

Strategic Improvement Plan 2021-2024

The Meadows Public School 2510



School vision and context

School vision statement

The Meadows Public School community is committed to developing and implementing strategies enabling continuous improvement for all students and staff.

We aim to inspire and empower every student to embrace learning and achieve their personal best academically, socially, physically and culturally.

We foster an environment of high expectations and support enabling our students to flourish as safe and respectful members of society, with a true sense of belonging and pride in The Meadows Public School.

School context

The Meadows Public School, situated in the suburb of Seven Hills, was established in 1890. The school is part of the Bungarribee network of schools in Western Sydney. The school has a current enrolment of 282 students including 9% who are Aboriginal and a further 64% of students with a Language Background other than English. The school works in unison with its Schools as Community Centre (SaCC) to support early childhood learners and their families and is also the base school for an Itinerant Support (Hearing) Team.

The school is staffed by a mix of experienced and early career teachers with a strong literacy and numeracy focus and all staff have embraced the Phase 2 Early Action for Success initiative, since 2017. Through our situational analysis we have identified priorities in the areas of reading, numeracy, student wellbeing (particularly attendance) and teacher collaboration and our teachers are committed to high-impact professional learning in these areas.

In terms of our Reading and Numeracy priorities, we have identified a need to further strengthen our data-driven practices leading to differentiated professional learning at a stage and individual teacher level. A strong focus exists on building curriculum knowledge, practical knowledge of effective instructional strategies, differentiation, formative assessment and effective feedback. We are committed to ensuring a whole-school, consistent approach for the provision of quality teaching and learning in English and Mathematics.

For the priority area encompassing student wellbeing, a focus will be given to strengthening community partnerships and engaging students in learning to improve attendance. Strategies include further enhancing opportunities for our Aboriginal students and various cultural groups to promote their unique cultures in the school. The school also employs a full-time Aboriginal Education Officer to support the needs of all Aboriginal students and we are supported through our connection to our local Nurrungy AECG (Aboriginal Education Consultative Group). Student feedback from the Tell The From Me Survey indicated a need in the area of Sense of Belonging. Extra-curricular opportunities are plentiful in Sport, Performing Arts, Public Speaking, Technology and Leadership, enabling our students to connect, succeed and thrive with a true sense of belonging to their school.

In response to feedback from the Teachers' Tell Them From Me Survey, the need to increase teacher collaboration has been identified. The What Works Best in Practice document will provide the foundation for professional learning to address this need. Effective, strategic resourcing and timetabling is in place to maximise opportunities for collaborative practice including the provision of mentoring, coaching and teacher observation programs to support all teachers, particularly our large proportion of early career teachers.

The Meadows Public School implements Positive Behaviour for Learning and offers a range of enriching co-curricular activities that are supported by a progressive and active Parents and Citizen's (P&C) Association. The school is an active member of the Blacktown Learning Community (BLC), with authentic partnerships existing providing opportunities for student participation in public speaking, STEAM, leadership and enrichment programs. The BLC is

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another means of improving teacher collaboration across schools.

The Meadows Public School is committed to creating a welcoming, caring and inclusive school community with a school vision focused on high expectations and developing the whole child.

Strategic Direction 1: Student growth and attainment

Purpose

To support **every** student to achieve their full potential in Reading and Numeracy.

Improvement measures

Target year: 2022

READING:

System-Negotiated Targets

The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading increases by a minimum of 10%.

Target year: 2022

NUMERACY:

System-Negotiated Targets

The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy increases by a minimum of 6.7%.

Target year: 2023

READING:

System-Negotiated Targets

The percentage of Year 3 and 5 students achieving at or above expected growth in Year 5 NAPLAN Reading increases by a minimum of 14.5%.

Target year: 2023

NUMERACY:

System-Negotiated Targets

The percentage of Year 3 and 5 students achieving at or above expected growth in Year 5 NAPLAN Numeracy increases by a minimum of 14%.

