



Site Learning Improvement Plan – 2017-2019 (2017)

Values: Respect, Integrity, Vitality, Excellence, Responsibility

Vision: To provide a safe, yet challenging school program that develops all students as successful, lifelong, resilient learners with respect for themselves, others and the environment.

	Aim	Strategies	Targets
LITERACY & NUMERACY	MCC students experience higher achievement, engagement and intellectual stretch with a Growth Mindset for Literacy and Numeracy.	<ul style="list-style-type: none"> • Whole School Agreement – Literacy: incorporating the Big 6, developed, agreed to and enacted R-12, potentially including: Jolly Phonics & Jolly Grammar, Daily 5, Reading Eggs, Guided Reading, Words Their Way, 7 Steps to Writing Success, Literacy Pro, Vocabulary development, Nominalisation, Genre Map & Language Feature Guide and Meta- language. • Wave 2 & 3 Intervention Processes are fine-tuned R-12 and the targeted programs: Quicksmart, MULTILit, Minilit, Levelled Literacy Intervention, SSO support on individualised SMARTAR goals, and THRASS are supported and measured. • Whole School Agreement – Numeracy: developed, agreed to and enacted R-12, including: Natural Maths Strategies, AC Numeracy Capability and Maths in New Contexts. • WSAs are part of the induction process for new staff. 	<ul style="list-style-type: none"> • 90% of Year 1 & 2 students achieve the SEA in Running Records (2016 Year 1 48%, Year 2 82.4%). • 20% increase in the percentage of students who achieve the SEA in the NAPLAN (80% Numeracy, 75% Reading, 71% Writing, 62% Grammar, 76% Spelling) • 25% of students achieve the Top 2 Bands in NAPLAN (10% Numeracy, 17% Reading, 10% Writing, 17% Grammar, 25% Spelling in 2016) • An increase in the percentage of students who achieve middle or upper level growth in the NAPLAN Yrs 5/7/9 (Reading 78%, 75%, 73% Numeracy 83%, 77%, 78% in 2016). • 85% will be at the age appropriate achievement standards for Reading Comprehension & Mathematics (PAT-R 71.5%, PAT-M 71.4% in 2016) • Intellectual stretch- increase the in the proportion A&B grades (2016): <ul style="list-style-type: none"> ○ Year R-5 A 1.0% , B 15.7 % ○ Year 6-10 A 3.3 % , B 25.1 % ○ Year 11 A 8.7%, B 24% ○ Year 12 A 3.6%, B 32.1% • MCC attains a 100% SACE completion rate (95.6% in 2016). • The average grade of Stage 1 & Stage 2 increases (Stage 1- C 3.3/5, Stage 2- C+ 9.0/15) in 2016. • The proportion of 'D' and 'E' grades in the SACE decreases by 5% (Stage 1- 21.4%, Stage 2- 9.5% in 2016). • VET participation rates, apprenticeship and traineeship numbers increase (82% students used VET in SACE completion, 2 ASBAs in 2016). • Age appropriate growth in Literacy Pro Data (new in 2017) • 100% of teachers indicate that they value the Agreements as a guideline to MCC expectations and have the knowledge, skills and abilities to enact the agreements. • The average ATAR for students who nominate to achieve one increases by 10% (56.2 in 2016).
TEACHER QUALITY	Teachers consciously foster and design supportive yet challenging conditions with increased opportunities for high quality learning.	<ul style="list-style-type: none"> • The leadership team ensures that there is evidence and documentation to demonstrate teachers intentionally design, deliver and assess engaging learning experiences that build on all learners' prior knowledge from student data, explicitly teach and scaffold learning to challenge, and engage learners explicitly including: <ul style="list-style-type: none"> ○ TfEL ○ Learning Intentions (WALT) / Goals ○ Success Criteria (WILF) ○ Use of Student Data (Markit) and formative assessment • Teachers explicitly guide students through the requirements of high standard achievement through the feedback, drafting process and exhibition of annotated exemplary work. • Google Suite is investigated, planned for, and trialled in the Senior School. If deemed appropriate staff and students will be trained in its use. • MCC utilises the skills and abilities of the HAT teacher to work alongside teachers to further embed the Australian Professional Standards for Teachers into the day-to-day experiences through classroom observation, performance and development. • Teachers utilise their PLCs, SACE board, Professional Associations, and MCC teachers to moderate their, and their students', work to ensure their assessment of the standard is correct and to meet their individual professional learning needs. • Teaching staff use the SA TfEL framework and Visible Learning extensively to guide their practice. • Professional learning time is dedicated for teachers to develop effective teaching practices together, that leads to improved outcomes for students. This includes the Wednesday Early Finish trial in 2017. • Detailed MCC or One Plans are developed and enacted for SWD, Students In Care, FLO, Aboriginal Students and students at high risk in collaboration with carers and service providers in order to inform curriculum differentiation and positive learning initiatives. 	<ul style="list-style-type: none"> • 100% of teachers indicate that they value the feedback they received through the observation, TfEL Compass, and professional development processes. • 100% of teachers provide direct evidence (planning, student work, walk-through) that their pedagogy and practice has positively changed because of the Observation processes, Professional Learning Communities and/ or Professional Development undertaken. • Each staff member actively participates in at least one Professional Learning Community to develop a common understanding of the Australian Curriculum/ SACE Standard, learning design, moderation, specifically for their teaching area. • 100% of R-12 teachers have their understanding of both the Australian Curriculum and SACE standards confirmed for the year levels and subjects that they teach through the various moderation and clarifying opportunities available. • 90% of 3-12 students agree that their teachers provide them with useful feedback in the Student Opinion Survey. • Year 6-12 Students value the drafting process by their peers and teachers. • There is limited number of students changing elective SACE subjects.

