

School plan 2018-2020

Miller Public School 4338



School background 2018–2020

School vision statement

Learning & creating our future together!

As a school community the educational reality we want is one where:

- Everyone is learning
- Learning is challenging & innovative
- Students know they are cared for and supported
- Students have a voice
- We are problem–solvers
- We are responsible & resilient
- We connect with each other, our community & the world
- What we do today helps prepare us for our future

School context

Miller Public School, in the Liverpool area has a student cohort of 209 students reflecting the local cultural diversity, with 56% from language backgrounds other than English; mainly from Arabic (including refugee), Vietnamese & Samoan backgrounds. Currently there are 35 Aboriginal students K–6. School staff comprise both early career and highly experienced teachers, committed to providing a caring & engaging learning environment with quality teaching practice and programs. There are 13 roll classes, including a 6 class Support Unit: two classes for Mild Intellectual disability and four multi–categorical classes/Autism. We provide a transition–to–school for Kindergarten 2019 – Miller Mini, two days/week.

As an Early Action 4 Success (EA4S) school since 2013 we continue to work in partnership with EA4S Schools and Communities of Practice. We place a strong emphasis on literacy and numeracy intervention programs to support learning and implement a Positive Behaviour for Learning (PBL) methodology. Our school climate fosters and nurtures lifelong learning within a safe and supportive school environment where students' skills and talents are valued and encouraged. As a member of the 2168 Community of Schools & Liverpool School Education Group, students also access opportunities in performing arts, interschool sport, student leadership, spelling competitions, and other combined events. Teachers share in professional learning within & across schools including; Get Reading Right (Literacy), A Learning Place A Teaching Place (Numeracy) & formative assessment strategies.

Our school has links with Miller Technology High School, giving students a range of opportunities to develop the middle years of schooling. Opportunities include ACE program, sport coaching clinics, NAIDOC & Harmony Day events. Staff from both schools have also joined in professional learning to further support students successfully transitioning.

Staff & parents enjoy a positive relationship with an active & supportive P&C. School staff, parents & the community collaborate to support students with programs such as a daily Breakfast Club and other fundraising events.

School planning process

School plans are developed in collaboration with all key stake holders. The 2015–2017 plan was reviewed to analyse progress & areas for revision & refinement. School leaders engaged in regional school planning professional learning. School staff, with guidance & support from school executive collaborated to develop milestones to monitor progress. Student leaders and P&C were consulted & their feedback shared with staff. The school community was informed of the new school plan via school communication systems. School–based and non–school based data was analysed as part of this process (academic and non–academic data); enabling insight into all aspects of school life.

Some key factors:

- K–6 students are monitored & tracked regularly for progress in learning across literacy & numeracy
- All teachers involved in ongoing, research–based & data informed professional learning
- 30% families engage with school life & support the learning culture
- school implements all Tell Them From Me (TTFM) surveys
- 40% students involved in leadership/extra–curricular initiatives
- 55% of teachers in the first 5 years of teaching
- 40% changeover in teaching staff 2017–2018

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

High Levels of student engagement & performance

Purpose:

Students achieve success through our relentless commitment to high expectations for every student. Differentiated teaching will empower learners to be creative, innovative, collaborative & critical thinkers who find joy in learning.

STRATEGIC DIRECTION 2

Excellence in Teaching & Learning

Purpose:

Create a high quality learning culture for all staff; characterised by a growth mindset & collective efficacy. Learning is evidence-based, differentiated & responsive to our school's strategic vision.

STRATEGIC DIRECTION 3

Authentic Partnerships & Learning Alliances

Purpose:

Build & strengthen learning alliances that support dynamic opportunities which contribute to a positive & inclusive school culture.

Strategic Direction 1: High Levels of student engagement & performance

Purpose

Students achieve success through our relentless commitment to high expectations for every student. Differentiated teaching will empower learners to be creative, innovative, collaborative & critical thinkers who find joy in learning.

Improvement Measures

Increase the number of students who set learning goals & demonstrate self-assessment strategies.

Increase the number of students who engage in a wide variety of leadership & enrichment opportunities across the school.

Increase percentage of students achieving national benchmark in Writing.

Increase in student engagement in the classroom.

People

Leaders

- Support teachers to *trial innovative or evidence-based, future-focused practices*—School Excellence Framework V2 (SEF2)

Staff

- Facilitate opportunities for students to explore their talents & interests & develop transferable skills and expertise in learning.
- Implement school-based student wellbeing initiatives underpinned by a shared responsibility for student improvement.

Students

- Develop a clear understanding of learning expectations & are able to share their knowledge & understanding with others.

Parents/Carers

- Become informed participants in supporting student growth & achievement.
- Are actively involved in developing individual support plans & learning pathways for identified students.

Community Partners

- Support learning, enrichment & leadership opportunities for students.

Processes

1. Maintain & extend programs for personalised learning that supports students to become *creative, innovative, collaborative learners & critical thinkers* – Australian Curriculum

2. Continue to provide enrichment pathways & leadership opportunities for all students; including authentic participation in school & community decision making.

3. Use DoE Wellbeing Framework to assess, refine & develop strong wellbeing practices & programs that enhance resilience & build capacity for self-regulated behaviour.

Evaluation Plan

1. Students & staff will give regular feedback on student-centred curriculum programs.

2. Internal & external feedback on specific enrichment & leadership programs.

3. PBL team & executive regularly analyse student wellbeing data & program implementation.

Executive team regularly lead the analysis of student wellbeing data and teaching & learning programs.

