

Strategic Improvement Plan 2021-2024

Miller Public School 4338



School vision and context

School vision statement

At Miller Public School our vision is to be a safe and inclusive, collaborative learning community. Student engagement and wellbeing, authentic parent relationships and staff professional knowledge and practice will combine to develop happy, resilient learners.

School context

Miller Public School (enrolment 237 students, including 61% from a non-English speaking background and 39 students who identify as Aboriginal), is a vibrant learning community within the Liverpool Network of schools. Staff are committed to the provision of outstanding educational, learning, social and cultural programs aimed at ensuring all students have the opportunity to be their best self and engage in learning across a broad range of areas. To facilitate this the school values our diverse partnerships with external agencies.

Miller Public School is an Early Action for Success school and we promote a culture of collaboration through instructional leadership. Key school initiatives in Literacy include Synthetic Phonics. Student wellbeing is paramount in all school programs and students are encouraged to develop a Miller Mindset by actively demonstrating the school's core values of being kind, courageous, responsible, resilient and inclusive learners.

Students, staff and community members embrace our support unit consisting of one IO/AU class, four Autism classes, one IM class and one MC class. Inclusivity underpins all school practices with appropriate opportunities for integration across curriculum, sport, excursions and assemblies. The school is supported by an active P and C.

The whole school community, including the LLAECG, was consulted in a thorough situational analysis and the development of a shared community vision. This was followed by the development of a strategic improvement plan. Through our situational analysis three key directions were determined to drive school improvement over the next four years. To maximise student learning outcomes and provide opportunities for all students to grow and build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsible for the learning of individual students. We will ensure high quality student learning is underpinned by a systematic approach to improving teaching practice through collegial support and feedback; and to embed evidence based teaching practices across the school. We will ensure our teachers, families and other stakeholders collaborate to meet the cognitive, emotional, social, physical and spiritual needs of all students through a targeted approach to wellbeing and engagement.

Strategic Direction 1: Student growth and attainment

Purpose

A need to develop the school's data driven practices became evident when reviewing the Situational Analysis, particularly reflecting school performance against system negotiated targets and internal data for Literacy and Numeracy. Targeted intervention will occur, using explicit data analysis and will drive personalised learning programs for all learners.

To support students within our seven class Support Unit, a communication system and modified curriculum will be implemented to meet the individualised learning needs for these learners.

Improvement measures

Target year: 2022

NAPLAN Top Two Bands

A minimum of 17.5% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Reading (Lower bound system negotiated target).

A minimum of 11.1% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Numeracy (Lower bound system negotiated target).

Target year: 2023

NAPLAN Growth

A minimum of 61.7 % of students achieve expected growth in NAPLAN Reading (Lower bound system negotiated target).

A minimum of 54.55 % of students achieve expected growth in NAPLAN Numeracy (Lower bound system negotiated target).

Target year: 2024

School Excellence Framework

Data skills and use elements of the School Excellence

Initiatives

Data Driven Practices

Build staff capacity and ensure effective strategies and processes for data analysis and reflection are used as evidence to plan effective lessons.

- * consistently embed professional learning in data literacy, data analysis and data use in teaching for all staff

- * consistently embed professional learning for staff in elements of the WWB 2020 Update - Use of Data to Inform Practice and Assessment

- * Systematic analysis and use of Literacy and Numeracy progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth

- * Establish an Instructional Leader position for each stage team to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Personalised Learning

Embed a learning culture that enables efficient and consistent identification of students requiring personalised learning.

- * School wide systems are used to track and monitor student growth to inform action plans in literacy and numeracy.

- * Staff expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

- * Embed a system of learning boosts to target students, focus intervention support and promote opportunities to improve student learning outcomes.

- * Multi Lit is utilised to support the individual learning needs of identified students through the Learning and Support intervention program.

Success criteria for this strategic direction

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. (TCH:DSU:DL:SG)

All teachers have a sound understanding of student assessment and they analyse and interpret data and collaboratively use this to inform planning identify interventions and modify teaching practices. (TCH:DSU:DL:EXC)

There is demonstrated commitment within the school community that all students make learning progress. (LN:LC:HE:SG)

A whole school approach ensures the most effective evidence based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvements is monitored, demonstrating growth. (LN:ECP:ET:EXC)

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. (LN:WB:ILN:SG)

Evaluation plan for this strategic direction

The extent to which there is a demonstrated commitment within the school that all students make learning progress will be evidenced through an analysis of the following data sources :

- * Student progress checked and monitored against the progressions and syllabus standards using PLAN 2

- * NAPLAN data

- * Learning Boost data analysis

- * Student PLP's

Strategic Direction 1: Student growth and attainment

Improvement measures

Framework are assessed at Excelling.

