

School plan 2018-2020

Milperra Public School 2560



School background 2018–2020

School vision statement

At Milperra Public School we enable all students to become successful and resilient learners. Our inclusive and dynamic environment empowers our students to think ethically, creatively and empathically in order to make critical and informed decisions, for themselves, about others and as citizens of our rapidly evolving world.

School context

Milperra Public School is in South West Sydney with 272 student enrolled in 2018. The area is very established and enrolments have been in steady increase. The school has ten mainstream classes in 2018 and proudly established a Support Unit comprising of three classes for students with Autism in 2017. The number of students from non-English speaking backgrounds has increased to 21%. Due to its unique history as a soldier settlement school for the children of returned servicemen, Milperra Public School is able to draw on a strong community commitment in both scholastic and sporting ventures. The school aims to provide quality teaching and learning, up to date technology in a stimulating, secure and pleasant environment where children are encouraged to develop to their full potential for a future focused world.

School planning process

The writing of the school plan commenced in 2017 with the Milperra Public School executive, comprising of the Assistant Principals and Principal. Meetings were also held with all staff to formulate the vision, three strategic directions and content.

Analysis of student achievement data, including detailed NAPLAN analysis and PLAN Data.

SCOUT reports are used to gather data based on student, school and community demographics.

The P&C were involved in consultation and discussions at P&C meetings to develop the vision and strategic directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Learning

Purpose:

To guarantee learning is informed by sound holistic information about student wellbeing and learning needs in consultation with parents and carers.

To ensure students are committed to the pursuit of excellence through critical and creative thinking, in order to become skilled, active learners. A rigorous curriculum is central to this process.

To sustain an environment that is inclusive of our thriving collective efficacy.

STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

STRATEGIC DIRECTION 3 Quality Leading

Purpose:

To build leadership capacity through providing opportunities by fostering a school wide culture of high expectations and a shared sense of responsibility for learning, development and success.

Strategic Direction 1: Quality Learning

Purpose

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Improvement Measures

- Increased proportion of students achieving expected growth in literacy.

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- Increased proportion of students achieving expected growth in numeracy.

- Increased levels of student wellbeing and engagement.

People

Students

Learners will:

- Use Learning Intentions to determine –**Where am I going?**
- Develop self-assessment skills in reference to Success Criteria to determine – **How am I doing?**
- Understand how to use learning progressions to determine – **What are my next steps?**
- develop their critical thinking, problem solving, collaborative and communication skills to achieve their personalised learning goals.

Staff

Educators:

- Differentiate their teaching to meet the students' learning needs by providing targeted intervention in the areas of literacy and numeracy.
- have a deep understanding of the literacy and numeracy progressions and use them with learners.
- Explicitly teach students to set and achieve their learning goals.
- Evaluate curriculum materials to ensure they meet the needs of all learners.

Parents/Carers

Collaboratively develop and support their child in the implementation and monitoring of PLP's, to enable their child's engagement, wellbeing and aspirations are met.

Processes

Curriculum and Visible Learning:

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Personalised Learning:

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Alignment with Syllabus expectations and the Literacy and Numeracy Progressions:

A structured approach to build knowledge and understanding of the alignment between the syllabus expectations and the Literacy and Numeracy Progressions to promote student learning.

Wellbeing:

Targeted program to ensure learners are able to experience, regulate and express emotions; form close and secure relationships; and explore the environment and learn.

Evaluation Plan

Internal data collection.

NAPLAN Data

Student, staff and parent focus groups and

Practices and Products

Practices

Students and staff are involved in continuous use of assessment data to monitor achievements and gaps in student learning and inform planning for quality and relevant learning experiences.

Relationships between students, staff and community are both valued and nurtured to ensure continuity of quality student learning.

Products

A student centred learning environment exists where all students are supported, challenged and they receive timely and meaningful feedback on their learning, to inform future learning.

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

Strategic Direction 1: Quality Learning

People

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Leaders

- Establish structures and processes to identify, address and monitor student learning needs.
- Ensure all teams are using formative assessment strategies to inform their planning.
- Develop and model a strong commitment to achieving this strategic direction.
- Support teams in the use of authentic data to inform pedagogy.

Processes

surveys (TTFM Terms 1 and 3).

In addition, staff will utilise the School Excellence framework V2 to assess the practices against the Framework in the Learning domain under:

- Learning Culture
- Wellbeing
- Curriculum
- Assessment
- Reporting
- Student Performance Measures.