STEM	MCC develops graduates who understand the value of STEM to their future, who combine STEM knowledge with critical and creative thinking capabilities, and who are well connected to industry.	<ul style="list-style-type: none"> The STEM approach to teaching and learning eg integration, subject specialisation, collaboration and inquire learning approaches, gives students the opportunity to work on challenging problems and projects. Hands-on practical activities help learners: experiment, use new technologies, test ideas, and make and create innovative solutions to real life, complex modern problems. Staff use learning technologies to enrich their face to face teaching. They are supported to transition to E-resources and to ensure that available technologies are used to their full potential eg Google Suite, Flipped Classrooms. Staff will be supported to ensure that their ICT skills are commensurate with the requirements of their students. An Information and Communication Technologies plan is developed with short, medium and long term goals relating to curriculum, learning & teaching, learning spaces, reliable infrastructure, security and administration. The ACARA Digital Technologies curriculum F-10 is taught, assessed and moderated across the school with a Scope and Sequence of essential skills and knowledge developed. Resources and staff are deployed in line with need. MCC will co-design career development approaches with teachers, school leaders, industry and tertiary institutions to increase student awareness of career pathways in STEM. 	<ul style="list-style-type: none"> Students report greater engagement in STEM learning, and Critical and Creative thinking. 5% increase in the proportion of students who participate in SACE Stage 1 & 2 STEM subjects (Stage 1 46% Science, 100% Maths, 21% Technologies, Stage 2 17% Science, 42% Maths, 38% Technologies in 2016) 15% increase in the number of students who receive an Australian Tertiary Admission Ranking (ATAR) in advanced mathematics, physics and chemistry subjects. Proportion of females enrolled in STEM subjects increases (Stage 1 24% Science, 52% Maths, 11% Technologies of possible semester enrolments in 2016).
WELL BEING & CULTURE OF LEARNING	MCC students feel they belong and act safely with a positive sense of identity as a community member and capable learner.	<ul style="list-style-type: none"> The Mannum Way is developed through a Whole School Agreement – Well Being which is agreed to and enacted R-12, may potentially include: <ul style="list-style-type: none"> Well- Being Wednesday & Follow Up Thursday (R-5) Play Is The Way Kidsmatter /Mind Matters Keeping the Safe: Child Protection Curriculum StopIT Well Being Interventions Habits of Powerful Learning and associated tools eg Google Suite and Graphic Organisers, are explicitly taught and utilised by both staff and students, including: <ul style="list-style-type: none"> Short & Long Term Goal Setting Growth Mind Set Learning Pit Intellectual Stretch The Student Learning Council (Year 4-7) continues and spreads its influence in teaching other students what it is to be a Powerful Learner and have a voice in their learning. Student opinions are clearly expressed and consistently valued by staff and families through various Student Voice avenues (SRC, SLC, and TFEL Compass). Support personnel and agencies are available eg Pastoral Care Worker, Well Being Coordinator, Mannum Hub, Well Being Practitioner. An assembly regimen R-12 is developed to celebrate achievement, share good practice, school directions and community news. 	