

# School plan 2015-2017

## Fairy Meadow Public School 1898



# School background 2015–2017

## School vision statement

The vision of Fairy Meadow Demonstration School is to deliver teaching excellence creating a high quality learning environment where every student is engaged and has the opportunity to become a successful learner. We support every student to become confident and creative individuals who will become active and informed citizens.

## School context

Fairy Meadow Demonstration School (FMDS) is situated in Illawarra approximately 80km south of Sydney. The school is an active member of the Keira Community of Schools within the Wollongong North Network. FMDS has classes from preschool to Year 6 with a current enrolment of 374 students, 55% of which is boys. The school has a support unit of four classes (currently 51 students) meeting the learning needs of students with mild, moderate or severe intellectual disabilities. Although these students have their own classes they are otherwise integrated with mainstream students in learning opportunities including Student Representative Council, sport and performing arts, including choir and dance. The school enrolment includes: 32% of students with a non-English speaking background (including 8 refugees) and 4% of students with Aboriginal and Torres Strait Island background. The school has a strong teaching emphasis on the core subjects of English and Mathematics while delivering a wide variety of opportunities to students in a high quality learning environment for the school community. The school has a commitment to deliver high quality teaching, to challenge students, to deliver success in terms of student learning outcomes by engaging every student in every class and to build community partnerships. FMDS maintains strong partnerships with: the University of Wollongong delivering authentic learning opportunities for pre-service teachers within the school's classrooms, and the Illawarra Woodworkers Group where volunteers offer students, identified at risk of disengagement from learning, real opportunities to learn in woodwork classes one afternoon per week throughout the term.

## School planning process

This School Plan 2015–2017 is the result of rigorous consultation and collaboration over a 20 week period from early October 2014 until April 2015. Throughout this process, in order to collaboratively identify the school's three Strategic Directions, its improvement measures and develop the purpose, people, processes, practices and products for each the school has sought and gained valuable input from: workshops for staff on a new way to plan including Simon Sinek's presentation 'Start With Why' all Fairy Meadow Demonstration School community stakeholders including: parents, via forums, the Parents & Citizens Association, updates in newsletters and opportunities to respond students, via Tell Them From Me Survey, Learning Support Team staff, via current school evaluation, individual goal setting, workshops and surveys focusing on future strategic directions in Literacy, Numeracy and Engagement and 'What should our school look like in December 2017?' Public Schools NSW, Strategic Directions – Creating Futures Together 2015–2017 and the School Excellence Framework, and the National School Improvement Tool. Throughout this time, a small committee consisting of the Principal and two Assistant Principals met regularly and with constant communication drew this input into a comprehensive, dynamic, workable and sustainable document that will drive learning at Fairy Meadow Demonstration School over the next three years.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1 Quality Teaching

### Purpose:

All teachers at Fairy Meadow Dem believe that quality teachers and teaching supported by strategic teacher professional learning has the greatest impact on improving student learning outcomes. At this school, all teachers are committed to identifying, understanding and implementing the most effective teaching methods with a high priority given to evidence based teaching strategies.

## STRATEGIC DIRECTION 2 Inclusive Learning

### Purpose:

High-level engagement, evidence driven quality teaching and learning programmes, opportunity and high expectations of success are critical to maximise the learning of every student in every classroom. This takes on great significance within a school, such as FMDS, where the learning must meet the needs of a wide range of students' cultural and socio-economic backgrounds and, the equally diverse range, of each student's level of support needs, whether within special education or mainstream classrooms. To learn is the right of each student at FMDS and each student must be engaged in relevant and meaningful learning experiences to maximise this learning in every classroom.

## STRATEGIC DIRECTION 3 Engaged Community

### Purpose:

Fairy Meadow Dem supports a culture of high expectations and community engagement resulting in sustainable whole school-school improvement. The implementation of quality systems and processes, including better communication, will improve the engagement of all community stakeholders and promote real partnerships in education at this school.

# Strategic Direction 1: Quality Teaching

## Purpose

All teachers at Fairy Meadow Dem believe that quality teachers and teaching supported by strategic teacher professional learning has the greatest impact on improving student learning outcomes. At this school, all teachers are committed to identifying, understanding and implementing the most effective teaching methods with a high priority given to evidence based teaching strategies.

