

School Strategic Plan 2018-2022

Meadow Heights Primary School (5227)



Submitted for review by Margaret Leach (School Principal) on 20 September, 2018 at 03:04 PM

Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 21 September, 2018 at 10:36 AM

Endorsed by Phillip Perroni (School Council President) on 08 October, 2018 at 04:19 PM

School Strategic Plan - 2018-2022

Meadow Heights Primary School (5227)

School vision	<p>At our school we believe in providing a secure learning environment that inspires and challenges students to reach their full potential. We aim to enable students to grow as responsible and respectful individuals who can make a positive contribution to the community. MANTRA - Achieving the potential of all learners.</p>
School values	<p>Respect Responsibility Pride Excellence</p>
Context challenges	<p>Meadow Heights Primary School enrolment sits at around 450 students. Our school population consists of a diversity of cultures. The Community Hub supports newly arrived families and the wider community.</p> <p>Our first key goal is to improve literacy and numeracy outcomes through providing quality teaching in every classroom. We undertook training in the DET Professional Learning Community (PLC) Initiative. This way of working supports teachers to work in collaborative teams as researchers of their own impact. Teaching and Learning Leaders help build teachers' skills in explicitly teaching to students' learning point in Literacy and Numeracy.</p> <p>Our second key goal is to develop students' emotional, social and academic abilities so that they are confident, active and motivated learners.</p> <p>Challenges</p> <ul style="list-style-type: none">• Strengthening the monitoring and evaluation of progress at student, class and whole school level and improving moderation processes• Developing the precision teaching strategies needed to meet the individual needs of all students in a population that includes a large percentage of EAL and PSD students• Developing an agreed whole school approach to student behaviour management• Ensuring a safe, caring and engaging learning environment with a high level of learner agency and where students and parents see themselves as partners in learning

Intent, rationale and focus

INTENT

To improve literacy and numeracy outcomes through the development and implementation of a school-wide instructional model that meets the needs of all learners, including EAL learners.

RATIONALE

We know that when schools have a school-wide instructional model, practice excellence improves and this impacts on student outcomes.

FOCUS

Building Practice Excellence – Building teachers capacity to use the HITS and understand the school-wide model supported by Teaching and Learning Leaders in literacy and numeracy.

Strengthen strategies and programs that build partnerships between the school and wider community to support students' learning. Embed processes to ensure opportunities for student voice, learner agency and goal setting.

INTENT

To make the school a safe, positive and engaging place to learn through embedding a whole school wellbeing framework and strengthening learner agency and parent engagement.

Rationale- We know that when schools have a documented framework of behaviour, attitudes and expectations that is based on the school's vision and values and has been developed with students and parents as partners in learning, student achievement and wellbeing improve.

FOCUS

Setting Expectations and Promoting Inclusion, Whole School Wellbeing Framework, increased student voice and learner agency, positive education and parent engagement.

A whole school wellbeing framework will be developed to enable consistency in approach throughout the school.

Ongoing monitoring and evaluation- Leadership and SIT team to support use of the improvement cycle and ongoing monitoring and evaluation of the SSP and AIP.

