



Site Learning Improvement Plan – 2018

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	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: enacted R-12, in 2018 focussing on: <ul style="list-style-type: none"> Guided Reading Questioning within/about/beyond the text Words Their Way Literacy Pro (3-5) Nominalisation Genre Map & Language Feature Guide TEEL paragraphs Tier Vocabulary 	<ul style="list-style-type: none"> 90% of Year 1 & 2 students achieve the SEA in Running Records: <table border="1"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>48%</td> <td>82.4%</td> </tr> <tr> <td>2017</td> <td>64%</td> <td>61%</td> </tr> </tbody> </table> 20% increase in the percentage of students who achieve the SEA in the NAPLAN: <table border="1"> <thead> <tr> <th></th> <th>Numeracy</th> <th>Reading</th> <th>Writing</th> <th>Grammar</th> <th>Spelling</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>80%</td> <td>75%</td> <td>71%</td> <td>62%</td> <td>76%</td> </tr> <tr> <td>2017</td> <td>70%</td> <td>72%</td> <td>67%</td> <td>60%</td> <td>65%</td> </tr> </tbody> </table> 25% of students achieve the Top 2 Bands in NAPLAN: <table border="1"> <thead> <tr> <th></th> <th>Numeracy</th> <th>Reading</th> <th>Writing</th> <th>Grammar</th> <th>Spelling</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>10%</td> <td>17%</td> <td>10%</td> <td>17%</td> <td>25%</td> </tr> <tr> <td>2017</td> <td>10%</td> <td>14%</td> <td>8%</td> <td>17%</td> <td>17%</td> </tr> </tbody> </table> An increase in the percentage of students who achieve middle or upper level growth in the NAPLAN Yrs 5/7/9: <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="3">Numeracy</th> <th colspan="3">Reading</th> </tr> <tr> <th>5</th> <th>7</th> <th>9</th> <th>5</th> <th>7</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>83%</td> <td>77%</td> <td>78%</td> <td>78%</td> <td>75%</td> <td>73%</td> </tr> <tr> <td>2017</td> <td>69%</td> <td>60%</td> <td>76%</td> <td>65%</td> <td>95%</td> <td>82%</td> </tr> </tbody> </table> 85% will be at the age appropriate achievement standards for Reading Comprehension & Mathematics <table border="1"> <thead> <tr> <th></th> <th>PAT-M</th> <th>PAT-R</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>71.4%</td> <td>71.5%</td> </tr> <tr> <td>2017</td> <td>77.2%</td> <td>81.9%</td> </tr> </tbody> </table> Intellectual stretch- increase the in the proportion A&B grades: <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">R-5</th> <th colspan="2">6-10</th> <th colspan="2">Stage1</th> <th colspan="2">Stage 2</th> </tr> <tr> <th>A</th> <th>B</th> <th>A</th> <th>B</th> <th>A</th> <th>B</th> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>1.0%</td> <td>15.7%</td> <td>3.3%</td> <td>25.1%</td> <td>8.7%</td> <td>24%</td> <td>3.6%</td> <td>32.1%</td> </tr> <tr> <td>2017</td> <td>8%</td> <td>32%</td> <td>8.9%</td> <td>25.4%</td> <td>13.8%</td> <td>29%</td> <td>4.9%</td> <td>51.2%</td> </tr> </tbody> </table> MCC maintains a 100% SACE completion rate. The average grade of Stage 1 & Stage 2 increases <table border="1"> <thead> <tr> <th></th> <th>Stage 1</th> <th>Stage 2</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>C 3.3/5</td> <td>C+ 9.0/15</td> </tr> <tr> <td>2017</td> <td>C 3.3/5</td> <td>B- 10/15</td> </tr> </tbody> </table> The proportion of 'D' and 'E' grades in the SACE decreases by 5% <table border="1"> <thead> <tr> <th></th> <th>Stage 1</th> <th>Stage 2</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>21.4%</td> <td>9.5%</td> </tr> <tr> <td>2017</td> <td>9.1%</td> <td>2.4%</td> </tr> </tbody> </table> Age appropriate growth in Literacy Pro Data. 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% <table border="1"> <tbody> <tr> <td>2016</td> <td>56.2</td> </tr> <tr> <td>2017</td> <td>60.05</td> </tr> </tbody> </table> 		Year 1	Year 2	2016	48%	82.4%	2017	64%	61%		Numeracy	Reading	Writing	Grammar	Spelling	2016	80%	75%	71%	62%	76%	2017	70%	72%	67%	60%	65%		Numeracy	Reading	Writing	Grammar	Spelling	2016	10%	17%	10%	17%	25%	2017	10%	14%	8%	17%	17%	Year	Numeracy			Reading			5	7	9	5	7	9	2016	83%	77%	78%	78%	75%	73%	2017	69%	60%	76%	65%	95%	82%		PAT-M	PAT-R	2016	71.4%	71.5%	2017	77.2%	81.9%		R-5		6-10		Stage1		Stage 2		A	B	A	B	A	B	A	B	2016	1.0%	15.7%	3.3%	25.1%	8.7%	24%	3.6%	32.1%	2017	8%	32%	8.9%	25.4%	13.8%	29%	4.9%	51.2%		Stage 1	Stage 2	2016	C 3.3/5	C+ 9.0/15	2017	C 3.3/5	B- 10/15		Stage 1	Stage 2	2016	21.4%	9.5%	2017	9.1%	2.4%	2016	56.2	2017	60.05
	Year 1	Year 2																																																																																																																																											
2016	48%	82.4%																																																																																																																																											
2017	64%	61%																																																																																																																																											
	Numeracy	Reading	Writing	Grammar	Spelling																																																																																																																																								
2016	80%	75%	71%	62%	76%																																																																																																																																								
2017	70%	72%	67%	60%	65%																																																																																																																																								
	Numeracy	Reading	Writing	Grammar	Spelling																																																																																																																																								
2016	10%	17%	10%	17%	25%																																																																																																																																								
2017	10%	14%	8%	17%	17%																																																																																																																																								
