

School plan 2015-2017

Miranda Public School 2574



School background 2015–2017

School vision statement

At Miranda Public School we aim to provide a centre of learning where excellence, high achievement and creativity will enable our students to contribute to the global community. We will strive to

- Create a leading education setting that promotes 21st Century learning and boasts a state of the art school that assists in the delivery of innovative programs
- Create an environment where students take responsibility for their own learning.
- Motivate independent students who exhibit positive attitudes and quality practices
- See students as life long learners with optimism and high self esteem
- Develop a highly skilled staff who are enthusiastic about learning and teaching
- Create a challenging and comprehensive curriculum that stimulates high achievement for all students
- Provide the necessary resources to support quality education for the future
- Develop the moral, ethical, cultural, physical and emotional values in our students
- Sustain a vibrant innovative, supportive and positive environment

This vision is embedded throughout our school mottos, 'For the good of all' and 'Where Learning Comes to Life'. This shared belief between staff, students and the community will ensure Miranda Public School succeeds into the future and can achieve a learning culture of high achievement and 21st Century learning across all areas of education.

School context

Miranda Public School is situated in the centre of the Sutherland Shire, adjacent to Miranda Library and council run day care facilities. It is one of the oldest schools in the area, established in 1893. The school has an integrated Special Education Unit that operates two IO classes for students with a moderate intellectual disability and an Autism class.

Miranda Public School has a diverse community which draws from a very wide range of cultural backgrounds, with over 50% of students from non-English speaking backgrounds. The school implements programs and initiatives to support these students and their communities, whilst fostering common values, attitudes and responsibilities in a positive and respectful environment.

In 2017, the school had 281 students. The school has continued to grow and currently caters for 10 mainstream classes, 2 IO classes and an Autism Class.

Miranda Public School is a 'Leader in Me' school, which prides itself on hard work, strong community values and programs in leadership, sport, music and the arts.

School planning process

Staff:

Staff Meetings were used to identify the vision and performance measures of our school plan. Staff answered questions in regards to where they would like to see the school be in 5 years time. The school executive team spent time looking at the plan and finalising the Strategic Directions and purpose.

Parents:

Surveyed parents on school communication and identified areas of improvement. Progress discussed and comments considered during P&C meetings.

Students:

Stage 3 students were surveyed on what they like about school and what areas of the school need improving.

School strategic directions 2015–2017

**STRATEGIC
DIRECTION 1**
Engage in 21st Century
Learning Programs

Purpose:

Purpose:

Our purpose is to implement and evaluate high quality teaching and learning programs, which embed 21st century pedagogy in our delivery of the Australian Curriculum. We aim to develop lifelong learners by enhancing creative and critical thinking skills and promoting collaboration and collegiality. We aim to innovate and provide all of our students with opportunities to succeed at their individual level.

**STRATEGIC
DIRECTION 2**
Build leadership capacity

Purpose:

Purpose:

Our purpose is to engage all staff and students in a shared vision of the greatness and leadership that is inherent in every child and adult. Our focus on building the leadership capacity of individuals and teams will allow both students and staff to realise their potential and leave a lasting impression on our school culture.

**STRATEGIC
DIRECTION 3**
Develop stronger links with
community

Purpose:

Purpose:

Our purpose is to strengthen ties with our greater school community. We aim to inspire a responsible school community which values diversity and build effective and meaningful partnerships.

Strategic Direction 1: Engage in 21st Century Learning Programs

Purpose

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Our purpose is to implement and evaluate high quality teaching and learning programs, which embed 21st century pedagogy in our delivery of the Australian Curriculum. We aim to develop lifelong learners by enhancing creative and critical thinking skills and promoting collaboration and collegiality. We aim to innovate and provide all of our students with opportunities to succeed at their individual level.

Improvement Measures

75% of students in Year 3 and 5 will achieve in the top 3 bands of Numeracy in NAPLAN each year.

All students to show growth in Literacy and Numeracy on PLAN software. 75% of students achieving recommended levels on the Literacy and Numeracy Continuum.

People

Students

Explicitly teach students the 21st Century learning skills they require to be active participants in lifelong learning.

Staff

Provide ongoing professional development to staff in courses that promote 21st Century pedagogical practices.

Parents/Carers

Assist parents by providing them with the knowledge and understanding of 21st Century learning so they are able to help in the guidance of their child's education.

Community Partners

Engage with the wider educational community to collaborate, share resources, teaching practices and professionally develop staff.

Leaders

Maintain a consistent focus on keeping up to date with current trends in education and providing leaders with ongoing professional development.

