Strategic Improvement Plan 2024-2027

Fairy Meadow Public School 1898

Fairy Meadow Public School (1898) -2024-2027

School vision and context

School vision statement

Fairy Meadow Demonstration School is committed to providing all students with the best possible start in life. Our school is a safe, supportive and inclusive learning environment where all students are engaged and challenged in maximising their personal potential.

Fairy Meadow Demonstration School offers a rich and broad curriculum underpinned by high-quality, evidence-informed teaching and learning. We embrace and foster positive partnerships that enrich opportunities for and empower our students, enabling them to belong, be fulfilled and thrive.

School context

Fairy Meadow Demonstration School is a unique environment that provides contemporary education to 379 students. The school has 5 support classes, a pre-school and 13 mainstream classes. The rich diversity evident within the school's enrolment area is reflected in 23% of our students coming from language backgrounds other than English and 9% of students identifying as Aboriginal or Torres Strait Islander.

As one of only five Demonstration schools in the state, Fairy Meadow has established strong links with the University of Wollongong and consistently works with our tertiary partners to accommodate and contribute to the training of pre-service students.

Fairy Meadow Demonstration School (established in 1858) has a proud history of serving a diverse, multi-cultural and supportive school community. Inclusive and well-resourced, the school places high importance on teacher quality. The school's dedicated staff are committed to ongoing and targeted professional learning that is directly linked to improved learning outcomes for our students.

Students at Fairy Meadow Demonstration School thrive in a supported setting that encompasses our school's core values of excellence, love of learning, respect, responsibility, cooperation, care, fairness and equity. Parents and carers at our school are valued partners in the learning process.

Fairy Meadow Demonstration School strives to improve its service delivery and is committed to collaborating with our community to build and nurture a positive school culture that is proudly public, student-centred, strongly focussed on learning and reflective of the hopes and aspirations of all stakeholders.

Strategic Direction 1: Student growth and attainment

Purpose

Develop and sustain a culture of evidence-informed, collaborative and reflective practices to increase literacy and numeracy achievement for all students.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Purposeful Collaboration

Collaboration encourages teachers to grow and develop by engaging with other educators. Our aim is to foster a collaborative culture where teachers share their knowledge and experiences to advance learning for instructional improvement and positively affect student achievement.

- Facilitate professional dialogue, collaboration, classroom observation, feedback and the modelling of effective practice.
- Inform the focus of professional learning through the regular analysis of student data and teacher practice.
- Evaluate teaching practice and use data and evidence to measure the impact of teaching on student learning.
- Challenge and deepen teachers curriculum knowledge.
- Proactively seek to improve staff performance in a positive culture of challenge and support.

Explicit teaching practice

Explicit teaching connects learners to what they already know, what they need to do and what it looks like when they have succeeded. The evidence shows that students who experience explicit teaching practices perform better than students who do not, and that explicit teaching can benefit all students (that is, across all year groups and ability levels) when learning new or complex concepts and skills.

- Plan and deliver high-quality, evidence-based curriculum underpinned by the elements of explicit instruction and effective feedback.
- Provide inclusive and rich curriculum with differentiated initiatives and supports.
- Embed a range of high-quality assessment practices.
- Improve how data is used to inform teaching.
- Increase student literacy and numeracy

Success criteria for this strategic direction

- The school fosters a strong collaborative culture, embedded in evaluative practices. These systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback among teachers within the school.
- There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact.
- Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support student progress and achievement.

Evaluation plan for this strategic direction

Question: To what extent has student literacy and numeracy learning improved?

Data: SCOUT, PLAN data, Check-in Assessment, Tell Them from Me Surveys, teaching & learning programs and Internal Assessment.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to improvement and progress measures.

Implications: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future planning.

Strategic Direction 1: Student growth and attainment

Initiatives

achievement.

- Embed explicit instruction through the Science of Learning.

