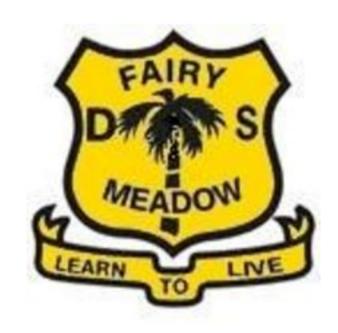# Strategic Improvement Plan 2021-2024

Fairy Meadow Public School 1898

School vision and context

School vision statement

Empower students to be curious, self-directed and inquiring life-long learners to participate in and contribute to the global world.

Our core values:

EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual action

LOVE OF LEARNING: Promote and model high expectations and a passion for life-long learning.

RESPECT: Having regard for yourself and others, within Australian society and accepting the right of others to hold different or opposing views.

RESPONSIBILITY: Being accountable for your individual actions towards yourself, others and the environment.

INTEGRITY: Being consistently honest and trustworthy.

COOPERATION: Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

CARE: Concern for the well-being of yourself and others, demonstrating empathy and acting with compassion.

FAIRNESS AND EQUITY:
Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

School context

Fairy Meadow Demonstration
School is a unique environment that provides contemporary education to 400 children. There are five support classes, a preschool and 13 mainstream classes. The rich diversity of the population sees 30% of children from Language backgrounds other than English and 6% of students identify as Aboriginal.

As one of only five
Demonstration schools in the state, Fairy Meadow has established strong links with the University of Wollongong and we currently run two Bachelor of Education subjects in the school. In 2019, we hosted the 3rd Year Bachelor of Education EDPD 301 students for Semester One and the 2nd Year Bachelor of Education EDPD 201 students in Semester Two.

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 this builds upon the work undertaken in the previous school planning cycle around differentiation of the curriculum, formative assessment and wellbeing of our students.

Our focus from the WWB document for 2021-2024, will be high expectations, explicit teaching, effective feedback, assessment (formative) and wellbeing. Classroom management and collaboration practices will continue to be a part of our plans but are embedded in practice. Professional learning will be authentic and allow for choice and personal growth. The curriculum changes over the next two years will have a large impact on the professional learning opportunities that are provided to staff. We will continue to work alongside the 4C's Transforming Schools team, Jann Farmer- Hailey, Halbert and Kaser with Spirals of Inquiry and Reggio Emilia's work on early learning and discovery play. Executive staff will receive coach training through Dan Haesler's Growth Coaching model and we will create links with our Community of Schools in English and mathematics to share expert knowledge and focus on the High Potential and Gifted Education policy.

Relationships with our school community will be enhanced to create a partnership in learning opportunity and to showcase the work of our students. We will promote the school and find opportunities to demonstrate and celebrate success to the wider community. Student leadership and ownership of learning will continue to be promoted and researched through agency and voice opportunities, especially in the learning domain. Feedback, not only on what they are learning and where to next, but also feedback on their development of the nine disposition skills required to be 4C learners, will be given. The focus on high expectations for what students produce will provide a platform for improvement and innovation. We will aim to create more inclusive and collaborative family-school-community partnerships.

Our world is a forever changing world that requires a different mindset of teaching and learning to achieve the greatest potential for future global citizens. Sustainability education can be fun, engaging and empowering for students. It allows them to take responsibility for their actions and to contribute their vision for a sustainable future. Sustainability is not a separate subject - it is embedded across all relevant learning areas. Sustainability is