Year	Numeracy			Reading																																																																																																																																									
	5	7	9	5	7	9																																																																																																																																							
2016	83%	77%	78%	78%	75%	73%																																																																																																																																							
2017	69%	60%	76%	65%	95%	82%																																																																																																																																							
	PAT-M	PAT-R																																																																																																																																											
2016	71.4%	71.5%																																																																																																																																											
2017	77.2%	81.9%																																																																																																																																											
	R-5		6-10		Stage1		Stage 2																																																																																																																																						
	A	B	A	B	A	B	A	B																																																																																																																																					
2016	1.0%	15.7%	3.3%	25.1%	8.7%	24%	3.6%	32.1%																																																																																																																																					
2017	8%	32%	8.9%	25.4%	13.8%	29%	4.9%	51.2%																																																																																																																																					
	Stage 1	Stage 2																																																																																																																																											
2016	C 3.3/5	C+ 9.0/15																																																																																																																																											
2017	C 3.3/5	B- 10/15																																																																																																																																											
	Stage 1	Stage 2																																																																																																																																											
2016	21.4%	9.5%																																																																																																																																											
2017	9.1%	2.4%																																																																																																																																											
2016	56.2																																																																																																																																												
2017	60.05																																																																																																																																												
TEACHER QUALITY	Teachers consciously foster and design supportive yet challenging conditions with increased opportunities for high quality learning and high expectations.	<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: TfEL, Learning Intentions (WALT) / Goals, Success Criteria (WILF), Use of Student Data (eg Markit) & Assessment used as formative assessment. Teachers explicitly guide students through the requirements of high standard achievement through the feedback, drafting process and exhibition of annotated exemplary work. Student opinions are clearly expressed and consistently valued by staff and families through various Student Voice avenues (eg Student Leadership Council (SLC), and TFEL Compass feedback) to develop student ownership of their learning. 2018 SLC foci are supporting and influencing pedagogy through comprehension, reading and Creative & Body-based Learning (CBL) strategies of and powerful learning through Reading. 	<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 as indicated through the Staff Opinion Survey. <table border="1"> <tbody> <tr> <td>2017</td> <td>69%</td> </tr> </tbody> </table> 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. 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. <table border="1"> <thead> <tr> <th></th> <th>Stage 2 % Change</th> <th>Stage 2 Ave Grade Shift</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>40.5%</td> <td>1.7</td> </tr> <tr> <td>2017</td> <td>10.3%</td> <td>1.3</td> </tr> </tbody> </table> 90% of 3-12 students agree that their teachers provide them with useful feedback in the Student Opinion Survey. <table border="1"> <tbody> <tr> <td>2017</td> <td>87%</td> </tr> </tbody> </table> Year 6-12 Students value the drafting process by their peers and teachers. There is limited number of students changing elective SACE subjects. 	2017	69%		Stage 2 % Change	Stage 2 Ave Grade Shift	2016	40.5%	1.7	2017	10.3%	1.3	2017	87%																																																																																																																													
2017	69%																																																																																																																																												
	Stage 2 % Change	Stage 2 Ave Grade Shift																																																																																																																																											
2016	40.5%	1.7																																																																																																																																											
2017	10.3%	1.3																																																																																																																																											
2017	87%																																																																																																																																												

