

# School plan 2018-2020

## Fairy Meadow Public School 1898



# School background 2018–2020

## School vision statement

Fairy Meadow Demonstration School (FMDS) works together as a dynamic learning community for student success and achievement in an innovative, stimulating, complex and challenging environment. Every student is engaged through quality, explicit teaching and learning and has the exciting opportunity to become a successful learner. We support each and every student to become confident, happy, valued and creative individuals who will grow to be active and informed citizens who strive to reach their individual potential.

At FMDS we deliver excellence, success and opportunity.

At FMDS we are safe, respectful and responsible.

At FMDS we learn to live.

## School context

Fairy Meadow Demonstration School is situated in the northern suburbs of Wollongong and the Illawarra approximately 80km south of Sydney. FMDS has classes from Preschool to Year 6 with a current enrolment of approximately 400 students, 55% of which is boys. The school has a support unit of four classes K–6 meeting the learning needs of students with mild, moderate or severe intellectual and physical disabilities. Although these students have their own classes they are integrated with mainstream students in learning opportunities including Student Representative Council, school assemblies and special events, sport and performing arts, including choir and dance. The school enrolment includes 32% of students with a non-English speaking background and 5% of students of Aboriginal and Torres Strait Island background. FMDS has a strong teaching emphasis on the core subjects of English and Mathematics while delivering a wide variety of opportunities to students in a supportive and inclusive learning environment. Our school has a commitment to deliver quality teaching, to challenge students, to deliver success in terms of student learning outcomes by engaging every student in every class and to build community partnerships. FMDS maintains strong partnerships with the University of Wollongong (UOW) delivering authentic learning opportunities for pre-service teachers within the school's classrooms from preschool, mainstream K–6 and support classes. The Illawarra Woodworkers Group volunteers to offer students, identified at risk of disengagement from learning, real opportunities to learn in woodwork classes one afternoon per week. FMDS is an active member of the Keira Community of Schools (COS) with Keira High School being our local high school.

## School planning process

This School Plan 2018–2020 is the result of rigorous consultation and collaboration. Throughout this process, in order to collaboratively identify the school's three strategic directions, its improvement measures and develop the purpose, people, processes, practices and products, the school has sought and gained invaluable input from our External School Validation process that took place in October, 2017. This External Validation consisted of structured and highly collaborative and consultative staff workshops around the new School Excellence Framework and the examination and detailed discussion of evidence to support school self-evaluation.

After the data was collected and analysed, three broad areas were clearly identified as target areas for the 2018–2020 School Plan. Staff participated in workshops identifying the evidence sets mapped against the School Excellence Framework which were validated in all 14 elements of the External Validation. Staff then identified priorities that will enable FMDS to work in line with the Learning, Teaching and Leading domains and ensuring advancement through the stages of the School Excellence Framework over 2018–2020.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Leading Learners – Meeting individual needs through differentiation of curriculum using assessment.

### Purpose:

To improve student learning through the delivery of consistently high quality and differentiated teaching practice across all key learning areas that demonstrates pedagogical excellence based on research. This will be facilitated through the development of internal and external professional community teams.

To ensure assessment data will drive innovative practices and promote student engagement, problem solving skills and the ability to think, resulting in measurable growth for all students.

The school works in partnership with the UOW to enable explicit systems that facilitate professional dialogue, observations and mentoring.

To facilitate quality assessment by knowing where learners are in their learning, where they need to go and how best to get them there.

To facilitate differentiation by teachers extending their professional knowledge and practice to improve each and every student's learning outcomes and wellbeing.

## STRATEGIC DIRECTION 2

Excellence in Teaching – Embedding a culture of high expectations through explicit, quality teaching using evidence based strategies.

### Purpose:

To foster a school culture of high expectation with students, staff and parents.

To develop quality teachers and leaders who deliver excellent instruction everyday across all curriculum areas. Teachers activate learning, working in a collaborative manner to produce rich curriculum through targeted professional learning.

To facilitate assessment for learning, to learn and about learning and ensure it will be practised. Individual students will reach their potential to become productive and successful citizens now and in the future.

## STRATEGIC DIRECTION 3

Leading – Developing effective leadership capacities to promote a positive school culture, supporting student and community engagement through a shared strategic vision.

### Purpose:

To maintain a focus on authentic, distributed, instructional leadership by establishing a professional learning community focused on continuous improvement of teaching and learning and improved student learning outcomes.

