

Strategic Improvement Plan 2021-2025

Miranda North Public School 4122



School vision and context

School vision statement

At Miranda North Public School our vision is that every child should be known, valued and cared for and all students achieve their potential and become creative, collaborative, confident and critically reflective learners. We will achieve this through a culture of high expectations and the provision of authentic learning environments.

School context

Miranda North Public School has 338 students enrolled and is located in Sydney's southern suburbs. 26 percent of students have English as an additional language or dialect (EAL/D). Two percent of students identify as Aboriginal or Torres Strait Islander background. The school has a strong focus on evidence-informed, quality teaching in literacy and numeracy.

Student learning environments are created with an emphasis on future-focused learning dispositions, through authentic learning design. There is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. A tiered response to intervention exists to support student learning and highly inclusive extracurricular activities are offered to promote engagement.

Staff at Miranda North Public School are committed to their own learning and there is a range of experience across the school, including early career teachers. The staff is committed to the school's strategic improvement directions and deepening student learning through collaboration, communication, creativity and critical reflection.

The school enjoys the engagement of an active Parents and Citizens' Association and is well supported by the local community. Parent partnership in learning is strengthened through initiatives such as "Parents as Partners" and learning tutor programs.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that these focus areas build upon the work undertaken during the 2018-2020 school plan cycle and further strengthen the school practices established in data use, wellbeing, quality teaching and authentic student learning design.

Strategic Direction One: **Growth and attainment**

When an analysis was conducted against the student outcome measures, it was evident that student achievement in reading was higher than numeracy and expected growth in both reading and numeracy needed to be an area for explicit focus in the new school plan. Our whole school focus to improve student growth and improve student achievement in writing and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Strategic Direction Two: **Explicit teaching through differentiation and effective feedback**

The analysis of teaching practices was undertaken through survey, forums and appreciative inquiry. The survey of What Works Best was undertaken by staff to identify focus areas for the new school plan. Student voice was captured through *Tell Them From Me* and internal survey. A reflection and analysis of the themes in the School Excellence Framework were also used, allowing us to triangulate the emerging data and identify focus themes. The key

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themes of explicit teaching, differentiation and effective feedback clearly emerged as areas of focus for the strategic improvement plan and will have a positive impact on the system negotiated targets of reading and numeracy as well as the wellbeing targets of advocacy, sense of belonging and expectations of success.

Strategic Direction Three: **Authentic learning design through collaborative practices**

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging and advocacy are areas of ongoing focus. The wellbeing literature also identified core elements of focus that aligned to our needs including connectedness, which is realised and promoted in the quality of the relationships between students and their teachers, between students and the school, and between students and other students; social-emotional learning and development and engagement in learning through the provision of authentic, meaningful learning.

Strategic Direction 1: Student growth and attainment

Purpose

To develop and refine data-driven teaching practices to maximise student learning outcomes in literacy and numeracy.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for Term 2 2023 compared with Year 4 and 6 in Term 4 2023.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for Term 1 2023 compared with Year 4 and 6 in Term 4 2023

Initiatives

Data driven practices for academic success

Development of practices across K-6 that embed the ongoing monitoring, review and action of emerging trends in literacy and numeracy at student, class, stage and whole school level. This is achieved through:

- Regularly dedicating time to using data effectively.
- Collecting meaningful data.
- Analysing the data to monitor student learning and progress.
- Making teaching decisions based on data analysis.

Assessment

It is only through effective assessment that teachers know learning is taking place. We will achieve effective assessment by:

- Making student assessment a part of everyday practice.
- Using assessment to provide students with learning opportunities.
- Designing and delivering high-quality formal assessment tasks.

Success criteria for this strategic direction

Data Driven Practices for academic Success.

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness.

Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Evaluation plan for this strategic direction

Question:

Are our students improving in their learning? What has been the impact of our teachers using quality assessment and data analysis to differentiate learning?

Data:

Tracking sheets, IFSR, SENA, NAPLAN, Check in, Phonological awareness tests, Best Start, teacher feedback/ surveys, teaching programs, Essential Assessment, Initialit assessments, observations

Analysis:

How are we going and how do we know?

Implications

Where to next?

Strategic Direction 2: Explicit teaching for successful learning

Purpose

To further develop each teacher's explicit teaching practices to better impact and enhance student learning outcomes.

