

# Mannum Community College

## Site Improvement Plan 2015 - 2017

**School Vision:** We offer a safe, yet challenging school program that develops all students as successful, lifelong, resilient learners with respect for themselves, others and the environment

**School Values:** RIVER - Respect, Integrity, Vitality, Excellence, Responsibility

### Lead

Respond to trends in data regarding student learning needs and dispositions

- Build teacher capacity through quality T&D, rigorous Performance Development and through de-privatization of practice
- Develop NPST Proficient rubric
- Strengthen teaching through Professional Learning Community work
- Increase student leadership and ownership of their learning through Student Voice

### Learn

Develop students learning skills/providing necessary interventions

- Promote the 'Growth' mindset
- Set high expectations – Students achieving and continuing to set higher targets
- Implement staff T&D into classroom practices
- Be clear with students about learning intentions
- Promote the notion of 'powerful learners'
- Implement weekly goal setting, evaluation and monitoring

### Connect

Connect broadly to increase our capacity to improve skills, knowledge and student achievement.

- Work closely with parents
- Involve students and families in policy development
- Collaborate at the Partnership level to address mixed age grouping issues
- Participate in TfEL Pilot and PLCs

### Improve

Be strategic in our planning and review of the effectiveness of our teaching and learning programs

- Use data to drive practice
- Continual review/reflection/modification
- Use data from self-review practices to direct our priorities and set Literacy, Numeracy, Resilience for Powerful Learning, and SACE targets

<b>Site Improvement Priorities</b>	<b>Key findings from the data</b> <i>(Updated annually)</i>	<b>Targets/Goals</b> <i>(Indicators of success)</i> <i>(Updated annually)</i>	<b>Strategies/Actions</b> <i>(What will we do to achieve our goals?)</i>	<b>Outcomes/Evidence</b> <i>(How will we measure/evaluate targets?)</i>
<b>Numeracy</b>	<p><b>Numeracy Focus Rubric</b> Whole School – developing Evidence-based practice – functioning Instructional Leadership - functioning</p> <p><b>PAT-M</b> (yrs 3-10) 45% of students demonstrating DECD SEA</p> <p><b>NAPLAN</b> (yrs 3, 5, 7 &amp; 9) 64% of students demonstrating DECD SEA</p>	<p><b>Numeracy Focus Rubric</b> Whole School – functioning Evidence-based practice – strategic Instructional Leadership - strategic</p> <p><b>PAT-M</b> (yrs 3-10) Improvement in number of students demonstrating DECD SEA (Target 60%)</p> <p><b>NAPLAN</b> (yrs 3, 5, 7 &amp; 9) Improvement in number of students demonstrating DECD SEA (Target 79%)</p>	<p>Implementation of Natural Maths R-9</p> <p>Interventions – Quick smart</p> <p>Closer tracking of student achievement through traffic lights &amp; Push For Excellence</p>	<p>All R-9 staff trained in and implementing Natural Maths</p> <p>Identified students completing Quick smart</p> <p>Reporting to parents on students achievement every 5 weeks - traffic lights, learning folders, interviews, written reports (depending on sub school)</p>
<b>Literacy</b>	<p><b>PAT-R</b> (yrs 3-10) 57% of students demonstrating DECD SEA</p> <p><b>Running records</b> (R-2) 46% of students demonstrating DECD SEA</p> <p><b>NAPLAN</b> (yrs 3, 5, 7 &amp; 9) 63% of students demonstrating DECD SEA</p>	<p><b>PAT-R</b> (yrs 3-10) Improvement in number of students demonstrating DECD SEA (Target 68%)</p> <p><b>Running records</b> (R-2) Improvement in number of students demonstrating DECD SEA (Target 60%)</p> <p><b>NAPLAN</b> (yrs 3, 5, 7 &amp; 9) Improvement in number of students demonstrating DECD SEA (Target 79%)</p>	<p>Implementation of Jolly Phonics and Jolly Grammar R-5</p> <p>Running records completed at least once per term to inform practice for students reading below level 25. At least twice per term to assign level</p> <p>Interventions – Multi lit</p> <p>Closer tracking of student achievement through traffic lights &amp; Push For Excellence</p>	<p>All R-5 staff trained in and implementing Jolly Phonics and Jolly Grammar</p> <p>All R-5 staff trained in and implementing running records</p> <p>Identified students completing Multi lit</p> <p>Reporting to parents on student achievement every 5 weeks - traffic lights, learning folders, interviews, written reports (depending on sub school)</p>

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<b>Resilience for Powerful Learning</b>	<p><b>Powerful Learner Audit</b> 31% often implement powerful learner strategies</p> <p><b>Engagement Matrix (R-5)</b> - Goal Setting 49% - Participation in Learning 58% - Resilience 54%</p> <p><b>Middle Years Development Index (6-9)</b> 38% Low wellbeing</p> <p><b>Youth Survey (10-12)</b> 75% Low/Fair Resilience Assets</p>	<p><b>Powerful Learner Audit</b> 60% often implement powerful learner strategies</p> <p><b>Engagement Matrix (R-5)</b> - Goal Setting 65% - Participation in Learning 69% - Resilience 66%</p> <p><b>Middle Years Development Index (6-9)</b> 25% Low wellbeing</p> <p><b>Youth Survey (10-12)</b> 40% Low/Fair Resilience Assets</p>	<p>POOCH model of problem solving implemented in each class</p> <p>Executive function strategies regular agenda item at staff meeting</p> <p>Explicitly teach and monitor goal setting</p> <p>Dylan William formative assessment strategies implemented</p> <p>WALT – making learning visible</p> <p>Wellbeing support groups</p>	<p>PD on POOCH model of problem solving</p> <p>PD on executive function and implications for learning</p> <p>PD on Transforming Tasks</p> <p>Learning goals visible in all lessons</p>
<b>SACE</b>	<p>Percentage of <b>SACE completers</b> out of potential completers 87.5%</p> <p><b>Percentage of Cs and above</b> 78%</p>	<p>Percentage of <b>SACE completers</b> out of potential completers 90%</p> <p><b>Percentage of Cs and above</b> 85%</p>	<p>Closer tracking and monitoring of student achievement through traffic lights</p> <p>Involvement in SACE Improvement Strategy</p>	<p>Reporting to parents and students on achievement every 5 weeks – traffic lights, interviews, written reports</p>