STEM	<p>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.</p>	<ul style="list-style-type: none"> The STEM approach to teaching and learning eg solving> thinking>exploring >making, collaboration and inquiry 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 will be supported to ensure that their ICT skills are commensurate with the requirements of their students. MCC will develop a STEM Career Development Strategy 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 <table border="1" data-bbox="1247 213 1982 329"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Stage 1</th> <th colspan="3">Stage 2</th> </tr> <tr> <th>Science</th> <th>Maths</th> <th>Tech</th> <th>Science</th> <th>Maths</th> <th>Tech</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>46%</td> <td>100%</td> <td>21%</td> <td>17%</td> <td>42%</td> <td>38%</td> </tr> <tr> <td>2017</td> <td>48%</td> <td>100%</td> <td>36%</td> <td>39%</td> <td>50%</td> <td>22%</td> </tr> </tbody> </table> 15% increase in the number of students who receive an Australian Tertiary Admission Ranking (ATAR) in advanced mathematics, physics and chemistry subjects. <table border="1" data-bbox="1514 424 1717 486"> <tbody> <tr> <td>2016</td> <td>10%</td> </tr> <tr> <td>2017</td> <td>33%</td> </tr> </tbody> </table> Proportion of females enrolled in STEM subjects increases <table border="1" data-bbox="1247 519 1982 635"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Stage 1</th> <th colspan="3">Stage 2</th> </tr> <tr> <th>Science</th> <th>Maths</th> <th>Tech</th> <th>Science</th> <th>Maths</th> <th>Tech</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>24%</td> <td>52%</td> <td>11%</td> <td>0%</td> <td>33%</td> <td>17%</td> </tr> <tr> <td>2017</td> <td>69%</td> <td>100%</td> <td>8%</td> <td>30%</td> <td>30%</td> <td>20%</td> </tr> </tbody> </table> 		Stage 1			Stage 2			Science	Maths	Tech	Science	Maths	Tech	2016	46%	100%	21%	17%	42%	38%	2017	48%	100%	36%	39%	50%	22%	2016	10%	2017	33%		Stage 1			Stage 2			Science	Maths	Tech	Science	Maths	Tech	2016	24%	52%	11%	0%	33%	17%	2017	69%	100%	8%	30%	30%	20%																																																																	
	Stage 1				Stage 2																																																																																																																									
	Science	Maths	Tech	Science	Maths	Tech																																																																																																																								
2016	46%	100%	21%	17%	42%	38%																																																																																																																								
2017	48%	100%	36%	39%	50%	22%																																																																																																																								
2016	10%																																																																																																																													
2017	33%																																																																																																																													
	Stage 1			Stage 2																																																																																																																										
	Science	Maths	Tech	Science	Maths	Tech																																																																																																																								
2016	24%	52%	11%	0%	33%	17%																																																																																																																								
2017	69%	100%	8%	30%	30%	20%																																																																																																																								
WELL BEING & CULTURE OF LEARNING	<p>MCC students feel they belong and act safely with a positive sense of identity as a community member and capable learner.</p>	<ul style="list-style-type: none"> The Mannum Way - Whole School Agreement enacted R-12, in 2018 focussing on: <ul style="list-style-type: none"> Play Is The Way Keeping Safe: Child Protection Curriculum StopIT reporting tool Restorative Justice Safe Schools Anti-Bullying Initiative Membership Well Being Interventions eg Seasons for Growth, MindUp 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 (eg SRC). MCC as a Community Hub: Support personnel and agencies are available (eg Pastoral Care Worker, Wellbeing Coordinator, Mannum Hub, Child Wellbeing Practitioner, Headspace, CAMHS, AC Care, Centacare). 	