

School plan 2015 – 2017

FAIRY MEADOW DEMONSTRATION SCHOOL





Fairy Meadow Demonstration School

Delivering excellence, success & opportunity

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

Live to Learn

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 380 students, 55% of which is boys. The school has a support unit of four classes (currently 41 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 2015-201* 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.



STRATEGIC DIRECTION 1

Quality Teaching practice

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 PRACTICE

Purpose

Why do we need this particular strategic direction and why is it important?

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

- ❖ 100% of teachers individually and collaboratively build their capacity through goal setting that aligns with the Performance and Development Framework and the BOSTES teacher standards, to deliver quality teaching programs and learning experiences.
- ❖ 100% of class teaching and learning programs ensure reflection on the Quality Teaching Framework and includes school based initiatives.
- ❖ 100% of students' progress is effectively monitored on the Literacy and Numeracy continuums. Teachers reflect on student performance, provide effective feedback and plan appropriate learning.

People

How do we develop the capabilities of our people to bring about transformation?

Students:

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

Staff:

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.

Leaders:

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 BOSTES teacher standards.

Processes

How do we do it and how will we know?

1. 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.*

2. 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.

3. Best practice

The school will commit to best practice models such as L3, Ten and Key into Comprehension.

Evaluation:

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.

Products and Practices

What is achieved and how do we measure?

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.

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

L3, TEN and Key into Comprehension are system programs embedded within the school. All staff are trained and supported to effectively implement these programs.

All staff to effectively implement the School Curriculum Plan.

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.

Surveys, teacher observation, student forums and an attendance target of 96% will indicate 100% of students are more engaged in their learning.

Every student in every class shows progress in learning along the Literacy and Numeracy continuums. Individual reviews and early interventions to learning are in common practice when learning stalls.

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*

Parents: 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

1. Exemplary learning environment

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development

Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

2. Transitions

The school actively collects and uses information to support student's successful transitions *preschool to Kindergarten and Year 6 to Year 7*

3. Positive Behaviours 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:

Every student in every class will be engaged, will experience success and will be challenged within exemplary learning environments supporting the individual learning needs of each student from preschool to Year 6.

Products and 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.

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.

Active partnerships with other schools and agencies established to ensure continuity of student learning through seamless transitions both to and from Fairy Meadow Demonstration School.

Strategic Direction 3: ENGAGED COMMUNITY

Purpose

Why do we need this particular strategic direction and why is it important?

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.

Improvement Measures

Build greater consultative process to develop 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

Evident staff learning of relevant intercultural understanding

People

How do we develop the capabilities of our people to bring about transformation?

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 as partners and committee members in the development, implementation and monitoring of FMDS's procedures, programs and policies.

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

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

Leaders:

Utilise the technical expertise of staff to update school website.

Develop skills and knowledge around consultative decision making.

Processes

How do we do it and how will we know?

1. Parent participation

Update school reports with community input to effectively reflect current educational practices and school needs.

Establishment of parent workshops, forums and focus groups, reflecting community and school needs and directions.

2. Communication

Streamline the staff intranet, making staff folders more efficient and information more accessible.

Establish and update effective communication systems with the broader school community to deepen knowledge and understanding of the school's systems through School Newsletter, Website, Facebook and Skoolbag.

3. Intercultural understanding

Build staff capacity, including intercultural understanding, to develop a range of effective strategies and procedures when communicating and responding to parents, colleagues and students.

Evaluation:

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

Products and Practices

What is achieved and how do we measure?

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.

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

