

Strategic Improvement Plan 2021-2024

Milton Public School 2565



'Enjoy The Present Day'

School vision and context

School vision statement

The Milton Public School Community aims to nurture its students with a focus on wellbeing, academic growth and social success. Every student is known, valued and cared for in a high quality, engaging learning environment where students are encouraged to think critically, creatively and reflectively. Collaborative partnerships and high expectations ensure our students become engaged members of society.

School context

Milton Public

School continues to grow and provide quality, public education to the students of Milton and surrounding villages. The school was established in 1877 and currently has an enrolment of 724 students. The student population includes 4% from language backgrounds other than English (LBOTE) and 6% identify as Aboriginal. We have 4 MC support classes. Students enrolled in these classes are an integral part of our school.

Our school has a dynamic teaching staff, with a broad range of experience, interests and skills. Professional learning will continue to focus on the core subjects of English and Mathematics to ensure our students excel in these important key learning areas. Through our situational analysis, we have identified a need to use data-driven practices that ensure all students have access to stage-appropriate learning. We will continue to build on the capacity of our teachers to successfully plan for and deliver quality differentiated instruction to all students. A consistent approach to behaviour management throughout the whole school will also be a focus. Our teachers are willing and able to provide a range of extracurricular activities for our students. There is an established culture of high achievement within the school which is reflected in our many successes in the academic, sporting, cultural and artistic arenas. The school community is very supportive of our school, with a proactive and thoughtful P&C Association as the major vehicle for parental involvement within the school.

Milton Public School teachers strive to create a positive and safe learning environment that enables students to learn and engage at school. We have an integrated whole-school approach to student behaviour, learning and wellbeing that is aligned with, and responsive to, the diverse needs of our students, staff and school community. The school improvement plan has been developed in strong consultation and in collaboration with the school executive, school staff, P & C and local Aboriginal Education Consultation Group

Strategic Direction 1: Student growth and attainment

Purpose

In order to build strong foundations for academic success and maximise student learning outcomes in literacy and numeracy, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

NAPLAN - Top Two Bands Reading

Increase in the percentage of students achieving in the top 2 bands in Reading in NAPLAN with an uplift of 6.9% to the school's lower bound system-negotiated targets being achieved.

Target year: 2022

NAPLAN - Top Two Bands Numeracy

Increase in the percentage of students achieving in the top 2 bands in Numeracy with an uplift of 6.6% to the school's lower bound system-negotiated targets being achieved.

Target year: 2023

NAPLAN - Expected Growth Reading

Increase in the percentage of students achieving expected growth in Reading with an uplift of 4.7% to the school's lower bound system-negotiated target being achieved.

Target year: 2023

NAPLAN - Expected Growth Numeracy

Increase in the percentage of students achieving expected growth in Numeracy with an uplift of 4.2% to the school's lower bound system-negotiated target being achieved.

Target year: 2024

Initiatives

Excellence in Literacy and Numeracy

Build the capacity of every teacher to effectively use assessment data to deliver evidence-based, differentiated programs in Reading and Numeracy. This will be achieved through:

- Strategic use of flexible equity funds and personnel to ensure comprehensive, coordinated and responsive support programs.
- Embed sustainable whole-school processes for data-informed practice. The evaluation of this data will regularly be used to inform: teaching strategies; the impact of implemented strategies on student learning; teacher professional learning and school resourcing - setting individual learning goals with students.

High Impact Professional Learning

High impact professional learning will have significant impact on achieving student growth in Literacy and Numeracy

- Teachers evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Targeted professional learning meets contextual needs and is evidence-informed. Linked to PDP process and teacher observation and feedback.

Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to student growth and attainment.
- School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.
- Students with additional learning and support needs are identified and provided with personalised adjustments and interventions/enrichment to allow them to reach their potential.
- Professional learning develops individual and collective teacher capacity, developing evidence-based practice in the teaching of literacy and numeracy.
- Teachers use the 2021 Literacy and Numeracy guides to build capacity and understanding of effective instruction of reading and numeracy with explicit classroom practices and professional learning resources.

Evaluation plan for this strategic direction

Question

What has been the impact on student performance, of using consistent, explicit research and data informed teaching protocols?

Data

To analyse the effectiveness of the initiatives within the strategic direction the school will use the following data sources:

- Essential Assessment data
- NAPLAN data
- Scout - value-added data

Strategic Direction 1: Student growth and attainment

Improvement measures

School self-assessment of the following School Excellence Framework element indicates improvement from 'Delivering' to 'Excelling':

- Assessment

Target year: 2024

School self-assessment of the following School Excellence Framework element indicates improvement from 'Sustaining and Growing' to 'Excelling':

- Data Skills and Use

Evaluation plan for this strategic direction

- Student work samples
- PM Levels
- IfSR

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Regular review of these data sources to 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.
- Leadership team and whole staff reflective sessions.

Implications

Where do we go from here?

The findings of the analysis will inform future directions, next steps and resource allocation.

Strategic Direction 2: Explicit Teaching and Effective Feedback

Purpose

All teachers are committed to identifying and implementing evidence-based teaching strategies with an emphasis on providing students with constructive and actionable feedback and using assessment data to differentiate learning to meet the learning needs of students.

Improvement measures

Target year: 2024

A minimum of 10% of high-achieving students are identified and participate in a range of high-quality enrichment programs.

Target year: 2023

Increase the number of students achieving at or above expected growth in NAPLAN reading from year 3 to year 5 to meet the lower bound total.