School vision and context

School vision statement

School context

important for many reasons including: Environmental Quality - In order to have healthy communities, we need clean air, natural resources, and a nontoxic environment. Sustainability aims to use our resources efficiently to benefit our community. Permaculture is modelled on the relationships found in nature. The term was coined by Bill Mollison (permanent agriculture and permanent culture). More specifically it is the design of agriculturally productive ecosystems which have diversity and stability while considering the existing environment and natural ecosystems. True permaculture, is not just organic farming - the ideology should in practice means harmonious integration of environment and people - providing their food, shelter, and energy in a sustainable way. At Fairy Meadow Demonstration School it is apparent that the environment that we occupy is vast and rich in history. The school was established in 1854 and was farming land. As a school community we are united in a focus that will allow us to create sustainable living onsite and educate the future generations. David Attenborough believes that we are not too late to change the way we live in the world to make it a sustainable place but we need to act now. We need to change the way that we eat and produce food and work with the land that are provided with.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student achievement and growth in reading and numeracy, and to build strong foundations for academic success, we will explore and implement the most effective teaching and assessment strategies while critically reflecting on our data and making informed choices to improve student learning outcomes.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets:

- Top 2 bands (or equivalent) NAPLAN reading uplift of 7%
- Top 2 bands (or equivalent) NAPLAN numeracy uplift of 6%

Target year: 2023

Achievement of 2023 system-negotiated targets:

- Increase percentage of students achieving expected growth NAPLAN reading by 4%
- Increase percentage of students achieving expected growth NAPLAN numeracy by 6%

Target year: 2024

Internal school developed targets.

Increase teacher capacity to improve student learning outcomes measure by:

- PDPs
- Spirals of Inquiry
- Coaching
- Lesson observations
- Co-plan, co-teach, co-evaluate programs
- Surveys and rubrics of self assessment and critical reflection

Initiatives

Highly effective teaching practices.

Ensure that staff draw on research about how students effectively take in and retain information and how they then use that knowledge and understanding to solve problems, pose questions and synthesise and justify their reasoning.

Staff provide clear, effective feedback about aspects of performance as well as knowing where students need to get to and finding evidence of where students are at.

Staff professional learning supports the development of explicit teaching and learning programs and is differentiated to have the greatest impact on student learning outcomes.

Critical reflection of assessment practices and data analysis.

Staff use a variety of methods to evaluate, measure and document the academic readiness, learning progress, skill acquisition and educational needs of students. It is only through effective assessment that teachers can know if learning is taking place.

Types of assessment include:

- standardised tests
- class tests
- work samples
- analysis of portfolios
- informal questioning
- teacher judgements
- observations

Data analysis will identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and is responsive to meeting the needs of all students. (SEF Curriculum and Assessment)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF Effective classroom practice)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF Data skills and use)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF Educational Leadership)

The school achieves excellent value-added results, significantly above the value added by the average school. (SEF Student Performance Measures)

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Integrating short term-evaluation measures into activities to monitor the impact of activities throughout the year.
- Regular review of the data sources indicated below to monitor progress towards the improvement measures.
- LInking the focused SEF elements and themes to activities, to monitor and inform continuous

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the percentage of students achieving expected growth on internal measures such as:

- PAT Data Years 3-6
- Probe Data 3-6
- PLAN 2 K-2
- Baseline Assessments DoE

Evaluation plan for this strategic direction

improvement

- Use of the Question, Data, Analysis & Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions and to inform next steps in improvement actions.

We will use these tools and data sources:

- NAPLAN data SCOUT
- Spirals of Inquiry
- PAT Data Years 3-6
- Probe Data 3-6
- PLAN 2 K-2
- Baseline Assessments DoE
- Student focus groups Tell Them from Me Surveys - teacher and student
- Teaching & Learning Programs

Strategic Direction 2: Innovation and Inquiry

Purpose

To ensure that all of our learners are challenged and engaged within a high expectations environment, we will empower students to be curious, self-directed lifelong learners. We will develop a planned approach to wellbeing practices to ensure that every child is known, valued and cared for.

Improvement measures

Target year: 2024

Measure of 4C skills will include;

- complex open-ended performance tasks that feature real-world scenarios.
- rubric assessments for students to measure own growth of the dispositions of learning.

Target year: 2022

Attendance

Increase the percentage of students with 90% attendance and above by 5%.

Target year: 2022

Wellbeing

Tell Them From Me - Wellbeing uplift of 3%.