Target year: 2024

Phonics

60% of students in K-2 achieve grade expectation in Phonics as measured and tracked against in school performance measures.

Target year: 2024

Reading

A minimum of 65% of students in Years K-6 are reading at the expected grade level.

Target year: 2024

Numeracy - SENA

A minimum of 65% of students in Years K-6 achieve at the expected grade level as assessed by the SENA Maths assessment.

Target year: 2024

Personalised Learning

Every student (100%) identified as requiring personalised learning and support receives this through targeted intervention.

Systems of intervention are embedded for students requiring personalised learning intervention.

Staff consistently demonstrate a deep understanding of data and use it to identify students requiring personalised learning intervention.

Target year: 2024

Support Unit Curriculum

All students (100%) enrolled in the Support Unit access

Initiatives

* Professional Learning to support all student's needs including cultural, academic, social and emotional.

Curriculum and Communication

Develop and implement a needs based curriculum for all students within our support unit who require differentiated teaching, ensuring their communication needs are also met.

* Consistently embed Professional Learning in pre progressions, communication and assessment.

* Develop partnerships with specific settings and staff to mentor and build the capacity of our staff.

Evaluation plan for this strategic direction

* Individual Learning Plans

* Individual data as tracked on school assessment schedules

Teaching programs show evidence of data informing teaching practice with ongoing adjustments

Student work samples demonstrate personalised success criteria and build on prior learning

Data days held each term to review data sources and determine if we are on track to achieve intended improvement measures

The evaluation plan will involve:

* Once a term 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 during the termly review

* Executive team and whole staff reflective sessions.

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Strategic Direction 1: Student growth and attainment

Improvement measures

an appropriate curriculum targeted to suit their individual needs and progress against this curriculum is reported to parents and carers through formal reporting processes.

Target year: 2024

Communication System

All students (100%) enrolled in the Support Unit access a purpose built communication system that has been determined to best suit their individual communication needs.

Strategic Direction 2: Teacher quality through evidence informed practice

Purpose

Through the process of completing our Situational Analysis, staff identified the need to develop their knowledge, skills and understanding of evidence based teaching practices through instructional leadership and collaborative practice.

Improvement measures

Target year: 2024

Evidence Based Teaching Practice

All teachers explicitly embed evidence based teaching practices across literacy and numeracy to optimise learning outcomes for all students.

Target year: 2024

Collaborative Practice

Collaborative practice is embedded across the school and supported by explicit systems that support professional dialogue and feedback.

Target year: 2024

School Excellence Framework

Learning and development element of the School Excellence Framework is assessed at Excelling.

Target year: 2024

Technology

All students authentically engage with technology on a daily basis to support their learning in Literacy and Numeracy.

Target year: 2024

School Leadership Team

School leaders demonstrate exceptional skills as

Initiatives

Evidence based explicit teaching practices across literacy and numeracy

To embed a learning culture founded on evidence based practices across literacy and numeracy that authentically engages technology.

- * embed and consolidate a synthetic phonics approach to teaching reading at Miller Public School through consistent professional learning and an emphasis on evidence based pedagogy.

- * school wide consistent practices are evident in differentiation and grouping to accommodate the learning needs of all students at their point of need in both Literacy and Numeracy

- * a school wide consistent focus on the elements of effective evidence based practice as documented through What Works Best is evident and underpins all professional learning at Miller Public School.

Collaboration and Instructional Leadership

To develop a systematic approach to improve teaching practice through collaboration, collegial support, feedback and individual and collective efficacy.

- * a coordinated whole school approach to providing teachers with sustained, differentiated professional learning is evident.

- * demonstrated expertise in instructional leadership using best practice and research is evident through the coaching and mentoring of all members of the leadership team.

- * a school wide professional learning culture is evident where teachers reflect on current research in a collaborative way

- * implementation of a whole school approach to instructional collaboration including opportunities to observe colleagues and provide feedback

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. (TCH:ECP:LP:EXC)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. (TCH:LAD:CPF:EXC)

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. (TCH:LAD:EAI:SG)

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. (LD:EL:IL:SG)

Technology is effectively used to enhance learning and service delivery. (LD:SR:Tech:SG)

Evaluation plan for this strategic direction

The extent to which teacher quality is evidenced through explicit teaching strategies in literacy and numeracy and instructional leadership is embedded through collaborative practice will be determined through an analysis of the following data sources :

- * staff feedback and surveys

- * student feedback and surveys

- * PDP reviews and evidence collection

- * staff focus group data that evaluates systems and processes

Strategic Direction 2: Teacher quality through evidence informed practice

Improvement measures

Instructional leaders who drive professional dialogue and collaborative practice, supported by research.