Initiatives

On-Target Reading

We are committed to ensuring a whole-school, consistent approach for the provision of quality teaching and learning in English, with an emphasis on Reading. The high level projects and activities leading to continuous improvement of teachers and students include:

- * Data-driven practice: Stage Team (differentiated PL) Spirals of Inquiry. The Instructional Leader to work with teachers ensuring effective strategies and processes for data analysis and reflection are used for responsive READING curriculum delivery at class, group and individual level.
- * High-Impact Professional Learning (whole school) regarding Effective Instructional Strategies: A focus on planning for Modelled, Shared, Guided and Independent Reading. An additional focus on the explicit teaching of Vocabulary.
- * PL (whole school) re Differentiation in Reading and Individual Education Plan (IEP) development and implementation.
- * Strong systems to support students for whom English is an Additional Language or Dialect (EAL/D)
- * Ongoing PL for teachers in the use of SCOUT (data literacy, data analysis and data use).

Links to themes in *What Works Best* : High Expectations, Explicit Teaching, Using Data to Inform Practice, Assessment, Collaboration.

On-Target Numeracy

Teachers are committed to ensuring a consistent approach to teaching and learning in numeracy, utilising quality teaching practice to ensure student growth and attainment. The inclusion of ongoing professional learning and engagement in high level projects will enable staff to maximise learning outcomes. These include:

Success criteria for this strategic direction

- * Assessment data is collected and analysed in reading and numeracy on a regular and planned basis and used responsively as an integral part of whole stage, class and individualised program planning and classroom instruction.
- * Teachers are skilled at explicit teaching techniques, confidently employing evidence-based instructional strategies to ensure best-practice during the implementation of modelled, shared, guided and independent reading and numeracy programs with a problem-solving focus.
- * Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Teaching and learning programs across the school show evidence they are adjusted to address individual student needs.
- * Students achieving goals on Individual Education Plans (IEPs).
- * Stronger communication and collaboration between support staff (EAL/D and LaST) and classroom teachers to ensure continual alignment of in-class and support programs, ensuring all students are supported in their learning.
- * Annual progress is achieved against system-negotiated and school-based targets in reading and numeracy..

Evaluation plan for this strategic direction

QUESTION: Are teachers consistently implementing evidence-based practices and effective instructional strategies in Reading and Numeracy and what impact has occurred?

DATA: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. The analysis will guide the school's

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Aboriginal-specific NAPLAN targets:

To consistently reduce the gap of achievement between Aboriginal students and all other students in the Year 3 and 5 cohorts for all aspects of NAPLAN.

To increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in Reading and Numeracy.

Target year: 2024

School Excellence Framework Targets:

Improvement in the following SEF elements:

LEARNING:

Curriculum (curriculum provision, teaching and learning programs, differentiation) - Improve from Delivering to Sustaining and Growing.

Student Performance Measures (NAPLAN, Student Growth) - Improve from Delivering to Sustaining and Growing.

TEACHING:

Effective Classroom Practice (Lesson Planning, Explicit Teaching) - Improve from Delivering to Sustaining and Growing.

Data Skills and Use (Data Literacy, Data Analysis, Data use in Teaching) Improve from Delivering to Sustaining and Growing.

Professional Standards (Literacy and Numeracy Focus) - Improve from Delivering to Sustaining and Growing.

Initiatives

* High-Impact Professional Learning (whole school) regarding Effective Instructional Strategies: A focus on problem-solving and the development of rich mathematical tasks and mathematical literacy including graphical literacy.

* Professional learning in EAL/D inclusive of explicit teaching and learning practice combined with EAL/D systems to support students with English as a second language.

* Data driven practice, combined with the Spirals of Inquiry, targeted at the point of need to ensure teachers have effective strategies and processes for data responsive differentiated curriculum delivery. This is inclusive of individual education planning and SMART goal setting for specific needs.

* Ongoing professional learning, including engagement with SCOUT data and PLAN2, with data literacy and analysis tools.

Links to themes in *What Works Best* : Explicit Teaching, Using Data to Inform Practice, Assessment, Collaboration.

Evaluation plan for this strategic direction

future directions:

* Teaching and Learning Programs K-6

* NAPLAN data

* SCOUT - Value-added data

* Student Work Samples

* Literacy and Numeracy PLAN 2 Data

* Student IEPs

* What Works Best Teacher Self-Evaluation Toolkit analysis

* School Excellence Framework Self-Assessment Survey results: Learning Culture, Curriculum, Student Performance Measures, Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development.

