Strategic Improvement Plan 2024-2027

Miranda North Public School 4122

School vision and context

School vision statement

At Miranda North Public School, we are dedicated to creating a culture of high expectations and providing authentic learning environments that inspire curiosity, innovation and resilience. We envision a learning community where every child is not only known, valued and cared for but also empowered to reach their full potential. Our goal is to nurture creative, collaborative and confident learners who are prepared to thrive in a rapidly changing world.

School context

Miranda North Public School has 312 students enrolled and is located in Sydney's southern suburbs. Twenty three percent of students have English as an additional language or dialect (EAL/D). Three percent of students are identify as Aboriginal or Torres Strait Islander background. The school has a strong focus on evidence-informed, quality teaching in literacy and numeracy.

Staff at Miranda North Public School are committed to furthering their own learning and there is a range of experience across the school, including early career teachers. The staff are 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 the 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 2020-2023 school plan cycle and further strengthen the school practices established in curriculum, data use, wellbeing and quality teaching.

Strategic Direction One: **Growth and Attainment**

When an analysis was conducted against the student outcome measures, it was evident that student achievement in numeracy had increased and was now higher than reading. Our school measures its expected growth in both reading and numeracy against the Statistically Similar Schools Group and as such needed to be an area for explicit focus in the new strategic improvement plan. Our whole school focus to improve student growth and improve student achievement in literacy 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 explicit teaching, collaboration in planning and monitoring data to inform student progress for every child in every classroom.

Strategic Direction Two: **Quality Pedagogical Practice**

An examination of teaching methods was conducted using surveys, forums and appreciative inquiry. Staff engaged in the "What Works Best" survey to pinpoint priority areas for the new Strategic Improvement Plan. Student perspectives were gathered through the Tell Them From Me survey and internal surveys. Additionally, we analysed themes in the School Excellence Framework to triangulate the data and identify focal points. This process revealed explicit teaching, differentiation, and effective feedback as key themes for the Strategic Improvement Plan. These areas are poised to positively influence our system's targeted outcomes in reading and numeracy, as well as our goals for student wellbeing, including advocacy, sense of belonging and expectations of success.

Strategic Direction Three: **Creating Optimal Opportunities for Learning**

School vision and context

School vision statement

School context

After conducting the analysis of the school wellbeing metrics it was apparent that students developing a positive sense of belonging and increased feelings of advocacy at school are areas of ongoing focus. Improved student attendance rates will also be a focus for the school as we engage the community to build greater understanding of the importance of student attendance and the impact non attendance may have on an individuals education. The school sees it is paramount that we foster a positive and conducive educational environment, which we can achieve through the introduction of Positive Behaviour for Learning (PBL). This approach emphasises the significance of creating a safe, supportive and inclusive space where students can thrive academically, socially, and emotionally. By implementing PBL strategies, educators can proactively address behavioural challenges, promote positive interactions and cultivate a culture of respect and responsibility among students. This not only enhances overall classroom dynamics but also lays a solid foundation for students to develop essential life skills such as self-regulation, empathy and collaboration, contributing to their holistic growth and success both in and beyond the school environment.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment we will refine explicit teaching practice aligned to the school analysis and use of data.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2024 compared with Year 3 and 5 in 2023.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Literacy - Reading

Teachers will build a deep knowledge of and implement high impact evidenced-based reading strategies to drive improved student learning outcomes across all classrooms.

This will be achieved through:

- Deepening knowledge of K-6 curriculum and specific skills in reading development
- Targeted exposure to high quality and increasingly complex texts across a range of modes
- Explicit teaching of consistent reading skills and strategies
- Building and enhancing vocabulary development
- Scaffolded rich discussions in response to literature
- Implementation of InitiaLit across K-2
- Differentiated reading groups to support application of skills
- Collaborative planning of responsive programming
- APCI support in classrooms and leading reflective discussions

Numeracy

All teachers will build their capacity to explicitly teach mathematics skills to develop a deep conceptual knowledge and understanding, driving improved numeracy outcomes for all students.

This will be achieved by:

- Building capacity of a dedicated maths team
- Whole school and small group professional learning workshops with Anita Chin
- Specific mathematical language development
- Enhanced flexible thinking and communication of reasoning
- Effective use of concrete materials for differentiated learning

Success criteria for this strategic direction

Effective Classroom Practice/Explicit Teaching: Teachers employ explicit teaching strategies to optimise learning progress of students across a the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored demonstrating growth.

Curriculum/ Literacy and Numeracy Focus: There is a whole-school approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievements and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact.

Curriculum/Differentiation: Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning.

Assessment/ Whole School Monitoring of Student Learning: The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Learning and Development/Professional Learning: The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Educational Leadership/ Leading, Teaching and Learning: The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. This sustains a culture of effective, evidence-informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.

Initiatives

- Explicit teaching of written recording when problem solving
- Introduction to Rosenshine's principals of instruction for lesson development
- Embedded formative assessment

Writing Improvement

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

- APCI support in classrooms, stage meetings and planning days
- Consistency of explicit writing strategies that build across stages
- 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

Evaluation plan for this strategic direction

Question:

What has been the impact of explicit teaching of the curriculum through quality evidence-based teaching practices in literacy and numeracy?