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Goal 1	Increase the learning growth of every student in literacy																				
Target 1.1	<p><i>By 2022, the percentage of Year 3 and Year 5 students achieving in the top two NAPLAN bands will increase by 10 per cent or more.</i></p> <table border="1" data-bbox="669 496 1377 1018"> <thead> <tr> <th data-bbox="674 499 875 659">Reading</th> <th data-bbox="875 499 1135 659">Benchmark 2017 % top two bands</th> <th data-bbox="1135 499 1373 659">Target % top two bands</th> </tr> </thead> <tbody> <tr> <td data-bbox="674 659 875 730">Year 3</td> <td data-bbox="875 659 1135 730">15</td> <td data-bbox="1135 659 1373 730">25</td> </tr> <tr> <td data-bbox="674 730 875 802">Year 5</td> <td data-bbox="875 730 1135 802">18</td> <td data-bbox="1135 730 1373 802">28</td> </tr> <tr> <th data-bbox="674 802 875 874">Writing</th> <td data-bbox="875 802 1135 874"></td> <td data-bbox="1135 802 1373 874"></td> </tr> <tr> <td data-bbox="674 874 875 946">Year 3</td> <td data-bbox="875 874 1135 946">11</td> <td data-bbox="1135 874 1373 946">21</td> </tr> <tr> <td data-bbox="674 946 875 1018">Year 5</td> <td data-bbox="875 946 1135 1018">2</td> <td data-bbox="1135 946 1373 1018">12</td> </tr> </tbody> </table>			Reading	Benchmark 2017 % top two bands	Target % top two bands	Year 3	15	25	Year 5	18	28	Writing			Year 3	11	21	Year 5	2	12
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Target 1.2	<p><i>By 2022, the percentage of Year 3 and Year 5 students achieving in the bottom two NAPLAN bands for Reading and Writing will decrease by 10 per cent or more.</i></p> <table border="1" data-bbox="669 1214 1377 1377"> <thead> <tr> <th data-bbox="674 1217 875 1377">Reading</th> <th data-bbox="875 1217 1135 1377">Benchmark 2017 % bottom two bands</th> <th data-bbox="1135 1217 1373 1377">Target % bottom two bands</th> </tr> </thead> <tbody> <tr> <td data-bbox="674 1377 875 1390"></td> <td data-bbox="875 1377 1135 1390"></td> <td data-bbox="1135 1377 1373 1390"></td> </tr> </tbody> </table>			Reading	Benchmark 2017 % bottom two bands	Target % bottom two bands															
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Target 1.3	<p><i>By 2022, the percentage of students making medium to high growth in NAPLAN Reading, and Grammar and Punctuation will be at or above 75 per cent, and Writing at or above 70 per cent.</i></p>																
Target 1.4	<p><i>By 2022, the percentage of staff positively endorsing SSS factors for Collective Efficacy, Academic Emphasis and Trust in students and parents will increase to at or above:</i></p> <p><i>Collective Efficacy—70 per cent</i></p> <p><i>Academic Emphasis—70 per cent</i></p> <p><i>Trust in students and parents—60 per cent</i></p>																
Target 1.5	<p><i>By 2022, percentage of parents positively endorsing to POS factors for Parent participation and involvement will increase to at or above 90 per cent.</i></p>																

Key Improvement Strategy 1.a Building practice excellence	Develop and implement a school-wide instructional model that effectively supports student learning in literacy									
Key Improvement Strategy 1.b Evaluating impact on learning	Develop the capability of teachers to evaluate the impact of teaching practices on students' literacy learning									
Key Improvement Strategy 1.c Building communities	Strengthen strategies and programs that build partnerships between the school and wider community to support students' learning in literacy									
Goal 2	Increase the learning growth of every student in numeracy									
Target 2.1	<p>By 2022, the percentage of Year 3 and Year 5 students achieving in the top 2 NAPLAN bands for Numeracy will increase by 10 percent</p> <table border="1"> <thead> <tr> <th>Numeracy</th> <th>Benchmark 2017 % top two bands</th> <th>Target % top two bands</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>11</td> <td>21</td> </tr> <tr> <td>Year 5</td> <td>8</td> <td>18</td> </tr> </tbody> </table>	Numeracy	Benchmark 2017 % top two bands	Target % top two bands	Year 3	11	21	Year 5	8	18
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Target 2.5	By 2022, the percentage of parents positively endorsing to POS factors for Parent participation and involvement will increase to at or above 90 per cent			
Key Improvement Strategy 2.a Building practice excellence	Develop and implement a school-wide instructional model that effectively supports student learning in numeracy			
Key Improvement Strategy 2.b Evaluating impact on learning	Develop the capability of teachers to evaluate the impact of teaching practices on numeracy learning			
Key Improvement Strategy 2.c Building communities	Strengthen strategies and programs that build partnerships between the school and wider community to support student learning in numeracy			
Goal 3	Develop students' emotional, social and academic abilities so that they are confident, active and motivated learners			

Target 3.1	<p>By 2022, the percentage of students responding positively on the Student AToSS factors for Student voice and agency, Stimulated learning and Effective classroom behaviour will increase to at or above:</p> <p>Student voice and agency—80 per cent</p> <p>Stimulated learning—90 per cent</p> <p>Effective classroom behavior—85 per cent</p>
Target 3.2	<p>By 2022, decrease the percentage of students with 20 or more days of absence annually to be at or below 20 per cent</p>
Target 3.3	<p>By 2022, percentage of parents positively endorsing to POS factors for Stimulating learning environment, Student motivation and support, Student agency and voice and Promoting positive behaviour will increase to at or above 90 per cent</p>
Key Improvement Strategy 3.a Empowering students and building school pride	Embed processes to ensure opportunities for student voice, learner agency and goal setting
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop a highly engaging student centered learning environment
Key Improvement Strategy 3.c Health and wellbeing	Implement a whole school wellbeing framework