Initiatives

- * refine and align the PDP process for all teaching staff to ensure it aligns with processes for instructional leadership
 - * authentically use of technology to engage students in learning in both Literacy and Numeracy through an established teacher / mentor role.
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Evaluation plan for this strategic direction

- * data detailing use of software and apps used by students

The evaluation plan will involve:

- * Once a term 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 during the termly review
- * Executive team and whole staff reflective sessions.
- * Term by term review and triangulation of data sources

Strategic Direction 3: Wellbeing and engagement

Purpose

To embed wellbeing as a core focus at our school and to promote the engagement of parents, the community and external agencies in school programs.

Improvement measures

Target year: 2022

Attendance

Increase the percentage of students attending >90% of the time to be at or above 73% (Lower bound system negotiated target).

Target year: 2024

School Excellence Framework - Wellbeing

Learning culture and Wellbeing elements of the School Excellence Framework are assessed at Excelling.

Target year: 2024

Suspension Data

Analysis of suspension data shows that suspensions are minimised due to embedded systems and mindsets, that provide the best wrap around support.

Target year: 2024

School Excellence Framework - Community Engagement

Community engagement element of the School Excellence Framework is assessed at Sustaining and Growing.

Target year: 2024

Engagement

Authentic parent relationships are evident through regular, two way initiated informal and formal conversations.

Initiatives

Wellbeing

Embed a school wide culture that is strongly focused on wellbeing and trauma informed practice to support learning.

*Effective evidence based pedagogy underpins all professional learning

* Students are explicitly taught the strategies to form positive relationships and respond positively to peers and teachers.

* Regular review and refining occurs around the Miller Mindset and complimentary wellbeing programs with findings/ recommendations implemented.

* Implementation of a consistent and explicit whole school framework to promote positive behaviour

* Embed elements of Trauma Informed Practice in all teaching and learning programs and classroom environments following whole staff Professional Learning in the Berry Street Education model.

* Embed all changed practices and introduced programs across the school as a result of ongoing evaluation, reflective and feedback.

*Procedures for monitoring attendance for all students are regularly reviewed and refined

* Support school wide wellbeing processes and practices through staffing initiatives.

Engagement

Embed a school wide culture that values authentic community engagement.

* Develop authentic and robust partnerships with parents and targeted external agencies, organisations and services to promote their engagement in learning at our school, including the LLAECG.

Success criteria for this strategic direction

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. (LN:LC:TCL:EXC)

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (LN:LC:ATT:SG)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (LN:WB:PAWB:EXC)

Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions. (LN:WB:BEH:EXC)

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. (TCH:ECP:CM:EXC)

Planning for learning is informed by sound holistic information about each student's wellbeing involving consultation with parents carers and all appropriate agencies.(LN:WB:ILN:EXC)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (LN:REP:PE:EXC)

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. (LD:EL:CE:SG)

Evaluation plan for this strategic direction

The extent to which there is a demonstrated commitment

Strategic Direction 3: Wellbeing and engagement

Improvement measures

Authentic partnerships with external agencies and services are embedded to provide the best wrap around support.

Initiatives

- * Positive and supportive relationships between students, teachers and the school community.
 - * Provide increased opportunities for parents to engage in teaching and learning programs through involvement in student led conferences around goal setting.
 - * Provide increased opportunities for parents to be involved in school planning and evaluation through community consultation events
 - * Facilitate parent involvement for cultural groups through staffing initiatives.
 - * Support productive partnerships with external agencies and the engagement of students and parents through staffing initiatives.
 - * Facilitate successful transitions between settings including students beginning Kindergarten, moving to High School or transitioning to another school setting or placement.
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Evaluation plan for this strategic direction

within the school to wellbeing and engagement will be evidenced through an analysis of the following data sources :

- * attendance data on Scout
- * student feedback and surveys
- * parent feedback and surveys
- * Tell Them from Me Surveys
- * suspension data
- * Sentral data - behaviour referral - Ready to Learn / Ready to Play - Executive Intervention
- * Student led focus groups

The evaluation plan will involve:

- * Once a term 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 during the termly review
- * Executive team and whole staff reflective sessions.
- * Term by term review and triangulation of data sources