<ul style="list-style-type: none"> 2% annual increase in the overall attendance rate (2016- 89% overall, unexplained absences 2.3%, 26.6% chronic non-attendance, 38% habitual non-attendance). Targeted students increase their individual attendance in line with their negotiated plan. Levels of vulnerability in students decreases as seen through the AEDC data in 2018 (Developmentally vulnerable @1 67%2015, @2 37% 2015, On track- Physical Health & Wellbeing 30%, Social Competence 30%, Emotional Maturity 41%, Language & Cognition 44%, Communication & General Knowledge 30%). Kids /Mind Matters Survey improvement (2017): <ul style="list-style-type: none"> Teachers and students at my school respect each other (70.3% Years 4-7) Students at this school get along with each other (71% Years 4-7) I don't give up when things are difficult (79.9% Year 4-7) Other children help me at school (86.5% Year R-3) Wellbeing and Engagement Survey results are maintained or improve (2016): <ul style="list-style-type: none"> Emotional engagement with teacher (medium - high) >90% Friendship Intimacy (medium – high) >95% Perseverance (medium - high) Year 6/7 63.4%, Year 8/9 61.5% Optimism (medium - high) Year 6/7 67.3%, Year 8/9 74.4% Eating Breakfast (medium - high) Year 6/7 75.5%, Year 8/9 71.8% Year 10-12 Resilience levels improve (Resilient Youth Survey 2016): <ul style="list-style-type: none"> Resilience Levels (Good/Excellent- Yr 10 - 17%, Year 11- 15%, Year 12- 27%) Motivation to Learn Levels (Good/Excellent - Yr 10 – 33%, Year 11- 60%, Year 12- 67%) Social Skills by Resilience Level (Moderate/ Abundant Year 10 – 17%, Year 11- 40%, Year 12- 33%) Pastoral Care Worker review 2019 indicates 2017 directions are met. Employee Wellbeing data indicate that staff have a sense of belonging and professional challenge at MCC. EDSAS behaviour management data and trends improve (5% students suspended in 2016, compared with DECD average of 2.1%) with appropriate external agency referrals completed. Engagement Matrix results improve across Wellbeing, Relationships and Involvement in Learning.
COMMUNITY PARTNERSHIPS	MCC works with and for our community stakeholders in targeted, productive and effective means to improve student learning outcomes.	<ul style="list-style-type: none"> Take an active role in the following networks and work towards achieving the agreed projects: Murraylands Partnership and related PLCs, Mid-Murray Family Connections Network, Feeder & Neighbouring Schools, Mid-Murray Council, Mannum Community Hub, SAPOL, Local Businesses Group. Increased contact with parents to efficiently share student achievement and progress, both formally and informally, to determine new learning and summarise previous learning through diary notes, phone conversations, newsletters, social media and apps eg Class Dojo, Seesaw. Significant and timely emphasis is placed on student transition into MCC and throughout the school. The specifics of the transitions eg dates, times and teacher requirements are communicated efficiently and broadly. Planning is completed for timely and broad advertisement of school events and enrolments with regular positive news stories sent to local and social media. Regular volunteers and mentors are encouraged throughout the school to increase positive 1:1 adult interaction, student well-being, oral literacy practice and higher order questioning. The Baseby Garden will be redeveloped with Community Support to be an area of learning for Paddock to Plate and curriculum learning. Review and enact Aboriginal Community Partnership Agreement. 	<ul style="list-style-type: none"> The intended outcomes of the agreed projects are achieved. There is an increase in the proportion of students attending MCC from its feeder schools. 100% of staff have made contact with the parents of their students regularly throughout the year. 95% of parents believe that their child's learning needs are being met at MCC (2017 Parent Survey). Numbers of students leaving MCC to neighbouring schools decline. The termly Principal Tours are well attended and lead to increased public perception and enrolments. The number of volunteers in the school increases and volunteers report they are content in their role. Targeted students are assigned and regularly meet with their mentor. The 3 year Baseby Garden plan is enacted and the space is utilised R-12.

WHAT INFORMS OUR SITE IMPROVEMENT PLAN?

Murraylands Partnership Plan 2017 SACE Strategic Plan 2016–2020
Mid Murray Council Vision DECD Well Being Framework
DECD Numeracy & Literacy (B-18) Strategy

DECD STEM Learning Strategy
Teaching for Effective Learning Framework
External School Review Directions & Framework