To create an environment that encourages the community to be active participants within the school. Deep, genuine, shared connections will enrich and expand the lives of learners.

# Strategic Direction 1: Leading Learners – Meeting individual needs through differentiation of curriculum using assessment.

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## Improvement Measures

- Increase by 12% ( 4% per year) the number of students in the proficiency bands across NAPLAN 2018–2020.
- By 2020 increased by 12% the number of students in the top two bands writing:
  - Year 3 from 45%–57%.
  - Year 5 from 6.7%–18.7%.
- Increase by 12% the number of

## People

### People

**Students:** Students become engaged in quality learning with results showing growth across all Key Learning Areas by means of backward mapping through the delivery of rich differentiated learning experiences.

**Staff:** Provide outstanding differentiated educational programs that promote quality teaching and set high educational expectations for all students based on analysed assessment data. Preschool program differentiated activities, experiences.

**Parents/Carers:** Develop a partnership and understanding of student assessment and differentiation for their children, working with student and teachers to collaboratively ensure students strive for their personal best. preschool builds school–home connection to ensure all students catered for within EYLF.

**Community partners:** Establish community partnerships with other schools with the view to share, Keira COS, University of Wollongong, collaborate and innovate on current practice and Aboriginal community with Symon Browne, NIAIECG with mural, yarning circle projects etc. Preschool establishes community relationships with local DoE preschools to share practices and programming. Preschool integrated into mainstream school events.

**Leaders:** Establish mentors, team teaching and collaborative practices to promote best teaching pedagogy. Preschool teacher member of P–2 Stage Team and Accreditation Team.

## Processes

### Analysis of Assessment Data

- PLAN software and continuums will be implemented to support all staff to better meet the needs of all students. PLAN and SMART data will be used to analyse areas for improvement and success of NAPLAN target groups. PLAN and SMART teaching and learning activities are to be used to drive improvement.
- Aboriginal students are supported in engagement and achievement of learning outcomes that match or better the outcomes of all students.
- All teachers understand and implement Aboriginal Education Policy and Premier's Priorities.
- Collaboratively develop and implement quality assessment practices to inform ongoing planning and teaching.
- Teachers participate in sharing sessions for effective strategies, resources, tracking and feedback.

### Differentiation

- Students are engaged in lessons that are adjusted for differences in abilities including Gifted and Talented, and for students with disabilities.
- Students achieve success through differentiated lessons where a clear criteria for success is stated, often informed by their ILP, PLP.
- Targeted stage assessment groups that focus on an identified area for improvement and staff collaboratively target this area with explicit teaching.

## Practices and Products

### Practices

- All students engaged in quality teaching and learning.
- Quality teaching and professional practice are evident in every classroom, providing every student with opportunities to connect, succeed and thrive at their appropriate stages of learning.
- Planned, authentic, evidence based assessment driving learning in all classrooms aligned to consistent teacher judgement, syllabus documents, PLAN, continuums and NAPLAN.
- Review and update preschool 2018 QIP.

### Products

- Students show consistent growth over a range of internal and external data/indicators.
- Updated Assessment and Reporting Policy.
- Updated assessment and data collection consistent for all stages.
- Quality assessment across all key learning areas.
- Preschool 2018 QIP.

# Strategic Direction 1: Leading Learners – Meeting individual needs through differentiation of curriculum using assessment.

## Improvement Measures

students in the top two bands grammar and punctuation:

– Year 5 from 29%–41%.

- By 2020 increase by 12% the number of students in the top two bands numeracy:

– Year 3 from 51%–63%.

– Year 5 27%–39%.

- All students show growth in literacy and numeracy in school based assessments.
- All Aboriginal students are monitored, tracked and supported to maximise their learning potential.
- All teachers' teaching and learning programs demonstrate evidence of differentiation for student needs.
- Targeted students are supported with ILPs, PLPs, G&T, STEM,&nbsp;LST intervention and demonstrate improved learning.
- Highest achievers are identified and provided with opportunities to maximise their learning potential.
- Increased effective use of Assessment for Learning strategies, including formative assessment and visible learning by students and teachers.
- Preschool children self-regulating on set expectations.

## Processes

- Establish links with Keira COS and share ideas and resources.
- Preschool children engaged in FMDS PBL.

