

School Vision

Modbury South Primary School has a welcoming and supportive culture in a well-maintained environment which supports, develops and acknowledges personal growth and achievement.

The school is committed to working in partnership with the community responding to needs and aspirations. Students are actively involved in their learning enabling them to become independent learners and thinkers and empowered citizens of the future.

MODBURY SOUTH PRIMARY SCHOOL SITE IMPROVEMENT PLAN 2015

School Values

Caring	Cooperation
Courtesy	Equity
Achievement	Integrity
Tolerance	Love of learning

BELIEFS about LEARNING:

- Students learn best when they connect and actively engage in their learning
- Students learn best when given the opportunity to access fluid groupings (pair, independent, small groups)
- Students should be given the opportunity to demonstrate their learning in a variety of ways.

NUMERACY

Numeracy improvement is based on current research and data trends

All staff working collaboratively to:

- Teach the MSPS scope and sequence in maths.
- Focus on reasoning and problem solving.
- Effectively analyse collected data
- Develop teacher skills through relevant and up to date professional development
- Plan, implement, assess and moderate quality differentiated teaching using Natural Maths pedagogy.

LITERACY

Whole school approach delivers improved learning outcomes

All staff working collaboratively to –

- Teach to the daily literacy block agreement.
- Differentiating both the curriculum methods of teaching and forms of assessment to meet the range of student needs.
- Analyse and act on relevant data in a timely manner

Student Wellbeing and Engagement

Our coherent and consistent curriculum implementation across the whole school and effective monitoring of student attendance support learner achievement and satisfaction

All staff working collaboratively to:

- Improve attendance/lateness
- Implement agreed policy and practices in regard to behaviour and attendance.
- Teaching of keys for success through Program Achieve
- Promote authentic student voice across P-7 including student leadership opportunities
- Use TfEL and the Australian Curriculum to develop and moderate units of work differentiated to meet the range of student learning of needs
- Implement individual learning plans for all targeted students
- Equip students to realise their full potential in relations to self, others and the environment.



Literacy

Priorities	Targets	Strategies (what/how)	Evaluation Measures (what/how)
<p>Mastery of the essential skills in grammar and punctuation, being able to identify the parts of language, and transferring the skills and knowledge in written form and oral language.</p> <p>VISION: Students will become proficient users of essential grammar skills and they will be evident in their daily speaking and writing. Students will confidently transfer this mastery across all learning areas.</p> <p>OUR AIM: To assist students to become effective and confident in all modes of communication.</p> <p>WE WILL:</p> <ul style="list-style-type: none"> • Develop oral language skills through planned play experiences in the pre-school • Explicitly teach reading comprehension strategies providing timely critical feedback • Identify and teach comprehension from a variety of different genre texts • Explicitly teach punctuation and grammatical skills as per literacy agreements • Differentiate the learning for all students • Provide problem based learning opportunities for students to gain mastery of grammar skills as per curriculum map. • Use TfEL Pedagogical framework and Learning Design to support planning to personalise student learning. 	<p style="text-align: center;"><u>2015 NAPLaN targets</u></p> <p>Yr 3 to 5 Growth Lower – decrease by 10% compared to 2014 Medium - increase by 5% compared to 2014 Upper – increase by 5% compared to 2014</p> <p>Yr 5 to 7 Growth Lower – decrease by 10% compared to 2014 Medium - increase by 5% compared to 2014 Upper – increase by 5% compared to 2014</p> <p>AND – <i>Increase the MSPS Mean scale scores by 10% in all year 3, 5 and 7 reading, spelling, punctuation and grammar compared to 2014</i></p> <p style="text-align: center;"><u>2014 PAT R targets</u></p> <p>Year 1-7 students 10% increase of reaching mean, 10% increase of students working above mean compared to 2014</p> <p>RUNNING RECORDS Increase of 10% of students reading at and increase of 10% of students reading above Rec: 10 or above Yr 1: 20 or above Yr 2: 26 or above When compared to 2014 data</p>	<ul style="list-style-type: none"> • Revise, revisit the Big 6 in professional learning. • All teachers understand and follow the Literacy Agreement. • Provide quality genre work for students to deconstruct. • Annotate and display examples of high standard work samples. • Provide clear criteria for success in all tasks • All classes to have daily two hour literacy blocks including Jolly Phonics/ Jolly Grammar. • All teachers to have a high expectation of all student work. • Create opportunities for students to use ICT in their learning, ie surveys, multiple choice. • Continue using QuickSmart Literacy with identified students. • Provide professional learning PLCs to investigate and develop skills in formative assessment and constructive feedback. • Use class novel to teach/ facilitate Big 6. • Sharing of Professional Learning between all staff. • Teach students using scaffolds to transfer their skills across learning areas. • Use current and accurate data to address individual, group and cohort deficits in spelling, grammar, reading and comprehension. • Plan using the General Capability of Literacy across all learning areas. 	<ul style="list-style-type: none"> • Pat PG and S testing in March (Years 3-7) • PAT R in October (Year 1-7) • NAPLaN (Years 3, 5 and 7) • Class assessment aligned to assessment overview • Formative assessment used to identify next step to move students learning. • Running records • Pre-school literacy indicators • Students using and explaining Big 6 vocabulary • Planning and programming will show differentiation of curriculum for individual and groups of students • Planning and programming will show differentiation of pedagogy in the use of TfEL. • Planning and programming shows Literacy General Capability being integrated into all learning areas.

