

Strategic Improvement Plan 2021-2024

Milperra Public School 2560



School vision and context

School vision statement

At Milperra Public School we are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child in an inclusive environment. Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential in a happy, safe, and supportive learning environment in which everyone has equitable access to the curriculum and all achievements are celebrated.

School context

Milperra Public School is located in South Western Sydney- Inner region with an enrolment of 303 students. The school consists of 278 mainstream students and 25 students in support classes with autism and/or moderate intellectual disabilities. 3.5% of students are of Aboriginal descent and 32% of students are from a non-English speaking background. The school has strong relationships with an energetic P&C consisting of parents, caregivers and the wider community. Milperra Public School has a proud sporting history, provides opportunities in the performing arts and promotes student responsibility respect, lifelong learning and a desire for students to stand by our motto to 'Aim High'.

We are continuing to develop our formative and summative assessment and reporting practices to be more consistent from Kindergarten to Year 6. More work needs to occur in analysing and triangulating our internal assessment data to external data. Improving community understanding of student cohort progress is an area of need. Professional learning in designing quality assessments and consistent teacher judgement within the school and across schools will be a focus. Personalised Learning and Support Plans (PLaSP) will continue to be used to promote growth and self-directed learning with structures put in place to support students with additional needs. The goals for students are to be informed by analysis of internal and external student progress and achievement data.

The wellbeing and engagement of our students remains a priority. Wellbeing programs will continue to be implemented to promote and strengthen positive relationships across the whole school. Tell Them From Me will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. We need to continue to analyse the impact of learning and support programs and make necessary adjustments in order to meet the needs of individuals or groups. Staff will be supported in developing innovative and contemporary programs and practices to enhance student engagement and motivation. Student focus groups will be continued with termly check ins to gain feedback on student wellbeing and engagement across the school. We have identified a need for students to be able to meet regularly with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. The implementation of quality communication structures will provide both qualitative and quantitative data on student and parent engagement.

Lessons and learning opportunities need to be explicit and engaging. Teachers will be supported in evaluating the effectiveness of their teaching practices. Teachers will implement innovative, evidence-based and future-focused practices. Teaching and learning programs will be collaboratively planned and monitored to ensure that all students are challenged and all adjustments lead to improved learning. Explicit teaching methods will be prioritised and reflected in class teaching programs and lesson observations.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy we will develop and sustain whole school process for collecting and analysing data and ensure that the implementation of appropriate curriculum provision for every student is underpinned by embedded evaluative practice.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated target:

- The percentage of students in Years 3 and 5 achieving in the top 2 bands NAPLAN for reading achieves an uplift of 7.2% by 2022.

Target year: 2022

Achievement of 2022 system-negotiated target:

- The percentage of students in Years 3 and 5 achieving in the top 2 bands NAPLAN for numeracy achieves an uplift of 7.3% by 2022.

Target year: 2023

Achievement of 2023 system-negotiated target:

- Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 14.2% .

Target year: 2023

Achievement of 2023 system-negotiated target:

- Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 7%.

Target year: 2024

Achievement of school-determined target from the What Works Best survey:

- An increase by 25 percent of teachers providing

Initiatives

Data-driven practices

- Use of authentic self-assessment processes to embed reflective practice for all school, teaching and learning practices.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth overtime and report student achievement.
- Engagement of school community to reflect on student progress and achievement data.

Personalised learning

- Regular use of student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Teachers to expertly cater for the diverse needs of students as evidenced through rigorous analysis of assessment data.

Literacy and Numeracy Intervention

- Strategically developed learning and support programs to target individual/group needs in literacy and numeracy.
- Implementation of specific Stage-based programs to promote growth and achievement for students in literacy and numeracy.

Success criteria for this strategic direction

- All teaching and learning programs are responsive of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.
- Evidence of teachers using formative and summative assessment data to accurately track and monitor student achievement.
- There is systematic and reliable assessment information available in a central location to evaluate student learning over time.
- Teachers use data effectively to evaluate student understanding of lesson content.
- Valid teacher judgement is evident across the school through regular collegial discussions regarding student assessment data.
- Students are aware of-and most are showing-expected growth on internal school progress and achievement data.
- Evidence of staff engaging the school community in reflecting on progress and achievement data.
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the

Strategic Direction 1: Student growth and attainment

Improvement measures

evidence that they use data regularly to inform their practice.

Target year: 2024

Achievement of school-determined target from the What Works Best survey:

- An increase by 20 percent of teachers providing evidence that their assessment tasks allow for students to demonstrate the full range of their learning and mastery.

Evaluation plan for this strategic direction

purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

External Data Sources:

- NAPLAN data
- Scout data
- Best Start data

Internal Data Sources:

- Initialit data
- Multilit data
- Phonics Screening Check
- Student work samples
- Stage-determined standardised tests
- MAS (Milperra Addition and Subtraction) data
- Student PLaSPs and PLPs
- What Works Best Survey data (to be completed every year).
- School Excellence Framework- Self-assessment (SEF SaS).