How have differentiation practices supported student growth and attainment?

To what extent has vocabulary development supported student growth in literacy and numeracy?

Data:

Best Start, Phonological awareness tests, Phonics screening check, InitiaLit assessments, Check-In data, NAPLAN data, Essential Assessment, Teaching and learning programs, Classroom observation data, Student work samples, Teacher feedback/surveys.

Analysis:

Data is assessed and triangulated regularly to analyse the impact of explicit teaching on student achievement. This will be embedded within initiatives through the progress and implementation monitoring.

Implications:

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Quality Pedagogical Practice

Purpose

To ensure every learner receives a high-quality education that enables them to excel.

Initiatives

Evaluative Data Driven Practice

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
- Strategic planning of purposeful assessment tasks to collect meaningful data
- Integrating high quality formative assessment strategies into teaching practice in every classroom
- Analysing data to monitor student learning and progress
- Applying a range of differentiation strategies to meet learning needs, including High Potential and Gifted students
- Planning targeted Learning Sprints

Effective Feedback to Drive Learning

Embedding the use of effective feedback across K-6 classrooms to provide students with relevant, explicit, ongoing. constructive and actionable information about their performance against learning outcomes from the syllabus.

This is achieved through:

- Engaging with the research about effective feedback
- Exploring different ways for delivering feedback
- Providing students with specific feedback based on LISC
- Facilitating opportunities for students to reflect on feedback and apply actionable steps for improvement
- Developing peer and self assessment skills
- Identified learning goals to drive personal growth and

Success criteria for this strategic direction

Data Skills and Use/Data Use in Teaching: Teachers clearly understand, develop, and apply a full range of formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness.

Learning and Development/Collaborative Practice and Feedback: The school fosters a strong collaborative culture, embedded in evaluative practices. These systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback among teachers within the school.

Evaluation plan for this strategic direction

Question:

What has been the impact of staff skill development in the use of quality assessment and data analysis?

To what extent is data now used to target specific student need?

How have differentiation practices supported student growth in classrooms?

How has teachers' use of specific feedback linked to learning intentions and success criteria impacted student outcome achievement?

Data:

InitiaLit assessments, Check-In data, NAPLAN data, SCOUT Essential Assessment, Teaching and learning programs, Classroom observation data, Formative assessment data, Student work samples, Data Walls, Professional learning reflections, Feedback.

Analysis:

Strategic Direction 2: Quality Pedagogical Practice

Initiatives

improvement

Evaluation plan for this strategic direction

Data is analysed and interpreted to inform planning, identify interventions and modify teaching practice. Ongoing analysis will be embedded within initiatives through the progress and implementation monitoring. Specific feedback will support moving students' learning forward.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Miranda North Public School (4122) -2024-2027

Strategic Direction 3: Creating Optimal Opportunities for Learning

Purpose

To provide quality teaching practices so that every student is known, valued and cared for.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.10% in the attendance rate, from 92.73% in 2023 to 93.83% in 2027.

Initiatives

Attendance

To achieve effective long-lasting improvements to attendance levels the school will follow a strategic approach by looking at the data, investigating the root causes and taking action to address the issues found.

This is achieved through:

- Using the N.S.W. Department of Education Attendance Matters resources
- Establishing clear and consistent school attendance procedures
- Regularly anaysing and monitoring student attendance data
- Looking at the research to support building a positive attendance culture
- Working with the community through the MNPS P&C to consult and commit to implementing the required changes.

Positive Behaviour for Learning

Implement a whole-school, multi-tiered system approach to create a positive, safe and supportive school climate which involves the school community working together. This is to enable students to connect, succeed and thrive in their education and schooling through a continuum of proactive, evidence-based supports and interventions.

This is achieved through:

- Engaging with the research in support of enhancing the learning culture
- Implementing explicit systems that support teaching, learning and leading
- Establishing and promoting learning environments that encourage pro-social behaviour
- Teaching all students what is expected of them
- Developing a continuum of support for all students
- Developing specific learner qualities

Success criteria for this strategic direction

Learning Culture/Attendance: There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Wellbeing/A Planned Approach to Inclusion and Wellbeing: There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

Evaluation plan for this strategic direction

Question:

To what extent will a whole school, multi-tiered approach create a positive and safe school climate?

To what extent have we implemented a consistent approach to student wellbeing?

To what degree do practices promote student learning?

To what extent have regular attendance rates for all students improved?

Data:

SCOUT and Sentral attendance data, Tell Them From Me student surveys, Student voice/SRC surveys, PBL data, LST referral data, Personalised learning plan goal tracking, Incident and antisocial behaviour data, Staff and student reflections.

Analysis:

Data is assessed and triangulated regularly to analyse the impact of a whole school approach to wellbeing on student achievement, engagement and attendance. This will be embedded within initiatives through the progress

Strategic Direction 3: Creating Optimal Opportunities for Learning

Initiatives

- Building authentic networks and connections across the school

Evaluation plan for this strategic direction

and implementation monitoring.

Implications:

The finds of the analysis will determine future actions through annual reporting and school progress measures.

Miranda North Public School (4122) -2024-2027 Printed on: 12 April, 2024