<ul style="list-style-type: none"> 2% annual increase in the overall attendance rate, decrease in unexplained absences, chronic non-attendance and habitual non-attendance. Targeted students increase their individual attendance in line with their negotiated plan. <table border="1" data-bbox="1289 759 1940 854"> <thead> <tr> <th></th> <th>Overall</th> <th>Unexplained</th> <th>Chronic</th> <th>Habitual</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>89%</td> <td>2.3%</td> <td>26.6%</td> <td>38%</td> </tr> <tr> <td>2017</td> <td>88.5%</td> <td>1.9%</td> <td>18.7%</td> <td>28.9%</td> </tr> </tbody> </table> Levels of vulnerability in students decreases as seen through the AEDC data in 2018 <table border="1" data-bbox="1251 920 1982 1012"> <thead> <tr> <th></th> <th>Developmentally vulnerable @1 domain</th> <th>Developmentally vulnerable @2 domains</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>67%</td> <td>37%</td> </tr> </tbody> </table> Wellbeing and Engagement Survey (Yrs 4-9) results improve <table border="1" data-bbox="1220 1044 2007 1136"> <thead> <tr> <th></th> <th>Phys Health</th> <th>Social Comp</th> <th>Emotional Maturity</th> <th>Lang & Cognition</th> <th>Comm & Gen Knowl</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>30%</td> <td>30%</td> <td>41%</td> <td>44%</td> <td>30%</td> </tr> </tbody> </table> Wellbeing and Engagement Survey (Yrs 4-9) results improve <table border="1" data-bbox="1220 1172 2007 1338"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Emotional engagement with teacher (med - high)</th> <th rowspan="2">Friends'p Intimacy (med - high)</th> <th colspan="2">Perseverance (med- high)</th> <th colspan="2">Optimism (med - high)</th> <th colspan="2">Eating Breakfast (med- high)</th> </tr> <tr> <th>Prim</th> <th>Sec</th> <th>Prim</th> <th>Sec</th> <th>Prim</th> <th>Sec</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>>90%</td> <td>>95%</td> <td>63%</td> <td>62%</td> <td>67%</td> <td>74%</td> <td>76%</td> <td>72%</td> </tr> <tr> <td>2017</td> <td>98%</td> <td>92%</td> <td>69%</td> <td>78%</td> <td>87%</td> <td>82%</td> <td>91%</td> <td>74%</td> </tr> </tbody> </table> Year 10-12 Resilience levels improve (Resilience Youth Survey) <table border="1" data-bbox="1409 1374 1818 1492"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Resilience (Good/Excellent)</th> </tr> <tr> <th>Year 10</th> <th>Year 11</th> <th>Year 12</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>17%</td> <td>15%</td> <td>27%</td> </tr> <tr> <td>2017</td> <td>29%</td> <td colspan="2">29%</td> </tr> </tbody> </table> Motivation to Learn (Good/Excellent) <table border="1" data-bbox="1409 1525 1818 1673"> <thead> <tr> <th rowspan="2"></th> <th>Year 10</th> <th>Year 11</th> <th>Year 12</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>33%</td> <td>60%</td> <td>67%</td> </tr> <tr> <td>2017</td> <td>59%</td> <td colspan="2">61%</td> </tr> </tbody> </table> Social Skills by Resilience (Moderate/ Abundant) <table border="1" data-bbox="1409 1706 1818 1855"> <thead> <tr> <th rowspan="2"></th> <th>Year 10</th> <th>Year 11</th> <th>Year 12</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>17%</td> <td>40%</td> <td>33%</td> </tr> <tr> <td>2017</td> <td>36%</td> <td colspan="2">50%</td> </tr> </tbody> </table> Employee Wellbeing data indicate that staff have a sense of belonging and professional challenge at MCC. <table border="1" data-bbox="1209 1917 2018 2098"> <thead> <tr> <th></th> <th>I rarely experience negative feelings at work eg anxiety, threat, anger, sadness, isolation, devalued, conflict.</th> <th>There is often a positive feeling within our group at this site eg achievement, working together, support, fun, positive feedback, belonging, valued.</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>83%</td> <td>73%</td> </tr> </tbody> </table> EDSAS behaviour management data and trends improve with appropriate external agency referrals completed. <table border="1" data-bbox="1329 2160 1898 2282"> <thead> <tr> <th></th> <th>T2 Suspensions (DECD)</th> <th>Total Suspensions</th> <th># Students</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>5%</td> <td>79</td> <td>63</td> </tr> <tr> <td>2017</td> <td>2.1%</td> <td>66</td> <td>56</td> </tr> </tbody> </table> 		Overall	Unexplained	Chronic	Habitual	2016	89%	2.3%	26.6%	38%	2017	88.5%	1.9%	18.7%	28.9%		Developmentally vulnerable @1 domain	Developmentally vulnerable @2 domains	2015	67%	37%		Phys Health	Social Comp	Emotional Maturity	Lang & Cognition	Comm & Gen Knowl	2015	30%	30%	41%	44%	30%		Emotional engagement with teacher (med - high)	Friends'p Intimacy (med - high)	Perseverance (med- high)		Optimism (med - high)		Eating Breakfast (med- high)		Prim	Sec	Prim	Sec	Prim	Sec	2016	>90%	>95%	63%	62%	67%	74%	76%	72%	2017	98%	92%	69%	78%	87%	82%	91%	74%		Resilience (Good/Excellent)			Year 10	Year 11	Year 12	2016	17%	15%	27%	2017	29%	29%			Year 10	Year 11	Year 12	2016	33%	60%	67%	2017	59%	61%			Year 10	Year 11	Year 12	2016	17%	40%	33%	2017	36%	50%			I rarely experience negative feelings at work eg anxiety, threat, anger, sadness, isolation, devalued, conflict.	There is often a positive feeling within our group at this site eg achievement, working together, support, fun, positive feedback, belonging, valued.	2017	83%	73%		T2 Suspensions (DECD)	Total Suspensions	# Students	2016	5%	79	63	2017	2.1%	66	56
