

# School plan 2018-2020

## The Meadows Public School 2510



# School background 2018–2020

## School vision statement

At The Meadows Public School, all students are inspired and empowered to embrace learning and achieve their best academically, socially, physically and culturally within an environment of high expectations to ensure they flourish as safe, responsible and respectful members of society.

## School context

The Meadows Public School is situated in Seven Hills and is in the **Bungarribee** Principal Network. The school population of 233 students consists of 34 students (14.5%) who identify as Aboriginal and a growing number of students from a language background other than English. There are ten regular classes and one support class for students with mild intellectual disability.

The school is part of the Blacktown Learning Community. The Meadows has a growing and active P&C and enjoys community support. We work hard at fostering a welcoming and supportive relationship with students, parents and carers, and the wider community. A School as Community Centre (SaCC) is located in the school grounds and provides a service focussing on parents with babies and children 0 – 5 years old in the wider Toongabbie and Seven Hills community.

The Meadows has a strong focus on meeting all students' needs and maximising their potential academically, socially, physically and culturally. The school embeds the Positive Behaviour for Learning (PBL) framework into all school systems to enhance the academic and social behaviour outcomes for all students.

Our school seeks to embed strong student well-being practices across Kindergarten to Year 6 as well as building strong foundations in Literacy and Numeracy in the early years.

## School planning process

A rigorous consultation process with the school community to develop our **school vision, strategic directions** and **improvement measures** was carried out over a number of months. Parent/Community Focus Groups and Teacher Conversations were facilitated by an Educational Consultant who works closely with our school.

Surveys were also completed by parents, teachers and students to gain further information about the programs, strengths and areas for improvement within the school. The entire staff participated individually and collectively to assess the school against the School Excellence Framework.

A strong and positive team has been established across the school community to deliver an ongoing shared approach to deliver and achieve identified school priorities.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Excellence in Wellbeing and  
Learning

### Purpose:

To foster a learning culture of high expectations, engaging all students in inclusive, relevant, high quality educational programs within a positive, supportive learning environment, empowering all students to grow and flourish as safe, responsible learners.

## STRATEGIC DIRECTION 2

Excellence in Teaching

### Purpose:

To empower all teachers by building their capacity to provide explicit quality instruction and evidence-based best practice teaching to build strong foundations for every student in literacy and numeracy.

## STRATEGIC DIRECTION 3

Excellence in Leadership

### Purpose:

To build leadership density across the school community to lead and inspire a culture of high expectations, empowering staff, students and parents to have purposeful leadership roles, ensuring effective management and a shared commitment to achieving the school's educational priorities.

# Strategic Direction 1: Excellence in Wellbeing and Learning

## Purpose

To foster a learning culture of high expectations, engaging all students in inclusive, relevant, high quality educational programs within a positive, supportive learning environment, empowering all students to grow and flourish as safe, responsible learners.

## Improvement Measures

At least 85% of students each term demonstrate they are safe, responsible learners in all school settings. (We also aim to improve behaviour data by having a decreased percentage of students being recorded with 'major' behaviours and a reduction in the suspension rate compared to 2016–2017.)

Increased percentage rate of student attendance compared to 2015–17.

Growth in positive responses from School Satisfaction Survey for questions in relation to school student welfare procedures.

100% of teachers have evidence of differentiation in teaching programs for English and Mathematics with Individual Education Plans as required.

## People

### Staff

Teachers will further develop their understanding of the PBL Framework and the need for it to be taught consistently.

Teachers will participate in ongoing professional learning to build their capacity to collect and analyse data and differentiate curriculum delivery.

### Students

Students will be empowered to reflect on their own behaviour and wellbeing and to contribute to the wellbeing of others.

Students will engage in purposeful, differentiated learning activities.

### Parents/Carers

Parents/Carers will develop an understanding of the PBL Framework, support the school in implementing the Code of Behaviour and by encouraging student attendance and participation.

Parents/Carers will be consulted in the development of Individual Education Plans when required. They will be provided with guidance in relation to the NDIS and procedures to gain support for their children.

## Processes

### Strong Student Wellbeing:

To implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling. This process will focus on active engagement in PBL across the school community and improving school attendance data.

### Effective Curriculum Provision:

Revised Best Start, Learning Progressions, Plan 2 and Data Walls are utilised to track and analyse student progress and needs.

Effective individual learning plans (ILPs IEPs PLPs) are developed and implemented for targeted students.

Teaching and learning programs are relevant and responsive to regular evaluation.

## Evaluation Plan

Monitoring against milestones carried out every five weeks.

Fortnightly review of attendance data.

Fortnightly review of PBL / behaviour data.

School Satisfaction Survey Responses.

Program Supervision Notes.

## Practices and Products

### Practices

PBL programs are collaboratively planned and PBL lessons are explicitly taught on a weekly basis.

Teachers follow up student absences and punctuality concerns with prompt action, following a more streamlined flowchart in a revised School Attendance Policy.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the Learning Progressions.

Teachers working in collaboration with the Learning Support Team and parents / carers are developing and implementing Individual Education Plans (IEPs) for targeted students.

### Products

The PBL values of being Safe, Responsible Learners are being demonstrated as evidenced by a decreased percentage of students being recorded with 'major' behaviours and a reduced suspension rate.