## Improvement Measures

\*Formulate and implement QT School Action Plan for "Professional Growth Through Reflection and Feedback" via teacher, peer and self-assessment strategies.

\*Revise and update School data and School Curriculum Plans.

\*PLAN and NAPLAN data used to inform teaching and learning practices with particular emphasis on Aboriginal children.

\*All teachers demonstrate deeper understanding and knowledge of Quality Teaching Model evident in classroom teaching practices, teacher programming reviews, PDP's evidence samples, meeting agendas and minutes.

## People

### Leaders

Students are learning partners. Their individual educational needs will be better identified and addressed through data-driven planning.

Teachers collaborate to continually improve practice. Teachers are able to use data to articulate clear learning goals and implement consistent assessment strategies. Teachers are lifelong learners committed to ongoing professional learning.

AP Curriculum is trained to build the capabilities of teachers to identify and improve student outcomes, develop quality teaching and learning practice and assessment strategies.

AP Quality Teaching is trained to build the capabilities of teachers to implement, monitor and evaluate their professional learning goals via the Performance and Development Framework and the Australian Teaching Standards.

## Processes

Improving teacher quality.

All teachers will be trained and will participate in the setting of personal goals as outlined in the Performance and Development Framework.

Teaching practice mentoring groups formally established to support and improve teaching practice and student outcomes.

Focus on collaboration, classroom observation, modelling best practice and feedback, personal learning goals and communicating explicit criteria to students.

Teaching using data.

Evidence-based programs of differentiated learning.

All Staff work collaboratively to develop quality assessment tasks that align new syllabi and student outcomes with the School Data Plan.

Staff to implement and follow the FMDS Data and Curriculum plans and use evidence based data to identify student learning needs and drive teaching and learning programs.

Best practice training and implementation of teaching programs.

All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively.

All system programs and curriculum are implemented.

## Practices and Products

### Practices

All staff supported through high-quality strategic professional learning to ensure their ongoing individual professional growth.

All teachers reflect on and share professional learning goals and build their capacity established under the Performance and Development Framework, to deliver quality teaching programs and learning experiences.

Teachers articulate student learning goals and criteria for assessment, ensuring all students have a clear understanding of how to succeed and how to improve their learning.

### Products

All staff supported through high-quality strategic professional learning to ensure their ongoing individual professional growth.

All teachers reflect on and share professional learning goals and build their capacity established under the Performance and Development Framework, to deliver quality teaching programs and learning experiences.

Teachers articulate student learning goals and criteria for assessment, ensuring all students have a clear understanding of how to succeed and how to improve their learning.

# Strategic Direction 1: Quality Teaching

## Improvement Measures

## People

## Processes

### Evaluation Plan

Teaching and learning programs are audited for evidence of reflection and data-driven differentiated learning.

Lesson observations reflect QT elements; coaching, shared conversations and reflections are guiding improved classroom practice.

## Practices and Products

# Strategic Direction 2: Inclusive Learning

## Purpose

High-level engagement, evidence driven quality teaching and learning programmes, opportunity and high expectations of success are critical to maximise the learning of every student in every classroom. This takes on great significance within a school, such as FMDS, where the learning must meet the needs of a wide range of students' cultural and socio-economic backgrounds and, the equally diverse range, of each student's level of support needs, whether within special education or mainstream classrooms. To learn is the right of each student at FMDS and each student must be engaged in relevant and meaningful learning experiences to maximise this learning in every classroom.

## Improvement Measures

\*100% of students reflect on assessment and reporting processes and feedback and can articulate their learning goals.

\*All Aboriginal students' PLPs are completed with revised 2017 goals.

\*Year 4 and Year 6 student's focus on identified 2016 NAPLAN targets.

\*Individual reviews and early interventions to Learning Support Team every 5 weeks.

\*100% of staff participate in professional learning sessions to effectively develop their knowledge and understanding of school based systems.

\*Existing flexible learning spaces are redesigned and updated for all students P-6.

## People

### Students

Students are active and engaged, take responsibility for their own learning and can articulate their learning goals.

Students believe they can succeed.

We deliver quality education and expect success for Aboriginal students, ourselves and our community in order to achieve the aspirations and potential of Aboriginal learners.

Our goals are:

\*There will be no excuses for lack of success.

\*To respond to student educational needs.

\*That ILP's are relevant and an integral part of our teaching and learning programs.