* Tell Them From Me Teacher Survey responses linked to *Data Informs Practice* and *Teaching Strategies*.

ANALYSIS: The evaluation plan will involve term-by-term and 5-weekly review of all data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

The executive team will review progress of all initiatives at mid-term and end-of-term intervals with whole-staff reflections at the end of each term. Progress will be measured against the relevant elements and themes of the School Excellence Framework.

IMPLICATIONS: The implications will be considered and will form the future directions of 'where to next' in Reading and Numeracy to maximise opportunities for achieving the improvement measures set out in Strategic Direction 1.

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

System-Negotiated Target:

* A minimum of **72.3%** of students will have an **attendance rate >90%**.

Target year: 2022

System-Negotiated Target:

* The percentage of Years 4-6 students indicating a positive sense of belonging (Tell Them From Me survey) will increase by a **minimum of 10%**.

Target year: 2024

To improve the average **attendance rate of Aboriginal students by a minimum of 5%**, therefore significantly reducing the gap between Aboriginal attendance rates and the average attendance rate for all students.

Target year: 2024

School Excellence Framework Targets:

Improvement in the following SEF elements:

LEARNING:

Learning Culture (Attendance) - Improve from Sustaining and Growing to Excelling.

Wellbeing (A planned approach to wellbeing, Behaviour) - Improve from Delivering to Sustaining and Growing.

TEACHING:

Effective Classroom Practice (Classroom Management)

Initiatives

Safe, Responsible, Cared-for Learners

We are committed to ensuring a whole-school, consistent approach to further embed processes to support attendance, positive behaviour and wellbeing. The high level projects and activities leading to continuous improvement of teachers and students include:

* Annual 'Induction' of all staff regarding school-wide attendance processes. Consistent fortnightly pattern of attendance follow-up in conjunction with Home School Liaison Program. (HSLO)

* Strengthening our communication systems to ensure that expectations around attendance are consistent for all key stakeholders. This includes involvement of Aboriginal Education Officer (AEO) and Aboriginal Student Liaison Officer (ASLO) to communicate expectations with families of Aboriginal students.

* Ongoing refinement of Positive Behaviour for Learning school-wide systems and processes, ensuring alignment with the new Department of Education Behaviour Strategy.

* High-Impact Professional Learning for all teachers in regard to Trauma-Informed Practice, Behaviour Management and the Australian Wellbeing Framework.

* Professional Learning on the FORGE Wellbeing program and associated data analysis processes.

* Analysis of individual, class and school-wide data and responsive strategies connected to FORGE Wellbeing data for students and teachers.

* Chaplaincy-led wellbeing programs including SPARC (Social skills Purpose Awareness Resilience Confidence program)

Links to themes in *What Works Best* : High Expectations, Use of Data to Inform Practice, Classroom Management, Wellbeing.

Success criteria for this strategic direction

* Attendance data is regularly analysed. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

* In addition to actual attendance rate data, an increased percentage of students arriving on time for school each day., therefore reducing the amount of partial absenteeism across the school.

* Positive, respectful relationships are evident among students and staff to enhance student wellbeing and ensure optimum conditions for learning.

* A school-wide approach to effective and positive classroom management is evident. Teachers utilise a range of strategies and evidence-based practices for classroom management to ensure optimum conditions for learning.

* Expectations of behaviour are explicitly, consistently and supportively applied across the school. Evidence of explicit PBL lesson implementation via teacher program evaluations and ongoing student surveys / focus groups allowing students to articulate their learning.

* Wellbeing data collected and analysed at regular, 5-weekly intervals for student and staff wellbeing on the FORGE Wellbeing platform.

* An increased percentage of students engaging in regular extra-curricular opportunities, leading to improvements in attendance rates and overall engagement at school.

* Students participating in school promotional opportunities (face to face and online) to amplify student voice and generate a greater sense of belonging and school pride.

* Aboriginal perspectives present in all teaching programs across all Key Learning Areas.

* Aboriginal students achieving goals on Personalised Learning Pathways.

Strategic Direction 2: Connect, Succeed and Thrive

Improvement measures

- Improve from Sustaining and Growing to Excelling.