Initiatives

Contemporary Learners

Staff ensure that contemporary learning provides every student across all key learning areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. Learning will connect students and engage their sense of curiosity.

Contemporary teachers will know and understand the needs and talents of their students.

Contemporary learning environments will inspire students to be leaders of their own learning. Students will collaborate and use critical and creative thinking to solve complex problems (4C's) and become mindful global citizens.

Student wellbeing, engagement and learning

Research indicates the reciprocal relationship between well-being, engagement and learning requires schools to be working on all three aspects simultaneously to achieve synergies and provide quality education for all including; Aboriginal and Torres Strait Islander children, children with disabilities and preschool children.

We will ensure we;

- Promote the social and emotional development of students to help each and every student reach their full learning potential.
- Support positive peer relationships to enhance student well-being, learning and engagement.
- Maximise and maintain student engagement with school and learning to identify children who are at risk of school disengagement and to provide the best possible learning environment for all students.

By monitoring attendance procedures, promoting positive behaviour for learning and promoting student voice and agency.

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF Wellbeing)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Wellbeing)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF Wellbeing)

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. (SEF Learning and Development)

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF Learning and Development)

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Integrating short term-evaluation measures into activities to monitor the impact of activities throughout the year.
- Regular review of the data sources indicated below to monitor progress towards the improvement measures.
- LInking the focused SEF elements and themes to activities, to monitor and inform continuous

Evaluation plan for this strategic direction

improvement

- Use of the Question, Data, Analysis & Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions and to inform next steps in improvement actions.

We will use these tools and data sources:

- SCOUT data
- Spirals of Inquiry- focus questions
- 4C rubrics of skills
- Student focus groups Tell Them from Me Surveys - teacher and student
- Lesson observations CCV DNA
- Attendance data and monitoring
- PBL data

Strategic Direction 3: Inclusive and collaborative partnerships

Purpose

Collaborative partnerships enhance children's inclusion, learning and wellbeing. To ensure respectful, supportive relationships are formed with families and community we will engage in shared decision making and provide engagement opportunities that undergird effective partnerships.

Improvement measures

Target year: 2024

Tell Them From Me survey data uplift of 0.5 points in the following areas:

- parents are informed
- parents feel welcome
- school inclusivity

Target year: 2024

School is recognised as a leader of best practice in innovation and inquiry by our community of schools, network schools and external agencies as measured by survey monkey results and professional learning feedback.

Initiatives

Inclusive Community Partnerships

Inclusive community engagement provides people with opportunities to participate by reducing barriers and engaging in meaningful and supportive ways. An inclusive community engagement approach is about recognising these circumstances and designing an approach to help address barriers to participation. Community engagement leads to improved student learning, stronger families and healthier communities.

School community: We will ensure;

- communication is open and accessible to all families to be active in their children's learning.
- authentic community engagement through the permaculture garden.
- opportunities for local community organisations are provided through a school expo.

External community: We will ensure;

- stronger community links are established with local organisations to support our whole school community.
- links with the University of Wollongong are maintained.

Systems leadership: We will ensure;

- strong links with our Community of Schools focused on sharing expertise and professional learning opportunities.
- demonstrations of best practice are offered to local and network schools where expertise is evident and student learning is optimum.

Success criteria for this strategic direction

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF Learning Culture)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF Wellbeing)

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.. (SEF Data skills and use)

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF Learning and Development)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (SEF Educational Leadership)

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. (SEF School Planning Implementation and Reporting)

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF Management Practices and Processes)

Strategic Direction 3: Inclusive and collaborative partnerships

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Integrating short term-evaluation measures into activities to monitor the impact of activities throughout the year.

- Regular review of the data sources indicated below to monitor progress towards the improvement measures.

- LInking the focused SEF elements and themes to activities, to monitor and inform continuous improvement

- Use of the Question, Data, Analysis & Implication (QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions and to inform next steps in improvement actions.

We will use these tools and data sources:

- TTFM

- SCOUT data

- Survey Monkey inter-school surveys

- Focus Groups

- Interviews