## Evaluation Plan

All data will be analysed collaboratively via school executive and driven by stage teams:

- Monitor, review and analyse student performance in internal and external data regularly to inform future planning (NAPLAN, PLAN, FMDS Curriculum Plan, student work samples, rubrics and assessment tasks, formative assessment student reflections, feedback).
- Monitor and review teaching performance and practices through staff professional dialogue, regular sharing of data, evidence of impact and research.
- Lesson plans, teaching programs, classroom observations and teacher reflections, PDPs.

# Strategic Direction 2: Excellence in Teaching – Embedding a culture of high expectations through explicit, quality teaching using evidence based strategies.

## Purpose

To foster a school culture of high expectation with students, staff and parents.

To develop quality teachers and leaders who deliver excellent instruction everyday across all curriculum areas. Teachers activate learning, working in a collaborative manner to produce rich curriculum through targeted professional learning.

To facilitate assessment for learning, to learn and about learning and ensure it will be practised. Individual students will reach their potential to become productive and successful citizens now and in the future.

## Improvement Measures

- Implement and review FMDS Curriculum Plan, Scope & Sequence in Writing, Spelling and Mathematics.
- PDPs and TPL Plan implemented and reviewed.
- University of Wollongong DEMs Programs implemented and reviewed.
- All classrooms demonstrate effective and ongoing Assessment for Learning and formative assessment strategies.
- Increased evidence of critical and higher order thinking in all classrooms supported by G&T, STEM, art writing and numeracy focus.
- Evaluate newly amended Aboriginal perspective units and RAP Action Plan.
- PBL and wellbeing data reflects positive growth.
- Review Preschool QIP QAs 1 & 5.

## People

### People

**Students:** Build capacity and change mindset where high educational expectations become the norm. Preschool provides high quality activities/experiences based on individual needs and interests using EYLF outcomes.

**Staff:** Provide outstanding educational programs that promote quality teaching and set high educational expectations for all students across all curriculum areas. P–K staff work together to educate and support families for “Big School”;

**Parents/Carers:** Develop a shared understanding of expectations for our students through ongoing involvement of parents.

**Community partners:** Involve outside agencies, in particular with the Learning Support Team and Support Unit to support student learning and Aboriginal community with Symon Browne, NIAECG with mural, yarnning circle projects etc.

Establish community partnerships with other schools, Keira COS, institutions (UOW) with the view to share, collaborate and innovate. preschool and P–K staff work with wider community and agencies ie. speech therapists, OTs, DoE staff etc. to support children.

**Leaders:** Establish mentors; maintain team teaching and collaborative practices to promote effective leadership. Preschool teacher and P–2 AP work closely together as part of dynamic P–2 Stage Team.

## Processes

### Curriculum

- Revise and review the curriculum areas of writing, spelling & mathematics K–6.
- Updating Curriculum and Data Plan.
- Deliver and share dynamic Teaching & Learning programs, across all KLAs as well as strategies in assessment (formative, summative and feedback).
- Preschool utilise EYLF to plan and implement quality learning experiences and assess children outcomes.

### Learning and Development

- Teachers use embedded and explicit systems for professional dialogue, collaboration and observations.
- Teachers model highly effective practices and strategies to UOW students.
- Staff professional learning addresses effective strategies to improve their teaching and learning, particularly in the area of formative, summative and feedback for assessment purposes.
- Mentoring and coaching opportunities to improve teaching and develop aspiring leaders.
- Preschool and AP P–2 liaise with P–2 DoE Officer for mentor, coaching to support quality practices.

## Evaluation Plan

All data will be analysed collaboratively via school executive and driven by stage teams:

## Practices and Products

### Practices

- Revision of curriculum areas.
- Sharing quality teaching and learning programs.
- Reflection and feedback for students, teachers and peer mentors.
- Innovative Teacher Professional Learning opportunities to deepen curriculum content knowledge and support student learning.
- Preschool review and develop 2018 QIP.

### Products

- Curriculum plans, sequences and guidelines developed in writing, spelling & mathematics K–6.
- Formal reflection and feedback strategies to evaluate pre-service teachers, peers and self.

## Strategic Direction 2: Excellence in Teaching – Embedding a culture of high expectations through explicit, quality teaching using evidence based strategies.