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Strategic Direction 2: School Culture

Purpose

Develop a shared vision and effective school-wide systems/processes that foster collective efficacy to drive continuous improvement across the school and reflect a shared commitment to learning.

Improvement measures

School Excellence Framework: Educational leadership

Achieve by year: 2027

Improvement in the element of Educational Leadership as measured by the School Excellence Framework.

Initiatives

Collective efficacy

Collective teacher efficacy is the collective belief that all staff can positively impact student achievement. The leadership team aims to establish, refine and sustain effective school-wide systems, processes and practices that foster collective teacher efficacy to improve student outcomes.

- Build and embed a shared vision which drives our collective understanding of and responsibility for improvement.

- Develop and implement a shared understanding of effective classroom practice.

- Establish and embed collaborative practices that support teachers to meet the individual needs of all students.

- Establish routine data systems to monitor student achievement and track expected growth of all students.

- Develop consistent school-wide practices to align, observe and evaluate the effectiveness of teaching, learning and assessment practices.

- Monitor the impact of professional learning on teacher practice.

- Embed school-wide data-informed systems and processes that actively support the wellbeing of students and staff.

Success criteria for this strategic direction

- A school-wide, collective responsibility for student learning and success is shared among students, parents/carers, and staff. Planning for learning is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents/carers.

- A school-wide culture of collaboration and continuous improvement exists, where strategic planning and implementation lead to an impact on learning progress and enhanced and enhanced teaching and leading practices.

- A high-performance culture and strong relational trust enable professional growth and a collaborative feedback culture to flourish. The leadership team monitors and evaluates the effectiveness of leadership practices and develops strategies for greater whole school impact.

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Evaluation plan for this strategic direction

Question: To what extent have school-wide systems, processes and practices effectively fostered collective teacher efficacy?

Data: SEF S-aS, Tell Them from Me & Staff Surveys, PDPs.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to improvement and progress measures.

Implications: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future planning.

Strategic Direction 3: Belonging and Engagement

Purpose

To foster a strong sense of identity, culture and belonging by focusing on an inclusive, connected partnership with our broader school and education community.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 89.87% in 2023 to 91.0% in 2024.

Initiatives

Culture of inclusion

Develop caring, safe and inclusive environments that meet the needs of all students. We aim to enhance wellbeing, improve learning and promote a positive sense of belonging, identity and culture.

- Embed inclusive practice and wellbeing across all school activities.
- Foster a culture that values diversity by advancing reconciliation and eliminating barriers.
- Develop targeted, differentiated, evidence informed initiatives and support for students.
- Provide broad, inclusive and rich curriculum with strong emphasis on pedagogy that meets the needs of all students.

Positive partnerships

Positive partnerships are an effective way to support and empower positive engagement and bring together family and community resources to enrich student learning and wellbeing.

- Embed student, parent/carer and staff voices in decision-making across the school (P-6)
- Facilitate opportunities for parents/carers to support student learning and wellbeing.
- Provide opportunities to build and strengthen awareness of early learning and preschool curriculum, systems and processes.
- Strengthen and expand upon learning partnerships with the broader educational community, including the Keira Community of Schools and University of Wollongong.

Success criteria for this strategic direction

- The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes.
- Teachers directly engage with parents/carers to improve understanding of student learning and strengthen student outcomes. Reporting to parents/carers is responsive to feedback received.
- Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.
- There is a systematic approach for supporting the diverse range of student transition needs. This includes those at risk to ensure the continuity of learning and wellbeing of all students from entry to post school. Students and parents/carers are engaged early as key collaborators in all transition processes.

Evaluation plan for this strategic direction

Question: To what extent have we developed an inclusive, connected partnership with our broader school community to enhance student wellbeing?

Data: SEF S-aS, Tell Them From Me Surveys, Community Surveys, P&C Meeting Agendas

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to improvement and progress measures.

Implications: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future

Strategic Direction 3: Belonging and Engagement

Evaluation plan for this strategic direction

planning.