Increased percentage rate of student attendance compared to 2015–17.

100% of teachers incorporate differentiation into their teaching programs.

100% of IEPs are in place for targeted students leading to greater student engagement, improved learning outcomes and students being able to articulate their learning journeys.

# Strategic Direction 2: Excellence in Teaching

## Purpose

To empower all teachers by building their capacity to provide explicit quality instruction and evidence-based best practice teaching to build strong foundations for every student in literacy and numeracy.

## Improvement Measures

Increased percentage of students performing in the top 2 bands of all aspects of NAPLAN compared to 2015–2017.

Increased percentage of students achieving at or above national minimum standards in all aspects of NAPLAN compared to 2015–2017.

All teachers will confidently and consistently make their learning intentions and success criteria visible every session.

## People

### Staff

Teachers will demonstrate personal and collective responsibility for improving and sharing their practice in order to improve student learning.

Teachers will improve their knowledge regarding the use of data to plan for learning needs and develop relevant teaching strategies.

Teachers will improve their knowledge and practical understanding regarding how to establish learning goals / intentions and success criteria.

### Students

Students will be empowered to set meaningful, relevant learning goals for each term. Students will evaluate own performance and the performance of peers against a lesson's learning intentions and success criteria.

## Processes

### Instructional Leadership:

Through the leadership of an Instructional Leader, the Early Action for Success Strategy is implemented to ensure strong foundations in Literacy and Numeracy for all students.

### Researched Informed Pedagogy – Visible Learning:

Teachers will draw on research and professional learning to implement high quality and effective literacy and numeracy teaching practices.

## Evaluation Plan

Monitoring against milestones carried out every five weeks.

Analysis of NAPLAN results and comparisons to 2015–2017.

Evidence of Learning Intentions and Success Criteria in teaching programs and in classrooms.

## Practices and Products

### Practices

#### Evidence-based best-practice teaching:

All teachers will implement: Data-informed programming and teaching; goal-setting, learning intentions and success criteria; collaborative and individual reflection and effective feedback.

#### Mentoring and Coaching:

Provision of effective structures and systems to enable school leaders (executive staff) to model and guide classroom teacher instruction.

Key principles of Visible Learning embedded in teacher's daily practice such as the confident use of learning intentions and success criteria in all lessons and the provision of effective feedback.

### Products

All teachers are increasingly confident and proficient in their teaching of literacy and numeracy, demonstrating a growth mindset and adapting their practice to meet the needs of all students

All teachers will confidently and consistently make their learning intentions and success criteria visible every session.

Students are able to clearly articulate their learning goals and understand how to achieve them.

# Strategic Direction 3: Excellence in Leadership

## Purpose

To build leadership density across the school community to lead and inspire a culture of high expectations, empowering staff, students and parents to have purposeful leadership roles, ensuring effective management and a shared commitment to achieving the school's educational priorities.

## Improvement Measures

All staff have individual Professional Development Plans and have achieved or are maintaining accreditation. 100% of teachers are involved in professional learning focusing on the attainment of professional goals and professional standards.

An increase of parents meaningfully connecting to engage in and support the school's educational priorities.

Increased parent attendance at assemblies, information sessions and other events from 2017 baselines.

There will be an increase in the number of students gaining leadership opportunities through their involvement in sporting and cultural pursuits compared to 2017.

## People

### Staff

Engage all staff in relevant, meaningful professional learning in line with personal goals and the strategic directions of the school.

Facilitate student involvement in sporting, cultural and community programs.

### Students

Students demonstrate leadership skills through the provision of a broader range of leadership development opportunities.

Students seek to participate and excel in all school activities including academic, sporting, cultural and community programs.

### Parents/Carers

Parents and carers are aware of the need for professional learning for all staff and are supportive of staff and the school when teachers attend professional learning.

Parents and carers support the participation of their children in extra-curricular activities to develop the whole-child.

### Community Partners

Partnerships between the school and The Schools as Community Centre, the Before and After School Care Centre and The Hills Sports High School are strengthened through more regular communication and planning for improvement.

## Processes

### Staff Professional Development:

Fostering a culture of continuous improvement, all staff are engaged in goal-setting, feedback, reflection, and leadership opportunities, using the Australian Professional Standards for Teachers and the DoE Performance and Development Framework.

### Effective Community Engagement:

Positive, productive partnerships with our parent and wider community are sustained and grown. (These include partnerships with our Schools as Communities Centre and schools in the Blacktown Learning Community) Opportunities for student leadership are increased.

## Evaluation Plan

Monitoring against milestones carried out every five weeks.

School Satisfaction Survey results / feedback.

## Practices and Products

### Practices

All staff have regular access to mentoring, coaching and induction programs with increased collaborative practices evident across the school.

Revitalise the official school website as a key source of information for the community.

Student voice will increase as students are given the opportunity to participate in 3-way interviews with teachers and parent / carers to reflect on and set new goals. Students will also contribute to regular newsletter articles.

All students are given leadership and participation opportunities in a range of academic, sporting and cultural pursuits.

### Products

100% of staff are achieving professional goals and are confidently self-reflecting and evaluating performance through increased engagement with the Australian Professional Standards for Teachers.

An increase of parents meaningfully connecting to engage in and support the school's educational priorities.

Increased level of school satisfaction for students.