

School Strategic Plan 2022-2026

Meadow Heights Primary School (5227)



Submitted for review by Amy Backas (School Principal) on 14 September, 2022 at 08:49 AM

Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 14 September, 2022 at 10:41 AM

Endorsed by Phillip Perroni (School Council President) on 20 October, 2022 at 12:35 PM

School Strategic Plan - 2022-2026

Meadow Heights Primary School (5227)

<p>School vision</p>	<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>
<p>School values</p>	<p>Respect Responsibility Pride Excellence</p>
<p>Context challenges</p>	<p>Meadow Heights Primary School enrolment sits at around 380 students. Our school population consists of a diversity of cultures. The Community Hub supports a wide range of families and the wider community.</p> <p>Our first key goal is to improve the learning outcomes through providing quality teaching in every classroom. We have built upon our training in the DET Professional Learning Community (PLC) and Differentiated School Support Initiative (DSSI). This way of working supports teachers to work in collaborative teams as researchers of their own impact (including peer observation and feedback). Teaching and Learning Leaders help build teachers' skills in explicitly teaching to students' learning point in Literacy and Numeracy. Our second key goal is to improve student engagement in their learning. We will undertake training to develop whole school understandings of student voice and agency and then provide opportunities as part of the whole school curriculum. We have embedded a whole school student leadership program and now aim to give students greater voice and agency within their classrooms.</p> <p>Our third goal is to continue our work around authentic learning partnerships between students, families and community stakeholders. After a restricting few years, we want to increase connection across the school to strengthen home/school and wider community relationships.</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 practices 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 teaching practices in literacy, numeracy and wellbeing that provide authentic opportunities for student voice and agency

	<ul style="list-style-type: none"> 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
<p>Intent, rationale and focus</p>	<p>INTENT To improve student outcomes through the analysis and use of data and whole-school, consistent approaches to curriculum planning, instruction and assessment, in particular in relation to reading and numeracy. To improve student engagement across the school through the implementation and embedding of a school wide student voice and agency strategy. To build upon and strengthen positive relationships between the school, home and the wider community.</p> <p>RATIONALE We know that when schools have consistent school-wide instructional model and teaching practice improves and this impacts on student outcomes. We know that when schools have a documented framework for a feedback cycle and student voice and agency 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. We know that a continued emphasis on building positive relationships between home and the school, along with the general community was likely to improve social and emotional wellbeing and attendance.</p> <p>FOCUS Teaching and Learning together with Leadership dimensions of FISO 2.0 – Building teacher's capability to use 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.</p> <p>Ongoing monitoring and evaluation- SIT team to support use of the improvement cycle and ongoing monitoring and evaluation of the SSP and AIP.</p>

School Strategic Plan - 2022-2026

Meadow Heights Primary School (5227)

Goal 1	To improve the learning outcomes of all students.
Target 1.1	By 2026, increase the percentage of Year 5 students assessed at or above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 76% in 2021 to 85%• Writing from 57% in 2021 to 65%• Numeracy from 66% in 2021 to 75%
Target 1.2	By 2026, increase the percentage of students in the top 2 NAPLAN bands in <ul style="list-style-type: none">• Year 3 Reading from 40% in 2021 to 50%• Year 3 Writing from 45% in 2021 to 55%• Year 3 Numeracy from 16% in 2021 to 25%• Year 5 Reading from 6% in 2021 to 25%• Year 5 Writing from 4% in 2021 to 15%• Year 5 Numeracy from 9% in 2021 to 20%
Target 1.3	By 2026, decrease the percentage of students in the bottom two NAPLAN bands in: <ul style="list-style-type: none">• Year 3 Reading from 20% in 2021 to 15%• Year 3 Writing from 11% in 2021 to 5%• Year 3 Numeracy from 27% in 2021 to 20%• Year 5 Reading from 36% in 2021 to 25%

	<ul style="list-style-type: none"> • Year 5 Writing from 40% in 2021 to 35% • Year 5 Numeracy from 55% in 2021 to 40%
Target 1.4	<p>By 2026, increase the percentage of positive response scores on the School Staff Survey in the factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 56% in 2021 to 65% • Collective efficacy from 62% in 2021 to 70%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to use evidence and data to target each student's point of learning need.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a whole of school literacy and numeracy plan.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed the school's PLC approach for collaborative inquiry in utilising data and evidence to plan for teaching; the modelling of effective practice; and the use of peer observation and feedback.
Goal 2	To improve student engagement in learning.

Target 2.1	<p>By 2026, increase the percentage of positive response score on the Attitudes to School Survey in the factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 55% in 2021 to 70% • Sense of confidence from 68% in 2021 to 80% • Self-regulation and goal setting from 81% in 2021 to 85% • Differentiated learning challenge from 77% in 2021 to 85% • School connectedness from 72% in 2021 to 80%
Target 2.2	<p>By 2026, the per cent positive endorsement on the following factors of the Parent Opinion Survey will be:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 76% in 2021 to 90% • Student cognitive engagement from 79% in 2021 to 85% • Student voice and agency from 86% in 2021 to 90%
Target 2.3	<p>By 2026 the percentage of students with 20 or more days absence will decrease from 46% in 2021 to 40%</p>
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed a whole-school strategy for students to develop and monitor their own learning goals and track their progress
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed a whole-school approach that empowers students to have voice, agency and ownership

<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop and embed authentic learning partnerships between students, families and community stakeholders.</p>
<p>Goal 3</p>	<p>Further develop and embed authentic learning partnerships between students, families and community stakeholders.</p>
<p>Target 3.1</p>	<p>By 2026 increase the percentage of positive endorsement in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Motivation and interest from 77% in 2021 to 85% • Sense of connectedness from 72% in 2021 to 80% • Perseverance from 68% in 2021 to 75% • Emotional awareness and regulation from 65% in 2021 to 75%
<p>Target 3.2</p>	<p>By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Teacher communication from 81% in 2021 to 85% • Managing bullying from 88% in 2021 to 90% • Confidence and resiliency skills from 82% in 2021 to 85% • Student motivation and support from 75% in 2021 to 80%
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed a whole-school approach to strengthening students' positive mental health.</p>

<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further develop and embed the school-wide approach to sustaining culturally respectful relationships with students and families.</p>
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed an approach to supporting all learners and engaging families with the support of community organisations.</p>