Numeracy

Priorities	Targets	Strategies (what/how)	Evaluation Measures (What/how)
<p>The ability to transfer Numeracy skills across maths and to other learning areas to problem solve in a variety of situations.</p> <p>VISION: Students to be confident and highly numerate within their everyday life.</p> <p>OUR AIM: that students will be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal lives.</p> <p>WE WILL:</p> <ul style="list-style-type: none"> • Improve teachers' pedagogical practice in teaching Maths and embedding the General capability of numeracy across all learning areas. • Follow the curriculum map and numeracy agreement • Differentiate curriculum and pedagogy for students • Develop teacher's knowledge and skills to pose problem based tasks that require students to think creatively and critically • Use TfEL Pedagogical framework and Learning Design to support our planning and to personalise student learning. • To develop and improve our knowledge and understanding of Higher Order Thinking Skills by embedding the AC general capability of critical thinking and use it to engage and personalise learning for all students • Teachers will become familiar, conversant in the language of and engage in using the strategies of Natural Maths. • Staff to use a wide variety of ICT tools in teaching and learning opportunities 	<p style="text-align: center;"><u>2015 NAPLaN targets</u></p> <p>Yr 3 to 5 Growth Lower – decrease by 10% compared to 2014 Medium - increase by 5% compared to 2014 Upper – increase by 5% compared to 2014</p> <p>Yr 5 to 7 Growth Lower – decrease by 10% compared to 2014 Medium - increase by 5% compared to 2014 Upper – increase by 5% compared to 2014</p> <p>AND – <i>Increase the MSPS Mean scale scores by 10% in all year 3, 5 and 7 Numeracy test compared 2014</i></p> <p style="text-align: center;"><u>Numicon</u></p> <p>Reception - signposts</p>	<ul style="list-style-type: none"> • Use current and accurate data to address individual, group and cohort deficits • Differentiate content and delivery appropriate for individual students • All mainstream and Primary Special Class teachers engage in Natural Maths professional development • Initiate professional learning PLCs to investigate and confidently implement Natural Maths • Use Natural Maths strategies of mental routine, problematized situation, reflection and Top 5 assessment • Budget for and strategically purchase relevant resources • Embed the General Capability of Numeracy through all curriculum areas • Provide clear criteria for success in all tasks • Continue using QuickSmart Numeracy with identified students • Provide opportunities for teachers to observe other teaching maths • Junior Primary use Numicon • Numeracy embedded into Preschool Play program • NAPLaN style snippets 3 times a week aligned to current strand being taught • Implement common problem solving model (STAR) • Use a variety of technologies ie IWB, iPads • Provide relevant and engaging extension materials • Family Day with Maths focus 	<ul style="list-style-type: none"> • Data Collection, NAPLaN, PAT Maths, I can do maths • Preschool assessment procedures • Class assessment aligned to assessment overview • Formative assessment used to identify next step to move students learning. • Planning and programming will show differentiation of curriculum for individual and groups of students • Planning and programming will show differentiation of pedagogy in the use of TfEL. • Planning and programming shows Numeracy General Capability being integrated into all learning areas.

STUDENT WELLBEING AND ENGAGEMENT

Priorities	Targets	Strategies (what/how)	Evaluation Measures (what/how)
<p>1 Equip students to realise their full potential in relations to self, others and the environment.</p>	<p>100% of all students are explicitly taught an ongoing social and emotional program.</p> <p>Improve all students' cyber safety awareness and actions</p>	<p>Teaching of Keys for success through Program Achieve.</p> <p>All teachers use TfEL when planning in order to build positive relationships between teacher and students.</p> <p>Promote authentic student voice through student leadership opportunities.</p> <p>Implement individual learning plans for all targeted students.</p> <p>Work with students to set learning goals and celebrate their achievement.</p> <p>Every child's right to be safe is fostered through Child Protection Curriculum, embedded and integrated across the curriculum.</p> <p>All students are taught about cyber safety when covering Child Protection Curriculum.</p> <p>All students will develop a range of social skills to enable flexibility across differing social contexts.</p> <p>Teachers to use a counselling approach to support executive functions.</p>	<p>Students exhibit increased demonstration of implementing school values and success keys and receive acknowledgement.</p> <p>Students are involved in school decision making through class meetings.</p> <p>Planning shows differentiation for different academic and learning styles.</p> <p>NEP goals are realistic and achievable.</p> <p>Students are able to demonstrate safer personal safety practices. Students are able to use their protective strategies.</p> <p>All students involved in executive function skill development. (Intellectual challenge)</p>
<p>2 An increase in student engagement and achievement through involving students in school decision-making about governance and policy</p>	<p>Involving all students in review of school policies and procedures.</p> <p>All students participate in Class Meetings.</p>	<p>Embedded General Capabilities within the general curriculum.</p> <p>Continue to use whole school acknowledgement system.</p> <p>All conversations about student achievement are evidence based.</p> <p>Effectively analyse data to inform future planning.</p> <p>Increase engagement of families according to the Family Charter.</p>	<p>Evidence of wellbeing are included in teacher planning shared at Performance Development meetings.</p> <p>Student data collection shows increased connectedness (attendance/lateness and behaviour)</p>