Improvement measures

Formative Assessment Inform Practice:

Achieve by year: 2025

Achieve by year: 2025

Driving Writing Improvement

Achieve by year: 2025

Effective Reading Strategy Development

Achieve by year: 2025

Initiatives

Driving Writing Improvement

All teachers will strengthen their capacity to effectively teach explicit writing skills to drive writing improvement. This will be achieved through:

- AP C&I support in classrooms
- Consistency of explicit writing strategies that build across stages
- Whole school and tailored professional learning
- Embedded quality assessment tasks to monitor improvement
- Reflective practices and interventions to monitor student learning, growth and engagement
- Collaborative discussions and responsive planning to meet need
- Providing specific and timely feedback to support improvement

Effective Reading Strategy Development

All teachers will build a deep understanding of evidence-based reading instruction and effectively implement this across classrooms, with an emphasis on explicit teaching and high expectations. This will be achieved through:

- Implementation of InitiaLit across K-2 classrooms
- Explicit teaching of consistent reading skills and strategies
- Professional learning workshops to build staff capacity
- Networking with other schools to share professional practice and dialogue
- Collaboratively developing teaching and learning programs that describe student progression of knowledge, understanding and skill
- Embedded quality assessment tasks to monitor learning and progress
- AP C&I support leading reflective discussions and

Success criteria for this strategic direction

- All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence-based teaching strategies.. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth across the full range of abilities.
- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the need of all students. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build strong leaders and mentors.

Evaluation plan for this strategic direction

Questions:

What has been the impact of targeted evidence-based teaching practices and how have collaborative practices strengthened professional learning to impact student achievement in writing?

What has been the impact of the implementation of effective evidence-based reading strategies?

What has been the impact on student learning from explicit teaching and feedback?

DATA:

- Teaching and learning programs

Strategic Direction 2: Explicit teaching for successful learning

Initiatives

responsive programming

Evaluation plan for this strategic direction

- Data walls
- Professional learning agendas
- Student tracking sheets and work samples
- Classroom observations
- Student learning goal attainment
- Assessment schedule

Analysis: Analysis will be embedded within the projects through progress and implementation monitoring . Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future actions.

Strategic Direction 3: A planned and collaborative approach to whole-school wellbeing.

Purpose

To enhance student wellbeing, engagement, a sense of belonging and attendance.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance:

A minimum of 87% of students maintaining 90% or greater attendance at school.

Wellbeing

Achieve by year: 2023

Wellbeing:

Tell Them From Me wellbeing survey data (advocacy, belonging and expectations) increases to be at or above the lower bound system-negotiated target of 90%.

Engagement:

Achieve by year: 2025

Engagement

***TTFM wellbeing data (advocacy, belonging and expectations)**

Initiatives

Enhancing Engagement through Authentic Learning Design

Development of professional practices K-6: A focus on successful and evidence-informed practices in authentic learning design, assessment and the development of learning capabilities.

Provision of professional learning K-6: Continuation of a planned, strategic and evidence-informed professional learning with 4C Transforming Schools Facilitators.

Whole School Wellbeing to Connect, Succeed, Thrive

Development of professional practice: A focus on the review of behavioural expectations, acknowledgments of student success through re-alignment with 4C learner capabilities, in alignment with the Student Behaviour Strategy.

Provision of professional learning K-6: Build on the 2022 implementation of Grow Your Mind Introduce and implement Grow Your Mind Program. Grow Your Mind has developed its content with a strong awareness that wellbeing must be a whole of school approach and involve students, school staff as well as families in the process. Content is based on the research behind character strengths, compassion, emotional regulation, respectful relationships, growth mindset and resilience, all of which are in line with the NSW Wellbeing Framework for Schools. This framework is a result of an abundance of research that underpins the NSW Wellbeing Framework focus: Connect, Succeed and Thrive.

Utilise Parents as Partners to introduce GYM to parents.

Attendance

Student attendance is promoted and supported by all staff. Attendance records are monitored; common barriers to attendance are addressed; improvements in attendance are recognised; and early interventions are actioned.

Success criteria for this strategic direction

Staff is engaged in the collaborative development of authentic learning activities which are meaningful and relevant to the learning needs of all students' capabilities.

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

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Evaluation plan for this strategic direction

Questions: How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

DATA:

- Tell Them From Me (TTFM) - students, teachers and parent community survey data
- Incident and suspension data
- Parent attendance rates at school events
- Parent teacher conferences engagements
- Staff and student reflections
- Award Chart Data

Analysis: Analysis will be embedded through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future actions.

Strategic Direction 3: A planned and collaborative approach to whole-school wellbeing.

Initiatives

The school implements appropriate strategies and interventions to address attendance concerns and engage students with learning.