Strategic Direction 2: Quality Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

- Increase in staff using achievement data to develop and implement plans for continuous improvement.
- Increase in staff differentiating the curriculum to meet the learning needs of all students.

People

Students

Learners:

- develop self assessment skills to reflect on their learning progress using the questions: where am I going, how am I going, what are my next steps?
- have the opportunity to engage with feedback to self, peer and educators.

Staff

- Through strategic professional learning, all educators will develop commitment to identifying, understanding and implementing innovative teaching methods, with a high priority being given to evidence-based teaching strategies and future focussed learning.

Parents/Carers

- Understand the assessment approaches in the school, their benefits for learning and how to use information to support their children's learning.

Leaders

- Implement a coordinated, whole school approach to the collection, analysis and response to all learner progress and achievement data.

Processes

Quality Teaching – Explicit Teaching

Design learning experiences and sequences that promote, challenge, deep knowledge and understanding and higher order thinking through explicit teaching practices that utilise modelled, guided and independent teaching strategies.

Differentiation

Collaboratively develop deliberately differentiated learning experiences that ensure all students' needs are being met in every classroom across the school, especially in English and Mathematics.

Growth and Performance

- Unpack syllabus outcomes
- Unpack Literacy and Numeracy Progressions through Teacher Professional Learning to provide next steps for learning.
- Analyse multiple data sources to evaluate the effectiveness of teaching .

Performance and Development

Framework – Educators set goals which support the school's current initiatives and their own personal learning goals. They engage in professional learning, observe colleagues and have professional dialogue to achieve the goals they have set in line with Australian Professional Standards for Teachers .

Evaluation Plan

Review of staff teaching and learning programs.

Practices and Products

Practices

Continuous collaboration and action learning results in an explicit teaching approach to literacy and numeracy, which is research informed.

The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiative in literacy and numeracy.

Products

Structures are in place to enable meetings and professional learning opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Systems are embedded where teachers make informed and consistent teacher judgments about student progress based on deep knowledge and understanding of the syllabus and learning progressions.

Strategic Direction 2: Quality Teaching

Processes

Student, teacher, parent Surveys and focus groups.

Literacy and Numeracy Progressions

NAPLAN data.

In addition, staff will utilise the School Excellence Framework 2.0 to assess practices against the Framework in the Learning, Teaching and Leading Domains under the elements of:

- Curriculum
- Assessment
- Reporting
- Student Performance Measures
- Effective Classroom Practice
- Data Skills and Use
- Professional Standards
- Learning and Development

Strategic Direction 3: Quality Leading

Purpose

To build leadership capacity through providing opportunities by fostering a school wide culture of high expectations and a shared sense of responsibility for learning, development and success.

Improvement Measures

Increased percentage of staff undertaking leadership roles and responsibilities.

Increased percentage of students undertaking leadership roles and responsibilities.

People

Students

will be engaged in leadership experiences and representative decision-making processes on behalf of the student body and within their classroom.

Staff

will implement targeted professional learning programs designed to develop leadership, management and excellence using the Australian Professional Standards for Teachers and School Excellence Framework.

Parents/Carers

work collaboratively with school staff to support student leadership opportunities and initiatives.

Leaders

model, coach and mentor students and staff in evidence based leadership practices.

People

Processes

Reflective Leadership:

- Leadership and Management Credential
- Coaching and mentoring opportunities.

Continuous Improvement:

- A broad range of leadership pathways are available to staff and students.

Evaluation Plan

- PDPs– Analysis of goals across the school, evaluation of plans and process.
- School Excellence Framework – Self Assessment Survey
- Student and staff forums
- Surveys TTFM (Terms 1 and 3).

In addition, staff will utilise the School Excellence Framework V2 to assess the practices against the Framework in the Leading domain under:

- Educational Leadership
- School Planning, Implementation and Reporting
- Management Practices and Processes.

Practices and Products

Practices

- Provide opportunities for students and staff that promote and enhance authentic leadership skills.
- Investigate best practice in teaching and learning that promote whole student growth and engagement.

Products

- Students have a voice through the SRC and other leadership platforms to respond to student suggestions and ideas for continuous whole school improvement.
- The Leadership Team maintains a focus on distributed instructional leadership to sustain a culture of effective evidence-based teaching and ongoing improvement in learning