Data Skills and Use (Data Analysis) Improve from Delivering to Sustaining and Growing.

LEADING:

Educational Leadership (Community Engagement) - Improve from Delivering to Sustaining and Growing.

Initiatives

A Sense of Belonging

We are committed to promoting a positive and proud school culture, student voice and a true sense of belonging for the school community. The high level projects and activities leading to continuous improvement of teachers and students include:

* Provision of extra-curricular opportunities in sport, performing arts, public speaking and camping programs..

* Further develop opportunities through membership of Blacktown Learning Community

* Strengthen student leadership opportunities and opportunities to amplify student voice.

* Further enhance opportunities for our Aboriginal students to promote Aboriginal culture in the school, improve the quality of the learning environment for Aboriginal students and ensuring Aboriginal perspectives are planned and implemented across the K-6 curriculum. This will include building an understanding in all staff and students about Aboriginal histories and cultures.

* Fostering a culture of high expectations, support and community engagement to ensure that every Aboriginal student has a Personalised Learning Pathway that is developed in genuine partnership with Aboriginal students, their parents, teachers and the Aboriginal Education Officer.

* Further enhance opportunities for our various cultural groups to promote their unique cultures in the school.

* Establishing stronger partnerships with feeder pre-schools to build sense of belonging with pre-school families.

* Strengthen school promotion through local print media, social media, school website, school newsletter and video promotions.

Links to themes in *What Works Best* : Wellbeing, Collaboration.

Success criteria for this strategic direction

* Annual progress is achieved against system-negotiated and school-based targets for student wellbeing.

Evaluation plan for this strategic direction

QUESTION: Are systems, processes and opportunities in place to ensure improved overall student wellbeing and sense of belonging?

DATA: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. The analysis will guide the school's future directions:

* Attendance Data

* SENTRAL Wellbeing Data

* PBL Tiered Fidelity Inventory Results

* FORGE Wellbeing Data

* Tell Them From Me Survey Data

* Australian Wellbeing Framework Improvement Tool

* Teaching and Learning Programs

* Aboriginal Personalised Learning Pathways

* School Excellence Framework Self-Assessment Survey results: Learning Culture, Wellbeing, Effective Classroom Practice, Data Skills and Use, Educational Leadership.

* Tell Them From Me Student Survey responses linked to *Positive Sense of Belonging and Positive Relationships*. Tell Them From Me Parent Survey responses linked to *Safety at School*.

ANALYSIS: The evaluation plan will involve term-by-term and 5-weekly review of all data sources to provide clarity

Strategic Direction 2: Connect, Succeed and Thrive

Evaluation plan for this strategic direction

around whether we are on track for achieving the intended improvement measures.

The executive team will review progress of all initiatives at mid-term and end-of-term intervals with whole-staff reflections at the end of each term. Progress will be measured against the relevant elements and themes of the School Excellence Framework.

IMPLICATIONS: The implications will be considered and will form the future directions of 'where to next' in Student Wellbeing to maximise opportunities for achieving the improvement measures set out in Strategic Direction 2.

Strategic Direction 3: Quality Professional Practice

Purpose

To establish a culture of collaborative practice and build the knowledge and expertise of all teachers to ensure a focus on student growth and attainment.

Improvement measures

Target year: 2024

Tell Them From Me Teacher Survey Targets

Improvement Measure for Collaboration

To increase the school mean in *Tell Them From Me* Teacher responses in the *Collaboration* section.

Improvement Measure for Leadership

To increase the school mean in *Tell Them From Me* Teacher responses in the *Leadership* section.

Improvement Measures for Formative Assessment

To increase the school mean in *Tell Them From Me* Teacher responses in the *Challenging and Visible Goals* section.

An increased percentage of classroom teachers are using Formative Assessment practices of providing learning intentions and success criteria in all lessons and units of work in English and Mathematics.

Improvement Measure for Effective Feedback

To increase the school mean in *Tell Them From Me* Teacher responses in the *Quality Feedback* section.

