Morningside State School

2016

School Improvement Agenda

Personalising learning for a future we can only imagine

Our School Targets

SCHOOL REPORTS
90% of students achieving satisfactory standard or above in English and Maths

NAPLAN
100% of eligible students at or above the NMS (National Minimum Standard)
65% of students are in the U2B (Upper 2 NAPLAN Bands)
Top 2 NAPLAN bands

DIAGNOSTIC TASKS
90% of students achieving at or above year level expectations
100% of students achieving above PM 2 by the end of Prep

SCHOOL OPINION SURVEY
95% of parents/caregivers believe this is a good school
95% of parents/caregivers believe that the school encourages them to take an active role in their child’s education
85% of parents/caregivers feel that the school works with me to support my child’s learning
95% of parents feel that the school provides them with useful feedback about their child’s progress
99% of parents believe that the teachers expect their child to do his or her best
99% of students believe that their English skills are being developed
99% of parents/caregivers believe that their children’s English skills are being developed
90% of teachers agree that they are getting access to quality professional development
90% of teachers believe that the school encourages them to be involved in coaching or mentoring
95% of teachers feel that they receive useful feedback about their work
90% of students believe their teachers care about them
90% of parents/caregivers are satisfied that student behaviour is well-managed
70% of students are satisfied that student behaviour is well-managed
99% of parents/caregivers feel the school celebrates student achievement
95% of students feel the school celebrates student achievement
90% of staff feel that the school celebrates staff achievement

Implementation of school priority areas will be guided by

Lyn Sharratt's Parameters for School Improvement

- Shared beliefs and values
- Embedded instructional coaching
- Daily, sustained focus on literacy instruction
- Principal leadership
- Early and ongoing intervention
- Case management approach
- Professional learning at school staff meetings
- In-school year level meetings
- Centralised resources
- Commitment of budgets for literacy learning and resourcing
- Collaborative data inquiry processes
- Parental and community involvement
- Cross-curricular connections
- Shared responsibility and accountability

Shared beliefs and values

Empower students to take ownership of their own learning and behaviour through the provision of a positive learning environment which is responsive and respectful of a diverse range of learning styles and individual needs.

GOAL:

To continue to expand teaching staff’s repertoire of highly effective teaching and learning practices by providing timely opportunities for reflection and transformation based on data inquiry, analysis and interrogation and contemporary research as well as feedback from collegial collaborations.

GOAL:

To establish and maintain an authentic partnership built on the foundation of communication, learning partnerships, collaboration, decision-making and participation and which acknowledges the reciprocal responsibility between home and school in the development of each student.

GOAL:

Build authentic homeschoo learning partnerships

PRIORITY:

Build authentic homeschool learning partnerships

PRIORITY:

Develop precision of pedagogical practice in the teaching of reading

PRIORITY:

Design positive learning environments

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