Processes

21st Century Teaching & Learning Programs

Evaluation Plan

How we will do it:

Curriculum Implementation

- Differentiation
- Scopes & Sequences
- Programming
- New Science & History syllabus documents

21st Century Teaching & Learning

- Creative & critical thinking
- Technology
- Professional development
- Assessment (For, as and of learning)

How will we know:

- Lesson observations
- Teaching programs
- Work samples
- Resource ordering
- Surveys
- Documentation

Practices and Products

Practices

Innovative quality teaching, learning and assessing practices are evident across the whole school demonstrated through programming and professional discussions. Teachers committed to excellence and have high expectations for every student.

Staff capably use a range of strategies to assist with student success, including the updating of PLAN and the monitoring and reviewing of PLP's on a regular basis.

Products

Sustained growth in NAPLAN for year 5 students to be above the state mean. 75% of Year 3 and 5 students achieve top 3 bands in NAPLAN in the targeted area of Numeracy.

Sustained growth in all students across the literacy and numeracy continuums with 75% of students meeting stage level benchmarks on PLAN software.

Strategic Direction 2: Build leadership capacity

Purpose

Purpose:

Our purpose is to engage all staff and students in a shared vision of the greatness and leadership that is inherent in every child and adult. Our focus on building the leadership capacity of individuals and teams will allow both students and staff to realise their potential and leave a lasting impression on our school culture.

Improvement Measures

100% of staff have been trained in the three year, Franklin Covey Education program, 'The Leader in Me'. 100% of surveyed students can identify and display the '7 habits of highly effective people'.

100% of teachers demonstrate evidence based practice of the elements of the Australian Professional Teaching Standards, set goals, reflect and develop quality teaching and learning programs.

People

Students

Engage students in the development of student leadership capabilities across K to 6 through the integration of 'The Leader in Me' program. Students will develop skills in independence, interdependence and renewal.

Staff

Are trained in 'The Leader in Me' program. Staff work collaboratively and speak a common language, displaying the '7 Habits of Highly Effective People'.

Create opportunities for leadership training and coaching for the promotion into executive roles and leading teams in professional learning.

Mentor beginning teachers to achieve accreditation at Proficient Teacher.

Provide personalised professional development on Teacher Professional Learning Plans and framework. Using a variety of strategies based on feedback, self evaluation and sharing of professional practice.

Leaders

School leaders model and support colleagues through lesson observations, collaboration and celebration of success.

Processes

Provide time for coaching, mentoring, reflection and monitoring personal development plans

Provide opportunities for leadership training and promotion into

leadership teams and committees.

All parents are provided with the opportunity to participate and stand for leadership in community programs through P and C meetings and associated groups to support students in the school.

Evaluation Plan

How do we do it?

The Leader in Me

- Staff professional development
- Student opportunities

Mentoring

- Teacher Shadowing/Coaching
- Performance and Development Framework
- Australian Professional Teaching standards

Beginning teachers

- Accreditation
- Promotion

How will we know?

Practices and Products

Practices

New, innovative leadership programs are offered for students to take part in across K-6.

A new mentoring and coaching program for beginning teachers is introduced

Staff and students reflecting and reporting on the achievement of their own learning and leadership goals.

Students and staff display the '7 Habits of Highly Effective People' including; Be Proactive, Begin With the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then be Understood, Synergize and Sharpen the Saw.

Products

A whole school culture change is evident as 100% of staff and students can identify and display the '7 habits of highly effective people'

100% of temporary staff achieve accreditation at Proficient Teacher and at least one of these teachers gain a promotion to a permanent classroom teacher position.

Strategic Direction 2: Build leadership capacity

Processes

- Professional Development Logs
- Surveys
- Observation
- Documentation

Strategic Direction 3: Develop stronger links with community

Purpose

Purpose:

Our purpose is to strengthen ties with our greater school community. We aim to inspire a responsible school community which values diversity and build effective and meaningful partnerships.

Improvement Measures

At least 25% of parents and community members take on a variety of roles across the school. This may be through the P&C or an informal role.

100% of parents check the new school website or smartphone app at least once a week

People

Staff

Staff will consistently and professional liaise with parents and carers to ensure strong school-home links.

Parents/Carers

Parents stay informed of current school events and maintain an active participation in their child's education.

Community Partners

Community partners are involved, support and participate in school events and functions.

Leaders

School executive drive open communication between staff, parents and the wider community through a network of tools and strategies.

Processes

Community Engagement

Evaluation Plan

How do we do it?

Parent

nt/C

arer engagement

- Meet the teacher
- Parent teacher interviews
- Information sessions

P&C Association

- Recruitment
- Processes

Communication

- Sentral
- Website
- School App

How will we know?

- Attendance information
- Observation
- Documentation
- Samples
- Surveys

Practices and Products

Practices

Our new school website and smartphone app provide an open communication line between the school and its community.

Parents regularly attend parent information sessions and more parents are becoming increasingly active members of our school community and P&C Association.

Products

Greater parent and community involvement in school programs and projects, with at least 25% of the parent body actively involved in school life in some way.

The new school website and smartphone app are regularly frequented by 100% of parents.