Target year: 2024

School Excellence Framework Targets:

Improvement in the following SEF elements:

LEARNING:

Initiatives

Collaborative Practice

We are committed to ensuring a truly collaborative approach to improve professional knowledge and practice and therefore teaching and learning across the school. The high level projects and activities leading to continuous improvement of teachers and students include:

- * High-Impact Professional Learning regarding Collaboration. (What Works Best in Practice). Establishing protocols for effective collaboration.
- * Provision of opportunities to share external professional learning.
- * Sharing professional practice across school Spirals of Inquiry Action Research findings.
- * Timetabling of RFF to maximise opportunities for collaborative practice.
- * Mentoring / Coaching / Observation Programs to broaden leadership opportunities and capacity across the school.
- * Collaboration in support of Beginning Teachers

Links to themes in *What Works Best* : High Expectations, Collaboration. (other themes determined by the specific needs of beginning teachers being mentored)

Professional Learning for Quality Teaching

We are committed to the continuous improvement of our teaching workforce. The high level projects and activities leading to continuous improvement of teachers and students include:

- * High-Impact Professional Learning regarding Formative Assessment.
- * High-Impact Professional Learning re Effective

Success criteria for this strategic direction

- * Teachers engage in professional discussion and collaborate to improve teaching and learning. Teachers will recognise, articulate and value aspects of their planning which have been truly collaborative.
- * Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.
- * Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as needing support.
- * Teachers provide learning intentions and explicit quality (success) criteria to students which are addressed before, during and after lessons, creating opportunities for students to receive feedback on their learning.
- * Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of their students.
- * Teachers provide explicit, specific, timely feedback to students related to defined success criteria.
- * Students can articulate their literacy and numeracy learning goals, explaining their progress and the next steps in their learning.
- * Teachers' Professional Development Plans are supported by a coordinated whole school approach, leading to the regular achievement of PDP goals.
- * Teacher Accreditation: Gaining Proficient Teacher status and maintenance of accreditation.

Evaluation plan for this strategic direction

QUESTION: Have we established a culture of collaborative practice and are we continually building the knowledge and expertise of all teachers?

Strategic Direction 3: Quality Professional Practice

Improvement measures

Assessment (Formative Assessment, Student Engagement, Whole School Monitoring of Student Learning) - Improve from Delivering to Sustaining and Growing.

TEACHING:

Effective Classroom Practice (Feedback) - Improve from Delivering to Sustaining and Growing.

Professional Standards (Improvement of Practice) - Improve from Delivering to Sustaining and Growing.

Learning and Development (Collaborative Practice and Feedback, Coaching and Mentoring, Professional Learning) - Improve from Delivering to Sustaining and Growing.

LEADING:

Educational Leadership (Instructional Leadership, Performance Management and Development) - Improve from Delivering to Sustaining and Growing.

Initiatives

Feedback.

* Professional Learning opportunities for School Learning Support Officers (SLSOs)

* Senior Leadership participation in LEED project.

* Performance and Development Plans (PDPs) - Staff referencing focus elements from *What Works Best in Practice* as well as Professional Teaching Standards when establishing annual PDP goals.

* Accreditation Processes - Gaining and Maintaining proficiency.

Links to themes in *What Works Best* : High Expectations, Effective Feedback, Assessment, Collaboration.

Evaluation plan for this strategic direction

DATA: The school will use the following data sources to regularly analyse the effectiveness of initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

* School-based survey feedback from teachers regarding professional learning, mentoring/coaching/observation programs and collaboration across the school

* Teacher PDP documents

* Evaluation reports linked to Spirals of Inquiry

* Teacher program evaluations regarding the provision of Formative Assessment.

* **School Excellence Framework Self-Assessment**

Survey results: Assessment, Effective Classroom Practice, Professional Standards, Learning and Development, Educational Leadership, School Planning, School Resources.

* **Tell Them From Me Teacher Survey** responses linked to Collaboration, Leadership, Challenging and Visible Goals and Quality Feedback

ANALYSIS: The evaluation plan will involve term-by-term and 5-weekly review of all data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

The executive team will review progress of all initiatives at mid-term and end-of-term intervals with whole-staff reflections at the end of each term. Progress will be measured against the relevant elements and themes of the School Excellence Framework.

IMPLICATIONS: The implications will be considered and will form the future directions of 'where to next' in terms of Collaboration and Professional Learning to maximise opportunities for achieving the improvement measures set out in Strategic Direction 3.