement...)
- A **quality start of year program** enabling children to understand rules and routines and high expectations is in place in all classes of MPS for the first 4 weeks of the next school year and key concepts revisited at the start of each term. We aim for automaticity of actions, a whole school language (i.e. walk on the left, line up) and shared understanding of quality work & excellence.
- All students have the skills and strategies to report bullying & effectively build and maintain **positive relationships**.
- Staff consistently implement and reinforce the agreed **MPS rules**. (2017 RYA data: students in upper primary say teachers are inconsistent).
- Agreed **MPS 'mottos'** for behaviour are enacted
- Students have opportunities to build **meaning and purpose** (2016 RYA students report less meaning and purpose than state average).
- Children self-report improved **sleep** behaviours in 2018 (RYA % 2016 vs RYA %2018)
- Students self-report **positive self-identity** (personal power, self-esteem, purpose and positive view of the future) in 2018 RYA
- Students have access to a range of opportunities via curriculum and extra curricula to **utilise character strengths, experience fun** and to 'live with their hands unfolded'.
- Parent & community capacity to support children to flourish is increased

Maths *Quality informed practice, pedagogy & data use and high aspiration, expectation and intellectual stretch provide the conditions for students to achieve potential.*

- The MPS whole school numeracy agreement is embedded in everyday practice. All teachers implement numeracy blocks to develop mental computation skills and problem solving strategies aimed at achieving intellectual stretch.
- 100% of staff 3-7 staff are using Sentral to input and disaggregate NAPLAN and PATM data.
- All year 3-7 students are benchmarked against diagnostic standards (SEA) in PATM testing. Targets for percentage of students in the top 2 bands are set for each year level.
- Increase the number of students, in particular female students, in the top 2 bands for their year level in numeracy NAPLAN. Specific targets are set for male, female and EALD students.
- Increase participation and improve achievement of female students in mathematics lessons.
- 95% of students achieve a C level or above when assessed against curriculum standards for year level.
- All staff have opportunities to engage in professional development related to latest research. New staff attend training in Natural Maths strategies with the intent of utilising key strategies in the three part lesson model.
- Evidence of contemporary theory in teaching practice is evident in term planners and everyday programming



Ambition with Honour Build Community Enjoy Learning

ICT *Digital technologies help students to be global citizens capable of actively & ethically communicating and collaborating*

- 100% of staff have the skills and confidence required to effectively teach the digital technologies curriculum and to support students to have the required ICT capabilities.
- 100% teachers actively engaging with the Marryatville Primary School Digital Technology Scope and Sequence.
- Increase student access to robotics & devices and ensure equitable distribution of existing devices
- Increase opportunities for students to develop ICT interests and to share their skills
- 100% of teachers collect evidence of student learning through digital technology integration.
- All students participate in surveys and resulting data used to inform teacher planning
- All teachers achieve Modification level of the SAMR Model (*substitution-augmentation-modification-redefinition*)
- All students understand responsible digital citizenship

English *Quality informed practice, pedagogy & data use and high aspiration, expectation and intellectual stretch provide the conditions for students to achieve potential.*

- 100% of teachers implement existing literacy agreements (Guided Reading) to have higher impact on learner achievement.
- Develop consistency of literacy practice within and between teams based on research based pedagogy.
- 100% of teachers implement quality spelling programs.
- 100% of students have a narrative scaled to assess and monitor their writing development
- 100 % of teachers use NAPLAN, PAT and Running Records data to inform their planning and monitor student progress.
- 90% of Reception students will be at reading level 8 or above by December
- 90% of Year 1 students will be at reading level 18 or above by December
- 90% of Year 2 students will be at reading level 26 or above by December
- At Years three, five and seven 70% of students will attain and retain higher bands in reading and writing.
- 70% of students are attaining and retaining SEA Standard in PAT-R
- 100% of staff are using Sentral to input, access and disaggregate student achievement data

Positive School Culture

The four improvement priority areas for MPS are:

- ★ **Digital Technologies** that enable students to be global citizens capable of actively & ethically communicating and collaborating.
- ★ Students able to build on personal strengths, and develop the mindset that enables necessary risk taking, deeper engagement in learning and leads to high **wellbeing** and pride in their accomplishments.
- ★ Student engagement in quality pedagogy in **Maths** provides the conditions for high aspirations and intellectual stretch resulting in achievement of school and DECD achievement targets.
- ★ Student engagement in quality pedagogy in **English** provides the conditions for high aspirations and intellectual stretch resulting in achievement of school and DECD achievement targets.

The range of collected data along with a focus on research based pedagogy informs our teaching practice.

Our improvement processes are also informed by:

- **Quality teaching and learning** – teacher effectiveness coupled with student engagement in learning are recognised as the strongest determinants of involvement and success in preschool and school.
- **Positive school culture** – a welcoming and engaging environment that includes a strong emphasis on the importance of being present at school every day improves outcomes for children and young people.
- **Strong relationships** - respectful relationships and open communication with children, young people and their families build trust and enhance understanding.

Marryatville Primary School

Site Improvement Plan 2017—2019

The Site Improvement Plan (SIP)

- Provides a focus for school improvement
- Links site / partnership / DECD / State / National agendas
- Is strategic in nature
- Responds to emerging priorities
- Enables monitoring and reporting of improvement

Our site improvement plan is underpinned by our **school values**

- Ambition with Honour
- Build Community
- Enjoy learning



and our **vision**:

- ★ Students having the skills and knowledge to lead resilient and flourishing lives, that is to understand personal strengths, embrace learning & challenge, be curious, take necessary learning risks and have pride in their accomplishments.
- ★ Students having the skills and knowledge to establish and maintain quality, inclusive relationships and to contribute positively to the community.
- ★ Flexible learning and play spaces, responsive to learner and curriculum needs across the years of schooling.
- ★ Sustainable practices with the efficient and effective use of assets and resources.