Analysis

Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes will also support our analysis.

Executive team and whole staff reflective sessions.

Implications

The findings of the analysis will inform:•

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Future actions including, but not limited to, altering the implementation time periods, shift of focus activities and/or changing of initiative priorities.

Annual reporting on school progress measures.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure that all of our students are able to connect, succeed thrive and learn, there will be a planned approach to strengthen whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

Achievement of system-negotiated target from TTFM:

- Percentage of students with positive wellbeing (advocacy, belonging, expectations) to increase by 2.7%.

Target year: 2024

Achievement of school-determined target:

- An increase in positive student engagement by 9%..

Target year: 2022

Achievement of system-negotiated target- Attendance:

- An uplift of 4.2% of students attending 90% or more.

Target year: 2024

Achievement of school-determined target- Engagement

- A 15% increase of students (across the school) being actively engaged in learning.

Initiatives

Wellbeing

- Updating whole school approach to wellbeing processes to ensure sustainable and ongoing monitoring, analysis and evaluation of student behaviour, attendance, wellbeing and learning.
- Students are engaged through regularly updated PLSPs and alignment with the Wellbeing Framework.
- Embedding of differentiated and targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.

Engagement

- Enhance student opportunities to engage in extracurricular programs.
- Implementing quality communication structures to provide both qualitative and quantitative data on student and parent engagement.
- Developing a 'student voice culture' where students want to be involved in their learning because their voice matters.
- Developing a culture of high expectations supported by strategies that both challenge and support student learning needs.
- Developing strategies to promote improved student attendance across the school.

Success criteria for this strategic direction

- Respectful and positive relationships are evident throughout the school through reflection of school values and expectations.
- Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.
- Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.
- Teachers demonstrate increased expertise in teaching students with specific learning needs and/or behaviour support needs.
- High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students (high expectations).
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of student wellbeing and engagement?

Data

The school will use the following data sources to regularly

Evaluation plan for this strategic direction

analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

External Data Sources:

- Tell Them From Me (TTFM) data
- Attendance data

Internal Data Sources:

- Student focus group responses
- Suspension data
- Incident reports
- iResolve data
- Wellbeing framework self-assessment data
- Student engagement data

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring.

Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures. Executive staff will be responsible for collecting evidence that will be analysed on a termly basis.

Implications

The findings of the analysis will inform:

Future actions including, but not limited to, altering the implementation time periods, shift of focus activities and/or changing of initiative priorities.

Annual reporting on school progress measures.

Strategic Direction 3: Explicit teaching through evidence-based practices

Purpose

In order to ensure learning progress for all students, across the full range of abilities, we will adapt a whole school approach to implementing the most effective evidence-based teaching methods. Effective methods will be identified, promoted and modelled.

Improvement measures

Target year: 2024

Achievement of school-determined target from TTFM:

- All teachers demonstrate explicit teaching practice in most lessons.

Target year: 2024

Achievement of school-determined target from TTFM:

- All teachers regularly provide detailed feedback to students on how they can improve their work.

Target year: 2024

Achievement of school-determined target from TTFM:

- 100% of teachers providing evidence that they regularly observe their colleagues teach.

Target year: 2023

Achievement of school-determined target from What Works Best staff survey:

- An increase by 25% of teachers providing evidence that they work with students to develop challenging goals relevant to their learning.

Target year: 2024

Achievement of school-determined target:

100% of teaching and learning programs across the school demonstrate that explicit teaching strategies are embedded in the delivery of all lessons.

Initiatives

Excellence in Teaching

- Teaching and learning programs and practices reflect future focused and evidence-based pedagogy to optimise learning progress for all students.
- Learning environments are well-managed within a consistent positive, school-wide approach where effective feedback is elicited and utilised.

Reflective Teaching Practice

- Using explicit systems for collaboration and feedback to sustain quality teaching practice.
- Staff development is supported with opportunities to enhance their skillset and knowledge in innovative and evidence-based practices.

Success criteria for this strategic direction

- Teaching and learning programs are consistent across stages and consist of activities that will maximise learning potential.
- Learning Intentions, success criteria and feedback are an embedded practice in all learning spaces across the school.
- Staff are engaged in regular opportunities to observe each other teach and provide feedback centred around innovative and evidence-based practices.
- Students are actively engaged in their learning.
- Goals are regularly revised and closely align to the school's scope and sequences and personalised learning needs.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate a shift in teaching practice and improved student outcomes?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

External Data Sources:

Evaluation plan for this strategic direction

- Tell Them From Me (TTFM) data
- NAPLAN

Internal Data Sources:

- What Works Best survey data
- Student Focus Groups
- Program evaluation data
- Internal assessment data
- PDP data- professional growth
- Professional Learning evaluations
- Observations feedback

Analysis

Regular review of these data sources will provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes will support our analysis and judgement.

Implications

The findings of the analysis will inform:

Future actions including, but not limited to, altering the implementation time periods, shift of focus activities and/or changing of initiative priorities.

Annual reporting on school progress measures.