VISION STATEMENT
Mount Pleasant Primary School is committed to providing a stimulating, innovative learning environment to ensure that every child at every level is achieving to his maximum potential.

OBJECTIVES-Our School Purpose
At Mount Pleasant Primary School we strive to:

- establish ambitious targets and set high expectations, academic and non-academic, for our students
- engage all staff in a systematic, continuous and comprehensive self-assessment process related to student achievement and school operations
- deliver high quality learning and teaching programs with pedagogical practices aligned to the Australian Curriculum, the *Early Years Learning Framework* and the Director General's statement, *Effective Teaching*
- expand the quality of teaching through utilising expert teachers to operate collaboratively sharing their skills and understandings
- establish a learning environment that is safe, caring and inclusive
- target resources, through school improvement planning, to maximise student achievement
- build strong internal and external relationships including positive interactions between the school and its immediate and wider community.

Our objectives are aligned to the directions set by the *Plan for Public Schools,* the objectives and key elements of the *Classroom First* strategy and the priorities within *Focus 2015 – Directions for Schools.*

PRIORITIES:	**LITERACY AND NUMERACY** *Support whole-school approaches to Literacy and Numeracy in Kindergarten to Year 6 classrooms using evidence-based strategies to explicitly teach essential skills, knowledge and understandings.* *AUSTRALIAN CURRICULUM* *Support familiarisation and implementation of the content, general capabilities (Information and Communication Technology focus), priorities (Sustainability focus) and achievement standards of the Foundation Year 10 Australian Curriculum for English, Mathematics, History and Science. Kindergarten teachers to lay the groundwork for the Australian Curriculum through intentional teaching of content based on the general capabilities of the curriculum, focusing on personal and social competence, and preparatory Literacy and Numeracy capabilities, and the National Quality Standards.*

Strategic Improvement Targets 2015

Year 3			Year 5		
Subject	**Bands**	**Target %**	**Subject**	**Bands**	**Target %**
Reading	6-10	40%	**Reading**	8-10	40%
	5	30%		7	30%
Writing	6-10	15%	**Writing**	8-10	12%
	5	45%		7	25%
	4	25%		6	33%
Spelling	6-10	35%	**Spelling**	8-10	30%
	5	25%		7	35%
	4	20%		6	15%
Grammar and Punctuation	6-10	45%	**Grammar and Punctuation**	8-10	35%
	5	30%		7	25%
				6	20%
Numeracy	6-10	20%	**Numeracy**	8-10	25%
	5	40%		7	25%
				6	35%

These targets are based on MPPS and Like Schools historical NAPLAN data from 2012-2014

MAJOR STRATEGIES	RESOURCES	EVALUATION MEASURES
Continue to embed evidence-based whole-school approaches to literacy and numeracy with dedicated literacy and numeracy block structures to be implemented in all classes.	*Literacy and Numeracy Block Frameworks* *First Steps* literacy and numeracy resources.	Performance management/Class visits
Implement comprehensive Mathematics and Reading Assessment program using CAMS and CARS (Hawker Brownlow)	CAMS and CARS student assessment book for each student at assessed level.	Whole school data collected for each year level. P-6
Support Staff to use data from CAMS and CARS to develop effective teaching programs targeting student needs in Reading and Mathematics.	Curriculum Leaders Planning meetings STAMS and STARS Teachers Guides First Steps resources	CAMS and CARS Benchmark tests CAMS and CARS end of year Post Tests
Strengthen the teaching of phonics and spelling throughout the school. Ensure continuity across Kindergarten, Pre-primary, Year 1 and 2 with the systematic implementation of UK Letters and Sounds program. Implementation of Soundwaves year 3-6.	UK Letters and Sounds program and materials. Soundwaves program and materials First Steps resources	NAPLAN SA Spelling test - November
Implement the use of Brightpath to assess Narrative and Persuasive writing Year 1 – 6 (minimum 1 of each per year)	Brightpath website access EA time for scanning of student texts	Reports and profiles available through Brightpath
Weekly Grammar lessons to be conducted in all classes as part of literacy block following grammar planner.	MPPS Grammar planner	NAPLAN Evidence in student writing