### Processes

- PDPs, classroom observations, student and teacher feedback and reflection.
- Surveys, Survey Monkey, Tell Them from Me.
- PBL data (2018 Tier 3), updated Data and Curriculum Plans, PLaN, L3, TEN, Reading Recovery, UOW EDPD 301 Evaluation.
- School Excellence and Wellbeing Frameworks.

# Strategic Direction 3: Leading – Developing effective leadership capacities to promote a positive school culture, supporting student and community engagement

## Purpose

To maintain a focus on authentic, distributed, instructional leadership by establishing a professional learning community focused on continuous improvement of teaching and learning and improved student learning outcomes.

To create an environment that encourages the community to be active participants within the school. Deep, genuine, shared connections will enrich and expand the lives of learners.

## Improvement Measures

- All staff focus on achieving professional goals that reflect DoE and school priorities, accreditation requirements and personal goals (review Terms 1, 2 & 4).
- Increased leadership capabilities and capacity evidenced by PDPs, teaching and leadership standards, leadership profiles, roles and responsibilities.
- Tell Them from Me data analysed annually.
- 100% improvement in parent participation in Tell Them from Me survey.
- Increased parental engagement in school activities and programs to support children's learning eg. Meet the Teacher attendance data, P&C.
- Increasing enrolment trends for Preschool and Kindergarten following effective transition programs and positive school profile. Preschool review of NQF QA 6 & 7.

## People

### People

**Students:** All students are taught by high performance accredited teachers.

**Staff:** Set professional learning goals that both reflect the school plan and encourage improvement in teaching practices. Preschool staff set PDP goals to reflect School Plan and QIP.

**Parents/Carers:** Recognise that their voice is sought and valued and have varied opportunities to be actively involved in the school. Preschool and Kinder Transition promote positive parent and community perceptions with open door policy and increased participation in children's learning and activities.

**Community partners:** Work in partnership to support the wellbeing of the school community, utilise support and resources from professionals and local community groups, the UOW, Keira COS and Aboriginal community with Symon Browne, NIAECG with mural, yarning circle projects etc. Preschool works closely with local community and shops.

**Leaders:** Facilitate programs to support all stakeholders promoting school vision and wellbeing. Facilitate and connect with networks to build upon leadership skills within the school. P–K Team facilitate positive school profile and promotional resources and processes with local preschools and parent community.

## Processes

### Leadership Roles

- Promote leadership roles within teaching staff through TPL and PDP's that aligned with the school plan.
- Develop leadership capabilities and sustainability through evidence based research to inform teaching.
- Active, efficient and responsive Learning Support Team, PBL Team and Aboriginal Education Team led and driven by aspiring leaders to strongly support teachers and targeted children.
- Build effective community partnerships through establishing:
  - Ongoing learning partnerships,
  - Forum for parent voices,
  - Parent meeting spaces, and
  - Specific strategies for difficult to reach families.
- Long term financial planning addresses school priorities and meets identified improvement measures to promote student learning and engagement.
- Preschool and P–2 AP leadership and accreditation.

### Evaluation Plan

All data will be analysed collaboratively via school executive and driven by stage teams:

- School Excellence Framework and Wellbeing Framework.
- What Work Best Reflection Guide.

## Practices and Products

### Practices

- All staff engage in professional learning in line with the school plan.
- High expectations and high levels of support promote distributed leadership and accreditations with higher levels of staff linked with PDPs.
- Data from Tell Them from Me surveys reflect student and community engagement, wellbeing and effective teaching strategies.
- Establish learning cultures that enable students to thrive, succeed and connect.
- Preschool and P–K team promote effective transition and positive school profile with Preschool Playdate, Information Evenings and Kinder Information evening and orientation sessions.

### Products

- All teachers and leaders create PDPs framed by the New South Wales Education Standards Authority and accreditation at all levels.
- Student and community needs are strengthened through data analysis.
- Highly successful Preschool and Kinder Transition Programs to foster strengthening school–home relationships and informed parent decision making.



## Strategic Direction 3: Leading – Developing effective leadership capacities to promote a positive school culture, supporting student and community engagement through a shared strategic vision

### Processes

- Staff work towards achieving their accreditation and or goals outlined in their PDPs.
- Performance and progress is reviewed annually.
- Tell Them from Me surveys provide baseline and consistent data which reflects increased understanding of school practices.
- School evaluation processes, meeting minutes, action plans and data of Learning Support Team, PBL Team and Aboriginal Education Team.
- Executive team review spending and budget against school plan milestones.