Practices and Products

Practices

1. Students have quality opportunities for personalised, differentiated learning for transferable skills; with choice & involvement in monitoring progress through individual learning goals.

2. Students take on leadership & special interest/talent opportunities which provide challenging & stimulating learning experiences.

3. Staff consistently implement student wellbeing methodology & practices.

Students make rational & informed decisions about their behaviour for learning.

Products

1. Students set learning goals & demonstrate self-assessment strategies across a broad range of curriculum areas.

2. Wide variety of leadership & enrichment opportunities for students that reflect MPS school culture.

3. *Every student can identify a staff member to whom they can confidently turn for advice & assistance at school –SEF2*

Students can articulate school values and a range of wellbeing & resilience strategies.

Strategic Direction 2: Excellence in Teaching & Learning

Purpose

Create a high quality learning culture for all staff; characterised by a growth mindset & collective efficacy. Learning is evidence-based, differentiated & responsive to our school's strategic vision.

Improvement Measures

All teaching and learning programs are differentiated to meet the needs of all students.

Increasing teacher understanding of evidence-based learning to drive teaching and learning programs.

PDPs are linked to the Australia Teaching Standards.

People

Leaders

- Develop deep understanding of current pedagogical research *to sustain a culture of effective, evidence-based teaching and ongoing improvement* –SEF2

Staff

- Demonstrate a growth mindset & curious inquiry *to identify and systematically promote and implement the most effective strategies to improve teaching & learning* – SEF2

Students

- Think deeply & critically & develop mastery of core subjects to support *increasingly self-motivated learners – confident & creative individuals, with personal resources for future success*–SEF2

Parents/Carers

- Parents are informed about current teaching & learning practices & *the assessment approaches used in the school and their benefits for learning* – SEF 2

Processes

1. Provide quality professional learning for effective practice and feedback through coaching/mentoring to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
2. Targeted professional learning to enhance evidence-based practices with high impact in literacy & numeracy.
3. Enhance accreditation and PDP processes within the school by ensuring alignment with system priorities and NESA requirements.

Evaluation Plan

1. Evaluate and monitor teaching and learning program.
2. School leaders monitor systems to assess impact on student outcomes including: student data, surveys, observations & reflections.
3. Teachers collaborate, create & evaluate individualised PDP goals & accreditation evidence.

Practices and Products

Practices

1. Teaching programs reflect all elements of the Australian Curriculum with assessment linked to the National Literacy & Numeracy Learning Progressions.

K–6 Literacy sessions embed GRR pedagogy and practices & Numeracy sessions embed ALPATP practices.

2. K–6 Literacy sessions embed GRR pedagogy and practices & Numeracy sessions embed ALPATP practices.

Teachers implement formative assessment strategies *flexibly & responsively as an integral part of daily classroom instruction* – SEF2

3. All staff engage in professional learning aligned to their career progression & role and reflected in the PDP process.

Products

1. Program checklists and structured coaching conversations confirm quality planning practices.
2. Classroom observations and coaching conversations confirm teacher understanding and quality practice.
3. Quality evidence collection in PDP cycle (Standards 1, 2 & 3) that strengthen accreditation processes & outcomes for teachers.

Strategic Direction 3: Authentic Partnerships & Learning Alliances

Purpose

Build & strengthen learning alliances that support dynamic opportunities which contribute to a positive & inclusive school culture.

Improvement Measures

Increase in staff involvement in a diverse range of learning alliances.

Streamline organisation and communication systems between school, P&C and the wider community.

Increase in Best Start student achievement in phonemic awareness.

People

Leaders

Develop the collective capacity of staff & opportunities for students to build sustainable network systems with the wider school community/organisations.

Staff

Develop skills within/across schools in peer observation, instructional rounds, feedback & collaborative practices.

Collaborate with families/P&C across the educational community to ensure key stakeholders are actively supporting the school's vision & strategic directions.

Students

Are self-aware, build positive relationships & actively contribute to the school, the community & the society in which they live.

Parents/Carers

As key partners with the school, engage in the school's learning programs & understand how to effectively support their child's learning.

Community Partners

Partner with the school to facilitate learning opportunities & pathways that align with the school's planning & initiatives.

Processes

1. Strengthen & expand Communities of Practice (CoP) across schools & partner organisations to build staff capacity & increase opportunities for students.

2. Improve community engagement & the positive learning culture of the school through increased communication & consultation with parents/carers about student learning needs.

3. Refine & further develop the transition to school program reflecting the Early Years Learning Framework to support successful entry into Kindergarten.

Evaluation Plan

1. Staff & student feedback on specific CoP & partner organisation initiatives.

2. Parent feedback through survey data & parent attendance at meetings & events.

3. Evaluate Best Start data on an annual basis.

Practices and Products

Practices

1. School staff engage with a range of learning alliances & agencies that align with their roles & responsibilities.

Community organisations & businesses actively support the school's vision and strategic directions

2. Parents regularly receive feedback on student progress through a range of communication processes.

3. All students entering Kindergarten the following year access the transition program & early intervention screening.

Products

1. All stakeholders engage in sustainable systems of shared practice and participate in a diverse range of learning alliances.

2. P&C regularly meet with school leadership team to ensure priorities align with school's strategic directions.

3. Early learning needs are identified for all transition program students prior to Kindergarten.