

School plan 2018-2020

Meadowbank Public School 3863



School background 2018–2020

School vision statement

Meadowbank Primary School is an inclusive and supportive community of 21st century learners inspired to reach our full potential.

School context

Meadowbank Public School is situated in the Ryde area, the traditional land of the Wallumedegal people and is experiencing rapid growth. Students come from diverse cultural and religious backgrounds with 72% of students from language backgrounds other than English (LBOTE). Dedicated and caring staff focus on providing quality educational programs. The school community values excellence in learning in a supportive environment. Emphasis is placed on providing a broad range of differentiated learning opportunities to meet the needs of all students. Improvement in teaching and learning in Literacy and Numeracy and a commitment to developing 21st century learning skills in critical thinking, problem solving, communication, collaboration and technology are a focus. Comprehensive programs, including MacqLit, MiniLit and English as an Additional Language/Dialect support student learning. Staff and students use a range of technology to increase engagement and support learning across all stages. The school values and provides extensive programs in creative and performing arts, sport, environmental education as well as other extra-curricular interests and activities. Supportive and effective wellbeing programs, including Positive Behaviour for Learning are established as part of our commitment to our students thriving. There is a strong sense of community where staff, students and parents work collaboratively. The school has a supportive P & C that enhances the school team to enrich school programs and resources. Our partnership with the Marsden Learning Alliance provides support and professional learning opportunities amongst our local schools.

School planning process

The school has used a wide range of tools, data and communication avenues to evaluate the 2015 – 2017 school plan. In order to plan for implementation, sustainability and growth for 2018– 2020 the school has collaboratively:

Consulted parents through focus groups e.g. P&C meetings, Principal Chat times.

Conducted a school needs analysis

Engaged in shared decision making through staff consultation meetings and planning teams.

Utilised SCOUT to analyse data

Annually completed the Tell Them From Me survey for parents, students and staff.

Analysed NAPLAN and school assessment data.

Students, teachers and parents completed the Tell Them from Me survey supplementary questions to inform school milestones and future planning.

This school vision and plan has been collaboratively developed and is reflective of the aspirations of our school community. Clear directions for the next three years have been developed.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Engaged Informed Resilient

Purpose:

To ensure the learning environment challenges and inspires every student to become skilled, effective, motivated learners.

To develop students who are empowered to achieve success emotionally physically, socially and academically.

STRATEGIC DIRECTION 2

Excellence in Professional
Practice

Purpose:

To ensure all staff have high expectations of themselves and students. They deliver explicit differentiated quality teaching and learning.

STRATEGIC DIRECTION 3

Communication and
Connections

Purpose:

To develop a culture where the school community works cooperatively and innovatively to create a caring place where children and adults feel they make a contribution and are valued as individuals. To promote positive community engagement and involvement in a growing school population.

Strategic Direction 1: Engaged Informed Resilient

Purpose

To ensure the learning environment challenges and inspires every student to become skilled, effective, motivated learners.

To develop students who are empowered to achieve success emotionally physically, socially and academically.

Improvement Measures

Increase the percentage of students in the top 2 bands for writing in NAPLAN.

Increase the percentage of students who are motivated and engaged with their learning using Tell Them From Me (TTFM) survey results.

Increase the percentage of students demonstrating expected numeracy outcomes according to learning progressions.

Students will demonstrate a growth mindset by using the habits of mind.

There will be a 10% decrease in the number of yellow and orange cards each year, using data for Positive Behaviour Engaging Learning (PBEL).

People

Students

- Build skills to self-assess with a focus on resilience, capabilities and competencies.
- Receive effective feedback from teachers and peers informing them of their progress and achievement.
- Respond to quality feedback, are actively engaged and are resilient learner.
- Collaborate and communicate ideas through open ended and inquiry based learning using a wide range of technology and 21st century learning skills.

Staff

- Set transparent criteria for student assessment through the development of rubrics in order to improve consistent teacher judgement.
- Understand the five habits of mind, give effective feedback and deliver an explicit and differentiated learning program.
- Are able to deliver explicit, differentiated lessons that meets the needs of all students within their class
- Learning and Support staff work with classroom teachers to develop teacher capacity to meet the needs of every student.

Leaders

- Develop the capabilities of staff to introduce and implement growth mindset strategies across the school.

Processes

Implement a whole school approach to embed visible learning, effective feedback, explicit, differentiated teaching principles that improve student outcomes in Literacy and Numeracy.

Integrate growth mindset to develop students' emotional awareness, resilience and self-confidence.

Evaluation Plan

Regular monitoring and analysis of quantitative and qualitative data sets, including BEST START, NAPLAN, class assessments, student and teacher self-assessment, staff surveys and PBEL

Practices and Products

Practices

The school has an integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their learning.

In Literacy and numeracy all teachers have high expectations and deliver explicit, differentiated lessons using whole school programs that meet the individual needs of students within their class.

Students are learners who demonstrate a growth mindset. Effective and consistent visible learning and feedback practices are used by all teachers ensure that students know how they are progressing and how they can improve their learning.

Teachers use Learning Progressions and school data at regular intervals to monitor the progress of student learning.