Target year: 2023

Increase the number of students achieving at or above expected growth in NAPLAN numeracy from year 3 to year 5 to meet the lower bound total.

Target year: 2024

School self-assessment of the following School Excellence Framework elements indicates improvement from 'Sustaining and Growing' to 'Excelling':

- Curriculum

Target year: 2024

School self-assessment of the following School Excellence Framework elements indicates an improvement from 'Sustaining and Growing' to 'Excelling':

- Effective classroom practice

Initiatives

Explicit Teaching and Effective Feedback

- Effective evidence-based teaching practices are identified and modelled through PL.
- Teachers familiarise themselves with the 'What Works Best' document, to increase awareness and use of explicit teaching practices and strategies.
- Students are given explicit instruction on providing peer feedback and how to act on feedback they receive.
- Teachers collaborate to use the strategies in the 'What Works Best' document to provide students with feedback about aspects of performance against learning outcomes from the syllabus.

Differentiation

- Appointment of an IL to lead new initiatives and develop teacher capacity for High Potential and High Performing students
- Develop research-based, enrichment programs to support high achieving students as evidenced by internal and external data..
- Targeted PL addresses how to differentiate, scaffold and make specific adjustments to the curriculum to cater for the full range of learning abilities.
- Teachers are supported to use an evidence based whole school assessment program (Essential Assessment) to capture information about student learning, inform planning and differentiate teaching leading to measurable growth.

Success criteria for this strategic direction

- High Potential and High Performing students are more easily identified, supported by their classroom teacher and access additional enrichment opportunities.
- Teachers regularly collect and analyse formative and summative assessment data to inform their planning, identify interventions and modify teaching practice.
- Teaching and learning programs reflect use of evidence-based explicit teaching strategies.
- All students build their capacity to provide and receive effective feedback and are able to understand, articulate and achieve their own learning goals.
- Stage meetings reflect collegial discussion around differentiated practices.
- Data collected will demonstrate significant growth for identified students.
- All teachers have a sound understanding of student assessment. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Learning Support programs use data to show growth or areas for improvement for identified students.

Evaluation plan for this strategic direction

Question

What has been the impact of explicit teaching and effective feedback on student engagement and performance?

Data

To analyse the effectiveness of the initiatives within Strategic Direction 2, the school will use the following sources:

- Essential Assessment growth data

Strategic Direction 2: Explicit Teaching and Effective Feedback

Evaluation plan for this strategic direction

- Scout - NAPLAN data
- Student work samples- including learning goals and annotated feedback
- Tell Them From Me data
- Teaching and learning programs

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Regular review of data sources to 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.
- Leadership team and whole staff reflective sessions.

Implications

The findings of the analysis will inform future directions, next steps and resource allocation.

Strategic Direction 3: High Expectations and Collaborative Practice

Purpose

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Improvement measures

Target year: 2022

Tell Them From Me Survey - Positive Wellbeing

90.5 % of students will have positive wellbeing score based on the Tell them from Me survey responses

The annual Tell Them From Me student survey data improves in the following drivers of student outcomes: 'Explicit teaching practices, Feedback', 'Expectations for Success' & 'Learning Culture'

Target year: 2022

82.4% of Students attend at greater than 90% attendance

Target year: 2024

School self-assessment of the following School Excellence Framework element indicates a sustained excellence for

- Wellbeing

Target year: 2024

School self-assessment of the following School Excellence Framework element indicates a sustained judgement at 'Excelling' for:

- Learning Culture

Initiatives

Wellbeing and High Expectations

Student Wellbeing Review leads to consistent school-wide practices including:

- Refinement of existing MPS Core Values including both positive and challenging behaviour management systems.
- All learning environments are well-managed and consistent across K-6 via a whole school approach to behaviour management to ensure optimum conditions for student learning.
- Greater communication regarding behaviour between all stakeholders.
- Improved LST referral processes.

Collaborative Practice

- Collaborative Practice leads to improved teaching practice and student outcomes.
- Teacher observations are linked to the PDP process, professional learning, explicit teaching practices, classroom management and the 'What Works Best' document.
- Collaborative practice systems underpin the stage and staff meeting process.
- Professional learning is linked to Strategic Directions in the SIP.

Success criteria for this strategic direction

- Consistent school-wide approach leads to well-managed learning environments, the promotion of student engagement and responsibility to engage in productive learning.
- Whole school, inclusive, proactive, prevention-focused approach to behaviour management leads to a reduction in negative incidents and suspensions.
- Effective partnerships and communication with parents and students leads to increased motivation to improve. Thus, a higher percentage of students achieving expected growth targets.
- A school-wide approach develops opportunities for teachers to share effective classroom management practices and engaging teaching and learning strategies.
- Explicit systems are embedded to facilitate professional collaboration, dialogue, strategic learning and classroom observation with provisions for feedback, leading to improved teaching practice and student outcomes.
- The 2021 Student Behaviour Strategy underpins our wellbeing review.

Evaluation plan for this strategic direction

Question

What has been the impact of enhanced wellbeing programs and connection with the broader school community?

Data

To analyse the effectiveness of the initiatives within Strategic Direction 2, the school will use the following sources:

- Scout - value added data
- NAPLAN data

Evaluation plan for this strategic direction

- Student work samples
- Student PLPs
- Tell Them From Me survey results
- Sentral data- Negative and Positive incidents
- Sentral attendance data

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Regular review of data sources to 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.
- Leadership team and whole staff reflective sessions.

Implications

The findings of the analysis will inform future directions, next steps and resource allocation.