

Strategic Improvement Plan 2021-2024

Meadowbank Public School 3863



School vision and context

School vision statement

Meadowbank Public School strives to be an inclusive and collaborative community with high expectations and life-long learners. We offer diverse learning experiences to meet the physical, emotional, social and academic needs of all students. Dedicated and committed staff work in partnership with parents and the community to support students to build strong foundations in literacy and numeracy. Within a purpose built innovative environment we create opportunities to share knowledge, services and infrastructure within the Meadowbank Education and Employment Precinct as well as the broader community.

School context

Meadowbank Public School is situated in the Ryde area, the traditional land of the Wattamattagal people. The area has experienced rapid growth and so in 2022 the school will move to a new site as a part of the Meadowbank Education and Employment Precinct, creating opportunities for shared learning and innovative education pathways. Students come from diverse cultural and religious backgrounds with 81% of students from language backgrounds other than English (LBOTE).

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 teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Dedicated and caring staff focus on providing quality educational programs with high expectations of all students. 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. There is a focus on improving the teaching and learning in literacy and numeracy and a commitment to developing a community of independent, innovative and collaborative learners. Comprehensive programs, including MacqLit, MiniLit and Initallit support learning for all students including English as an Additional Language/Dialect. 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, Smiling Minds and Friendly Schools are established as part of our commitment to 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 among our local schools.

Strategic Direction 1: Student growth and attainment

Purpose

In order for every student to achieve growth in literacy and numeracy, all teaching programs are explicit, differentiated and underpinned by strong student wellbeing practices.

Improvement measures

Target year: 2022

NAPLAN top two bands - reading

The proportion of students achieving in the top two bands in NAPLAN reading increases by 2.79% to be at or above the school's lower bound system-negotiated target.

Target year: 2022

NAPLAN top two bands -numeracy

The proportion of students achieving in the top two bands in NAPLAN numeracy increases by 2.43% to be at or above the school's lower bound system-negotiated target.

Target year: 2023

Expected growth - reading

The proportion of students achieving expected growth in NAPLAN reading increases by 2.6% to be at or above the school's lower bound system-negotiated target.

Target year: 2023

Expected growth - numeracy

The proportion of students achieving expected growth in NAPLAN numeracy increases by 3.7% to be at or above the school's lower bound system-negotiated target.

Target year: 2022

Attendance

The percentage of students attending more than 90% of

Initiatives

Reading

In reading, we will implement explicit teaching programs that teach reading systematically, from a phonological base in K-2 and comprehension focus in Years 3-6. Teachers will:

- Provide effective verbal and written feedback to students by linking learning to success criteria and syllabus outcomes
- Set high expectations through school negotiated benchmarks, professional learning opportunities and supportive co-teaching environments
- Expertly use internal assessments and external assessments to measure to track and measure student achievement

Numeracy

In numeracy, we will deliver differentiated learning activities to meet the needs of all students. Teachers will:

- Analyse student data from internal and external assessments to identify areas for intervention and enrichment
- Utilise co-teaching models to provide best learning opportunities for students

Supporting student engagement and wellbeing

To support student engagement and wellbeing, we will create a positive environment and establish a culture that includes student voice in decision making.

- Students and teachers will design solutions together
- Develop students' personal and social capabilities in our teaching and learning programs

Including student voice in decision making at schools can:

- Allow students and teachers to design solutions together
- Increase engagement in learning

Success criteria for this strategic direction

The success criteria for Strategic Direction 1 is measured against the School Excellence Framework in:

The Learning Domain

Curriculum

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

Student Performance Measures

The school achieves excellent value-added results, significantly above the value added by the average school.

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and

Strategic Direction 1: Student growth and attainment

Improvement measures

the time will increase by 4.1% to be at or above the school's lower bound system-negotiated target.

Initiatives

- Build connections and belonging
- Create a positive environment and culture
- Develop personal and social capabilities

Success criteria for this strategic direction

achievement data.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Wellbeing

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.

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.

Evaluation plan for this strategic direction

- **Question:** What has been the impact of explicit teaching, effective feedback and differentiated learning on student performance? What has been the impact of the systematic teaching methods in the school?
- **Data:** Data will be collected by relevant teachers, leaders and teams and evidence uploaded into SPaRo. Data sources are indicated on the assessment schedules.
- **Analysis:** Stage teams analyse school data in Term 2 after which executive team analyse whole school data. Stage teams analyse internal and external data in Term 3 after which executive team analyse whole school data and compare against progress measures.
- **Implications:** Deep analysis of the data will guide future school planning to provide ongoing

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

improvement to maximise student learning outcomes.