Guided PBL practices.

Products

Students will demonstrate the five Habits of Mind:

- Confidence
- Resilience
- Organisation
- Persistence
- Cooperation

Differentiation is embedded in Literacy and Numeracy programs.

The development of a growth mindset

Strategic Direction 1: Engaged Informed Resilient

People

- Use a collaborative and distributed model of leadership to provide collegial support leading to consistent practices across the whole school.
- Collect and analyse data to promote development of a challenging learning environment empowering students to become skilled, effective, motivated learners.

Practices and Products

across the school has enhanced student engagement.

Strategic Direction 2: Excellence in Professional Practice

Purpose	People	Processes	Practices and Products
<p>To ensure all staff have high expectations of themselves and students. They deliver explicit differentiated quality teaching and learning.</p>	<p>Staff</p> <p>Regularly attend professional development sessions to deepen knowledge of the new curriculum.</p> <p>Attend appropriate professional development, linked to PDPs and School Plan, to achieve accreditation and maintenance.</p>	<p>Evaluation Plan</p> <p>Class QTSS observation proformas.</p> <p>Regular monitoring and analysis of quantitative and qualitative data sets, including BEST START, NAPLAN, class assessments, student and teacher self-assessment, staff TPL surveys.</p>	<p>Practices</p> <p>Utilise CESE to develop effective practices in teaching and learning.</p> <p>Use education data and research to improve teaching processes.</p> <p>Develop personalised goals aligned to the Australian Professional Standards for Teachers and linked to the School Plan.</p> <p>Support all staff, through leadership, mentoring, professional learning meetings, collegial support and external professional development to achieve accreditation and maintenance.</p>
Improvement Measures	Leaders		Products
<p>The leadership team participates in capacity development and continually monitors the impact of programs and approaches used by all teachers to improve practice.</p> <p>All staff demonstrate:</p> <ul style="list-style-type: none"> • understanding and commitment to visible learning principles • effective feedback practices • explicit teaching • differentiated programs 	<p>Leaders</p> <p>Provide opportunities to develop best practice by training new staff in whole School programs.</p> <p>Draw on research to develop and implement high quality in literacy and numeracy teaching practices through professional learning.</p>		<p>Teaching and learning programs incorporate learning experiences that promote student wellbeing and growth.</p> <p>Data is used to inform and differentiate teaching and learning by tracking student progress.</p> <p>Teachers engage in targeted, ongoing professional learning both individually and collaboratively, sharing expertise to inform evidence based decision making to achieve improved school goals.</p> <p>All staff engage in evaluation of whole school learning programs.</p> <p>Weekly professional learning meetings to develop teacher capacity.</p> <p>Stage meetings are embedded into the school meeting calendar to ensure communication is maintained across each</p>

Strategic Direction 2: Excellence in Professional Practice

Practices and Products

stage leading to knowledgeable, highly motivated, professionally engaged and collaborative staff.

Strategic Direction 3: Communication and Connections

Purpose

To develop a culture where the school community works cooperatively and innovatively to create a caring place where children and adults feel they make a contribution and are valued as individuals. To promote positive community engagement and involvement in a growing school population.

Improvement Measures

Promote efficient communication.

Build strong connections with the wider community.

Increase school community participation and communication within a growing school population.

Digital Portfolio – See Saw and ClassDojo utilised by 80% of parents.

People

Students

Appreciate the multicultural society in which we live.

Care for one another and contribute to the wellbeing of each other and the wider community.

Staff

Work collaboratively and collegially with one another and ensure quality communication avenues build upon school and family partnerships.

Parents/Carers

Establish a collaborative learning community with students and teachers to support school programs. Encourage better Family – School partnerships for the educational benefit of all students.

Leaders

Ensure that all parties are fulfilling their roles to create a cohesive community.

Community Partners

Continue to foster links with the Marsden Learning Alliance, local groups including preschools, to support innovative practices and the development of our growing school.

Processes

School Growth

Establish systems/plan that deals with and caters for school growth/expansion.

Parent Engagement and Involvement

Develop practices expand upon the participation of parents within the school community and to celebrate the diverse cultures within the school.

Evaluation Plan

Monitor parent engagement and attendance at school functions/events.

Create and collate parent surveys.

Monitor engagement of communication methods.

Tell Them From Me survey.

Practices and Products

Practices

Maintain systems such as the School Guidelines, which will cater for school growth.

Maintain communication with community members regarding school growth.

Improve communication structures to become efficient and effective.

Encourage parent engagement/involvement in the school community.

Continue to develop practices to celebrate the diverse cultures within the school.

Promote partnerships with local preschool, schools and businesses.

Products

Improvement in school/family partnerships through technology, collaboration, communication and participation.

School and wider community demonstrate greater involvement and partnerships.

Student learning is supported through formal meetings and informal communication.

Needs of the growing school catered for.

The school has culture of welcome inclusion and belonging for all families.

Parents are supported on the educational journey their children undertake.

The school community's needs are met

Strategic Direction 3: Communication and Connections

Practices and Products

through sharing of expertise and resources.