### Staff

Teachers will be trained and will develop skills to ensure that all children are capable of experiencing success. These skills will support each individual student to learn.

Training will include the development of:

High level student engagement.

High expectations of student learning.

Learning practices that support students with special needs, including autism, ADHD, hearing and vision loss, emotional disturbance and ODD.

## Processes

Exemplary learning environment:

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive. Their stages of learning and development incorporate successful transitions to their stages of schooling. (*School Well Being Framework*)

Inclusive Classrooms for the 21st Century Learner:

FMDS will provide all learners with innovative learning environments that contribute to improved cognitive, affective and social learning outcomes for students.

In Inclusive classrooms teachers and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged, providing students with opportunities to connect, succeed and thrive

(*School Well Being Framework*)

Positive Behaviour for Learning

PBL expectations are embedded across the school and wider community guiding consistent behaviour expectations.

Teachers utilise the eight in-class strategies from PBL to maximise student engagement and a dynamic learning environment.

## Evaluation Plan

Every student in every class will be engaged.

## Practices and Products

### Practices

There is school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement.

All staff participate in professional learning sessions to effectively develop the knowledge, understanding and skills of using evidence-based learning and quality teaching practices.

### Products

Quality professional learning is provided for staff to implement quality curriculum programs.

All teaching and learning programs reflect strategies to cater for every student.

PBL strategies are embedded across the school and wider school community.

All staff to use data to drive quality teaching and learning programs and practices, through access to quality assessment tasks.

# Strategic Direction 2: Inclusive Learning

## Improvement Measures

### People

#### Parents/Carers

Positive and respectful relationships across the school community underpin a productive learning environment, and supports students' development of strong identities as learners.

Develop a culture that embraces student academic success as a high priority.

Leaders: Leaders are provided with high quality professional learning to ensure they can deliver effective leadership to their teams through mentoring, coaching and data driven professional learning opportunities.

### Processes

Students will experience success and will be challenged within exemplary learning environments that support the individual learning needs of each student (based on data gathered) from Preschool to Year 6.

### Practices and Products

# Strategic Direction 3: Engaged Community

## Purpose

Fairy Meadow Dem supports a culture of high expectations and community engagement resulting in sustainable whole school-school improvement. The implementation of quality systems and processes, including better communication, will improve the engagement of all community stakeholders and promote real partnerships in education at this school.

## Improvement Measures

\*Build greater consultative processes to evaluate new student reports.

\*Improving community input by 20%.

\*90% of parents and carers attending Meet the Teacher evenings and improved parent engagement in curriculum workshops and focus groups.

\*Improved contact and communication with 50% increase in parent and community access to the school website, Facebook page and Skoolbag app.

\*100% of staff access to improved FMDS internal server for staff.

\*100% staff learning of relevant intercultural understanding.

## People

### Students

Recognise that all stakeholders have a role to play in their learning.

### Staff

Positive, respectful relationships will be evident across the community.

Parents will be recognised as partners in education.

### Parents/Carers

Parent community to be involved the development of new school reports.

Parents and carers, work as partners with teaching staff on committees to develop, implement and monitor school procedures, programs and policies.

Parents as partners in the review of systems and reforms across the school.

Parents and carers will be engaged through workshops and focus groups, with the explicit intent of developing a collaborative learning community.

## Processes

Parents and community as partners in learning

School policies, practices and programs acknowledge families as partners in their children's education.

FMDS recognises and builds on the capacity of families to assist and encourage their children's learning in and out of school and support school goals, directions and ethos.

### Communicating

Effective two way communication between families/community and FMDS using a range of strategies to regularly seek and share information about students' achievements and learning needs, school policies, practices and community initiatives.

### Intercultural understanding

Develop strong relationships with all family and community members.

Respect and celebrate the diversity within the school community.

## Evaluation Plan

Parents and community members are represented in the development of key learning initiatives across FMDS in a genuine and sustainable partnership.

## Practices and Products

### Practices

School communication systems are regularly monitored and updated.

New student progress reports to parents, that align with new syllabi, are developed in partnership with significant community consultation.

Staff folders on school server are updated and revised.

### Products

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

All staff undertake professional learning (including professional reading) in strategies and procedures in best practice in communicating and responding (demonstrating intercultural understanding) to parents, peers and students.