

School plan 2018-2020

Miranda Public School 2574



School background 2018–2020

School vision statement

Our vision at Miranda Public is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as lifelong learners, to participate in and contribute to the global world and practise the core values of the school. We will strive to:

- Create a leading educational setting that promotes 21st Century learning and boasts a state of the art school that assists in the delivery of innovative programs
- Create a vibrant innovative, supportive and positive environment where students take responsibility for their own learning.
- Develop a highly skilled staff who are proficient and highly accomplished and are enthusiastic about learning and teaching
- Create a challenging and comprehensive curriculum that stimulates high achievement for all students
- Develop the moral, ethical, cultural, physical and emotional values in our students

Our vision is embedded within our school motto, 'Where Learning Comes to Life'. This shared vision between staff, students and the community will ensure Miranda Public School succeeds into the future and can achieve a learning culture of high achievement and 21st Century learning across all areas of education.

School context

Miranda Public School is situated in the centre of the Sutherland Shire, adjacent to Miranda Library and council run child care facilities. It is one of the oldest schools in the area, beginning in 1893. The school has an integrated Special Education Unit that operates two IO classes for students with a moderate intellectual disability and an Autism class.

Miranda Public School has a diverse community which draws from a very wide range of cultural backgrounds. As of 2018, the school has an enrolment of over 50% of students that come from a Non-English Speaking Backgrounds. The school implements programs and initiatives to support these students and their communities while fostering common values, attitudes and responsibilities in a positive and respectful environment.

In 2018 the school had 273 students. The school currently has 10 mainstream classes, 2 IO classes and an Autism Class.

Miranda Public school prides itself on being a Leader In Me school based on Franklin Covey's 7 Habits of Highly effective people and views every child as being a capable leader.

Miranda Public School is the birthplace of the state-wide 'Film by the Sea' short film festival.

School planning process

School Planning Process

Staff

- Series of staff and executive meetings looking at requirements of the new planning process and developing a vision statement.
- Analysis of NAPLAN data to assist with the formation of targets.
- Consideration of School Excellence Framework and Public Schools NSW Strategic Directions for 2018–2020 to ensure alignment
- Analysing NSW Literacy and Numeracy Strategy 2017–2020

Parents:

- P&C meetings to engage parent input especially around developing vision and directions
- Parent forums to discuss and gain input into strategic directions
- Parent surveys including Tell Them From Me

Students

- Student surveys Tell Them From Me
- SRC Student Representative Council/Torch team discussed what areas need improving

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School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in Literacy and Numeracy in 21st Century Learning

Purpose:

Our purpose is to implement and evaluate high quality programs in literacy and numeracy in the Australian curriculum which embed 21st century pedagogy.

Our school is committed to enhancing student outcomes in literacy and numeracy. In order to achieve their full potential as a learner, students will be engaged in meaningful and relevant learning experiences. Students will participate in programs that are differentiated and engaging to ensure they feel success and develop the skills necessary to become lifelong learners.

STRATEGIC DIRECTION 2

Build Leadership capacity

Purpose:

Our purpose is to engage all staff, students and community in a shared vision of the greatness and leadership that is inherent in every child and adult.

Our focus is on building the leadership capacity of individuals and teams to allow students, staff and our parent and community members to connect with our school vision. Strong leadership by staff, students and parents will leave a lasting impression on our school culture as we build the leadership capacity of all.

Our school is committed to achieving Light house school status – as a Leader in Me school.

STRATEGIC DIRECTION 3

Develop strong links with the community

Purpose:

Our purpose is to strengthen ties with our greater school community by engaging and collaborating with parents and wider community groups, to build effective and meaningful partnerships which allow students to connect, achieve and thrive.

Strategic Direction 1: Excellence in Literacy and Numeracy in 21st Century Learning

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Improvement Measures

- Increase the percentage of students in Bands 5 & 6 in Year 3 and Bands 7 & 8 in Year 5 in NAPLAN
- Achievement and growth in Literacy and Numeracy K–6 will be measured and monitored by PLAN registration and moving expected number of clusters on the Literacy and Numeracy Progressions
- Quality teaching and learning using innovative teaching strategies in literacy and numeracy

People

Students

Students of varied abilities will experience success in literacy and numeracy and will celebrate their achievements.

Staff

All staff will confidently implement successful literacy and numeracy programs in their classrooms. Staff will provide meaningful programs that align with PLAN and the new Australian curriculum that improve student outcomes regardless of student ability.

Parents/Carers

Assist parents by providing them with the knowledge and understanding of 21st century learning so they are able to help in the guidance of their child's education.

Community Partners

Engage with the wider educational community including training community members to assist and support classroom teachers effectively implement programs to support excellence in literacy and numeracy.

Leaders

Executive staff will maintain a consistent focus on keeping up to date with current trends in literacy and numeracy by leading and mentoring staff and providing meaningful feedback.

Processes

Numeracy Project:

Upskilling staff on Maths Building Blocks for Numeracy. Improve practices in ICT to ensure that it is embedded in the curriculum, there is flexible delivery and promotes excellence in numeracy skills

Literacy Project :

Targeted literacy programs K–6 Improve practices in ICT to ensure that it is embedded in the curriculum, there is flexible delivery and promotes excellence in literacy skills

Evaluation Plan

Curriculum Implementation

- Differentiation
- Scopes & Sequences
- Programming
- 21st Century Teaching & Learning
- Creative & critical thinking
- Technology
- Professional development
- Assessment (For, as and of learning)

How will we know:

- Lesson observations
- Teaching programs
- Work samples
- Resource ordering
- Surveys
- Documentation

Practices and Products

Practices

Implementation and quality teaching of literacy and numeracy programs

Students engaged in relevant, quality and innovative learning experiences for all students

Students regularly tracked on the Literacy and Numeracy Progression

Products

Achievement and growth in Literacy and Numeracy K–6 will be measured and monitored by PLAN registration and moving expected number of clusters on the literacy and numeracy progressions.