MAJOR STRATEGIES

Utilise information about whole-school, sub-group and individual student performance to: set improvement targets; monitor progress; provide ongoing feedback; inform learning, teaching and leadership strategies; and to meet the accountability requirements accompanying increased flexibility.	Principal and Deputy Principals School Development Days Cluster meetings	CAMS and CARS CAT – Writing Year 3 and 5 NAPLAN relative assessment, proficiency band and longitudinal summary data SAIS student summative report teacher judgement data SAIS teacher judgement attitude, behaviour and effort data SIS attendance data SIS behaviour data
Utilise student achievement data to identify and monitor students at risk of falling below NAPLAN National Minimum Standards. Use data to create focused IEPs for identified students.	Classroom teachers Deputy Principal - Learning Support Coordinator (0.2 FTE)	CAMS and CARS Year 3 and 5 NAPLAN EARS data
Utilise student achievement data to identify and monitor students not achieving their full potential. Implement case management plans.	Curriculum leader to support development of case management plans	CAMS and CARS Year 3 and 5 NAPLAN EARS data
Administer on-entry assessment in Pre-primary and use student results, along with ongoing assessment, to inform learning programs.	Teacher relief to complete Pre-primary on-entry assessment	Pre-primary on-entry assessment data
Upskill staff through the provision of professional learning opportunities through internal and external providers	Administration Curriculum Leaders – English and Mathematics Teachers	Teacher self reflection

MAJOR STRATEGIES

Support the achievement of the goals of the *Melbourne Declaration* through familiarisation and implementation of the content, general capabilities (Information and Communication Technology focus), priorities (Sustainability focus) and achievement standards of the Foundation (Pre-primary) – Year 10 *Australian Curriculum* for English, mathematics, history and science. Utilise the *Australian Curriculum* achievement standards to inform whole-school planning.	Principal and Deputy Principals Curriculum Leaders – English, Mathematics, History, Science, Sustainability and ICT (FTE - Curriculum Leaders released for two hours each week)	
Deliver high quality educational opportunities in the critical early years of schooling. Kindergarten teachers to lay the groundwork for the *Australian Curriculum* through intentional teaching of content based on the general capabilities of the curriculum, focusing on personal and social competence, and preparatory literacy and numeracy capabilities. Teachers from Kindergarten to Year 2 to draw on the *Early Years Learning Framework* and accompanying educators' guide for early childhood pedagogical advice. Further develop the expertise of early childhood education assistants to support teaching and learning programs. Implement the *National Quality Agenda for Early Childhood Education and Care.*	Principal Professional development ECE staff	
Utilise online resources including: the *Early Childhood (K-3) Syllabus* and *Middle Childhood (4-7) Syllabus* scope and sequence statements; the *K-7 Literacy and Numeracy Learning and Teaching Resources;* NAPLAN resources; and reporting exemplars to support planning, teaching and assessment.	Curriculum Leaders – English, Mathematics, History and Science (FTE - Curriculum Leaders released for two hours each week)	
Ensure quality, explicit and systematic teaching in every classroom through building instructional capacity and refining performance management practices to align with school planning.	Administration Curriculum Leaders – English, Mathematics, History and Science	
Incorporate the AITSL Classroom Practice Continuum into performance management as a tool to encourage teachers to undertake sustained, deliberate practice in order to develop greater expertise in all domains of learning.	Principal Line Managers Teachers	
Maintain school structures and processes including distributed leadership to enable ongoing staff development and team ownership of student achievement. Share teachers' expertise and advice within the school and across the network to improve classroom practice.	Principal and Deputy Principals Professional development	

Maintain a whole-school school behaviour policy including a code of conduct and strategies for prevention and intervention. Provide support for teachers in classroom management skills.	Principal and Deputy Principals	
Continue to establish productive community partnerships and home-school links. Build community confidence in the standards being achieved by providing parents and the broader community with information about school performance measures.		

TIMEFRAME
The School Plan is a three-year plan subject to annual review.