Strategic Direction 2: Teacher practice and collaboration

Purpose

To build a culture of teacher excellence through collaboration, co-teaching, consistent programming and communication to facilitate student learning in innovative learning environments. This culture is underpinned by supportive wellbeing practices for staff, students and parents.

Improvement measures

Target year: 2024

Effective Classroom Practice

In all classrooms teachers are consistently implementing:

- Learning modes
- Visible learning strategies
- 5 models of co-teaching

Target year: 2024

Collaborative Practice

Teachers collaborate across teams to share curriculum knowledge, student welfare and expertise through co-planning and programming. There are consistent platforms to plan, program, communicate and deliver content.

Target year: 2024

Data Use and Practice

All teachers consistently use data to inform teaching practice and improve student outcomes through:

- collaboratively developing and analysing data to inform how they could best adjust their practice to drive improvement for all students.
- all teaching and learning programs are cyclic and continuously repeat the process of assessing student needs, planning instruction, delivering instruction, assessing outcomes.

Initiatives

Implementing Innovative Learning Environments

Develop staff capacity in implementing a range of innovative strategies and practices. Teachers will:

- embed learning modes and visible learning strategies in their teaching and learning programs.
- engage in professional learning on how to use technology efficiently and effectively.
- expertly use co-teaching practices to bring a richer learning experience for both students and teachers.

Consistency in teacher practice

Ensure teachers are consistent with programming, assessment and reporting practices. Teachers will:

- collaborate to create quality programs for students across all key learning areas.
- ensure reliable formative and summative assessments are used across the cohort so student data can be analysed effectively.

Success criteria for this strategic direction

The success criteria for Strategic Direction 2 is measured against the School Excellence Framework in:

Teaching Domain

Effective Classroom Practice

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Data Skills and Use

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

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.

Professional Standards

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every

Strategic Direction 2: Teacher practice and collaboration

Success criteria for this strategic direction

student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Learning and Development

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

Question: What has been the impact of the learning modes, visible learning strategies and co-teaching on student performance?

Data: Stage leaders collect program pro forma, Professional Development Plans (PDP), observation records and collaborative planning overviews once a semester.

Analysis: Stage leaders and executive review PDPs and observation records against professional learning. Program proforma are reviewed between stage leaders, collaborative and co-teaching process are reviewed.

Implications: Analysis of data will inform on the impact of consistent programming, collaborative and co-teaching practices. The data will guide further professional development required.

Strategic Direction 3: Connected school community

Purpose

To build a culture of high expectations where parents and the broader school community actively participate in the school ensuring students achieve their potential socially, academically and emotionally.

Improvement measures

Target year: 2024

There is a 5% increase from the previous year in parent understanding and support of programs and practices including wellbeing and supporting students.

Target year: 2024

98.2% parents are connected to and use school communication platforms to communicate to the school and teachers about their child.

Target year: 2024

25% increased involvement in collaboration with the Meadowbank Education and Employment Precinct, Marsden Learning Alliance and preschools as measured against previous activities and event.

Initiatives

Engagement of parent and community members

Create positive environments for students, staff and the entire school community to support student learning. The school will:

- work in partnership to promote student learning and wellbeing.
- develop consistent platforms for communication with staff, parents and students.

Build connections

Develop positive connections within the Meadowbank Education and Employment Precinct and broader community by:

- working in partnership to promote student learning and wellbeing with the high school.
- further developing links with the Marsden Learning Alliance so that staff can deliver and share their knowledge.
- building relationships with preschools to best transition students to primary school.

Success criteria for this strategic direction

The success criteria for Strategic Direction 3 is measured against the School Excellence Framework in:

Learning Domain

Learning Culture

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Teaching Domain

Data Skills and Use

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.

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.

Leading Domain

Management Practices and Processes

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

Strategic Direction 3: Connected school community

Evaluation plan for this strategic direction

Question: What has been the impact of increased community Do connections on student performance?

Data: Data sources will be collected and analysed by relevant teachers, leaders and teams and presented at staff and executive meetings as required and the evidence uploaded into SPaRO.

Analysis: Learning and support team and the executive analyse PBL (once a term), TTFM (each semester), school interview records (once a semester), attendance at school events (throughout the year), student attendance (once a term), learning and support team data - including enrichment (once a semester).

Implications: Analysis of the data will guide future school planning to provide ongoing improvement to increase community engagement and maximise student learning outcomes.