Quality teaching and learning using innovative teaching strategies in Literacy and Numeracy.

Students achieving the outcomes of the NSW Syllabus of the Australian Curriculum as shown in school reports with 80% of students achieving sound or above

Strategic Direction 2: Build Leadership capacity

Purpose

Our purpose is to engage all staff, students and community in a shared vision of the greatness and leadership that is inherent in every child and adult.

Our focus is on building the leadership capacity of individuals and teams to allow students, staff and our parent and community members to connect with our school vision. Strong leadership by staff, students and parents will leave a lasting impression on our school culture as we build the leadership capacity of all.

Our school is committed to achieving Light house school status – as a Leader in Me school.

Improvement Measures

100% of teachers demonstrate evidence based practice of the elements of the Australian Professional Teaching Standards, set goals, reflect and develop quality teaching and learning programs

100% of staff have been trained in the three year, Franklin Covey Education program, 'The Leader in Me'. 100% of surveyed students can identify and display the '7 habits of highly effective people'.

Increased Student Leadership across all areas of school– environmental Team, Fundraising, Peer support, Film club

People

Students

Students will be actively involved in leadership roles across the school.

Evidence of student– led and student–driven initiatives.

Students will lead Peer mentoring sessions for K–6 within the the framework of Leader in Me.

Staff

Establish and improve the processes and opportunities which build the leadership capacity of all staff.

Leaders

Work collaboratively to build the leadership capabilities of all school stakeholders to achieve Lighthouse status as a Leader In Me school.

Parents/Carers

Maintain respectful collaborative relationships with staff focussing on student wellbeing and developing leadership capacity.

Processes

Provide time for coaching, mentoring, reflection and monitoring personal development plans

Provide opportunities for leadership training and promotion into leadership teams and committees.

All parents are provided with the opportunity to participate and stand for leadership in community programs through P and C meetings and associated groups to support students in the school.

Evaluation Plan

How do we do it?

The Leader in Me

- Staff professional development
- Student opportunities

Mentoring

- Teacher growth/Coaching
- Promote higher levels of teacher accreditation including Highly Accomplished and Lead teacher.
- Performance and Development Framework
- Australian Professional Teaching standards

Beginning teachers

- Accreditation
- Promotion

How will we know?

- Professional Development Logs

Practices and Products

Practices

New, innovative leadership programs are offered for students to take part in across K–6.

Increased parent participation in school run leadership programs, workshops and focus groups

A school culture that provides all staff with leadership opportunities within the school and provides the scaffolding and career opportunities for advancement within the teaching profession

Staff and students reflecting and reporting on the achievement of their own learning and leadership goals.

Products

High quality teaching and learning practices demonstrated across K–6

Evidence of the 7 Habits embedded in teaching and learning programs of all staff

Regular reflection and review of leadership programs to ensure all stakeholders are involved.

Strategic Direction 2: Build Leadership capacity

Processes

- Surveys
- Observation
- Documentation
- Achievement of Light House School Status for Leader in Me

Strategic Direction 3: Develop strong links with the community

Purpose

Our purpose is to strengthen ties with our greater school community by engaging and collaborating with parents and wider community groups, to build effective and meaningful partnerships which allow students to connect, achieve and thrive.

Improvement Measures

Increase in parent and community participation in school planning and events.

Parent engagement and communication improved as evidenced through the *Tell Them From Me* survey, feedback and use of online platforms (e.g. School Stream, Facebook and school website).

People

Students

By building effective partnerships with our school community we will allow students to connect, achieve and thrive.

Staff

can support community collaboration through increased understandings of the needs of the school community, involvement in parent feedback forums, deep curriculum knowledge and high expectations.

Leaders

Build and articulate shared beliefs, values and practices amongst all members of the school community by improving authentic consultation and communication processes.

Parents/Carers

By accessing all opportunities presented parents will be empowered to support student growth and achievement by working in partnership with the school.

Community Partners

Develop and share collaborative planning approaches to refine best practise with community partners.

Processes

Feedback

Feedback and consultation is an integral part of the school planning and evaluation process. Feedback from students, parents and teachers will be used to evaluate the effectiveness of current practices and form a basis for discussion of future directions.

Programs

Increased opportunities for staff, parents and the wider community to participate in school programs , events and learning.

Communication

- School and student achievements, values and expectations are communicated to stakeholders through a range of strategies

Evaluation Plan

How do we do it?:

Student, parent and staff TTFM surveys term 1 and Term 3.

How will we know?

results of analysis of data collected from various surveys.

Feedback from community and parent consultation to provide feedback on strategic directions, what we do well and areas to develop further.

Practices and Products

Practices

Greater parent and community involvement in school programs, projects and events improving student learning outcomes.

Increased number of parents and community members regularly participating in school information sessions, workshops and events.

A school culture where community works alongside the school to inform school planning and future strategic directions.

Products

Structures in place to enable regular meetings and opportunities to work collaboratively with all stake holders.

School success acknowledged and valued amongst the wider community and the school seen as an integral part of the growth of the community.

Regular opportunities to develop and foster positive relationships across the school community to underpin a productive learning environment and support students' identities as leaders of their learning.