	Overall	Unexplained	Chronic	Habitual																																																																																																																										
2016	89%	2.3%	26.6%	38%																																																																																																																										
2017	88.5%	1.9%	18.7%	28.9%																																																																																																																										
	Developmentally vulnerable @1 domain	Developmentally vulnerable @2 domains																																																																																																																												
2015	67%	37%																																																																																																																												
	Phys Health	Social Comp	Emotional Maturity	Lang & Cognition	Comm & Gen Knowl																																																																																																																									
2015	30%	30%	41%	44%	30%																																																																																																																									
	Emotional engagement with teacher (med - high)	Friends'p Intimacy (med - high)	Perseverance (med- high)		Optimism (med - high)		Eating Breakfast (med- high)																																																																																																																							
			Prim	Sec	Prim	Sec	Prim	Sec																																																																																																																						
2016	>90%	>95%	63%	62%	67%	74%	76%	72%																																																																																																																						
2017	98%	92%	69%	78%	87%	82%	91%	74%																																																																																																																						
	Resilience (Good/Excellent)																																																																																																																													
	Year 10	Year 11	Year 12																																																																																																																											
2016	17%	15%	27%																																																																																																																											
2017	29%	29%																																																																																																																												
	Year 10	Year 11	Year 12																																																																																																																											
	2016	33%	60%	67%																																																																																																																										
2017	59%	61%																																																																																																																												
	Year 10	Year 11	Year 12																																																																																																																											
	2016	17%	40%	33%																																																																																																																										
2017	36%	50%																																																																																																																												
	I rarely experience negative feelings at work eg anxiety, threat, anger, sadness, isolation, devalued, conflict.	There is often a positive feeling within our group at this site eg achievement, working together, support, fun, positive feedback, belonging, valued.																																																																																																																												
2017	83%	73%																																																																																																																												
	T2 Suspensions (DECD)	Total Suspensions	# Students																																																																																																																											
2016	5%	79	63																																																																																																																											
2017	2.1%	66	56																																																																																																																											

WHAT INFORMS OUR SITE IMPROVEMENT PLAN?

Murraylands Partnership Plan 2018

Mid Murray Council - Vision

External School Review Directions & Framework

Aboriginal Community Partnership Agreement (2013)

SACE Strategic Plan 2016–2020

DECD Well Being Framework

DECD Numeracy & Literacy (B-18) Strategy

DECD STEM Learning Strategy

Teaching for Effective Learning Framework