

# School Strategic Plan 2021-2025

Meadows Primary School (5524)



Submitted for review by Anthony Potesta (School Principal) on 02 March, 2022 at 03:25 PM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2021-2025

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<p><b>School vision</b></p>	<p>We are an inclusive and safe learning community that empowers students to achieve their potential and live our values. We are responsible, respectful and resilient.</p>
<p><b>School values</b></p>	<p>Meadows Primary School's values are Respect, Resilience and Responsibility.          We have respect for ourselves and others          We are resilient when faced with difficulties          We are responsible for our learning, our actions and our belongings</p>
<p><b>Context challenges</b></p>	<p>Meadows Primary School is proudly multicultural, having 18 language backgrounds other than English with 71% of students recognised as English as Additional Language (EAL). Although celebrated, this raises complexities when teaching students with high EAL needs. Of these students, 27% are listed as having a learning impairment (predominately speech) compared with the state and region average of 6%. EAL students depend heavily on visual aids to support their learning, both teacher/class created hard copy resources and interactive technologies.</p> <p>Understanding the complexities of trauma on the lives of students and families and adapting teaching and learning programs to cater to this need is another contextual challenge. An increasing number of our student population who present with a trauma background show signs (both anecdotally and medically) of executive function delay. For the most part, these students are limited in their capacity to filter instruction and work independently. Limiting distractions and enabling smooth transitions between learning spaces are important in helping these students achieve success in their learning. The trauma informed, research backed education models followed by staff cater to around 70% of the student population who present with tier 1 behaviours. Intervention and supports are in place to support the wellbeing and learning outcomes of the remaining 30% of students who present with tier 2 and tier 3 behaviours. These interventions include students (and their teachers) working with our social workers and psychologist, art therapy programs and individual/group specialist support programs. It is vital to ensure the learning needs of these students are met and teaching is targeted, and differentiated to point of need.</p> <p>Understanding the social barriers and community expectations when interacting with families from different cultures continues to be a challenge, one which has been significantly intensified during the Covid -19 pandemic. With many of our parents born overseas there is a heavy reliance on the supports our community is able to provide, both culturally and educationally. Many of our parents have little or no formal education and supporting them to attend to their child's education is often challenging. Many of our families rely on guidance and support from staff to understand curriculum content, pedagogies, behaviour frameworks, home learning and reporting,</p>

	<p>and to understand their child's learning, social, emotional and behavioural needs.</p> <p>Returning to school after 2 years of school lockdowns due to covid presents a significant challenge. Managing student and staff mental health and wellbeing will be critical in helping the school community re-adjust back into full time schooling. We see attendance as an immediate concern. With high numbers of covid positive in the community, student attendance is very low, which will have direct impact on student learning and connectedness to school. The school has also experienced a significant decrease in enrolments with international border closures and previously enrolled students yet to return to school. This put significant pressure financially on the school and directly affects staffing and the programs we are able to operate.</p>
<p><b>Intent, rationale and focus</b></p>	<p><b>Learning Intent:</b> To improve student outcomes in literacy and numeracy by developing teacher knowledge and understanding of learning trajectories, curriculum development and assessment practices, while developing knowledge and understanding of, and how to implement a school wide Response to Intervention for both academic and behavioural student needs.</p> <p><b>Wellbeing Intent:</b> To improve the health and wellbeing outcomes for students and staff by providing a comprehensive framework of support and knowledge that caters for individual needs and contexts.</p> <p><b>Rationale:</b> Our review highlighted areas of curriculum development, assessment practices and use of data to ensure differentiation occurs at each teaching level.</p> <p><b>Focus:</b> The main area of focus in the SSP will be on building capacity of all staff to develop their mathematics and literacy practices. The focus for each year of the SSP will be to build on, and further develop knowledge, understandings and pedagogies around mathematics and literacy. A strong commitment to ensuring positive health and wellbeing practices for all staff and students will remain throughout each year of the SSP.</p>

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<b>Goal 1</b>	To improve achievements in literacy for all students.
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>To increase top two bands Year 3 NAPLAN reading from 22 per cent in 2021 to 32 per cent in 2025</li> <li>To increase top two bands Year 5 NAPLAN reading from 11 per cent in 2021 to 21 per cent in 2025.</li> </ul>
<b>Target 1.2</b>	To increase top two bands Year 5 writing from 11 per cent in 2021 to 21 per cent in 2025.
<b>Target 1.3</b>	To increase at or above benchmark growth reading from 62 per cent in 2021 to 72 per cent in 2025.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	To develop teacher capacity to develop embed reading and writing Victorian Curriculum into planning and delivery of literacy.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	To develop and embed an agreed understanding of reading and writing pedagogy.
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	To develop and embed a whole school approach to assessment and data.
<b>Goal 2</b>	To improve numeracy achievements for all students.
<b>Target 2.1</b>	By 2025, increase from 8 per cent in 2021 to 18 per cent in Year 3 numeracy top two bands.

<b>Target 2.2</b>	By 2025, increase from 0 per cent in 2021 to 10 per cent in 2025 Year 5 top two bands numeracy.
<b>Target 2.3</b>	By 2025, to increase teacher judgements for numeracy at or above growth from 57 per cent in 2021 to 70 per cent in 2025.
<b>Key Improvement Strategy 2.a</b> Building leadership teams	Enhance Professional Learning Community (PLC) cycle of inquiry in mathematics.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop teacher capacity to embedding Victorian Curriculum, mathematics into planning and delivery of mathematics).
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Develop and embed an agreed whole school pedagogical approach to mathematics
<b>Goal 3</b>	To enhance student engagement and wellbeing.
<b>Target 3.1</b>	Increase AtoSS, Student voice and agency from 50 per cent in 2021 to 65 per cent in 2025.
<b>Target 3.2</b>	Increase Staff Opinion Survey, Collective efficacy from 49 per cent in 2021 to 55 per cent in 2025.
<b>Target 3.3</b>	Increase AtoSS, Stimulating learning from 55 per cent in 2021 to 65 per cent in 2025.

<b>Key Improvement Strategy 3.a</b> Building practice excellence	Develop whole school knowledge and embed agreed practices of student agency.
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Strengthen whole school wellbeing practices to support learning.
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Develop and embed a whole school understanding of student engagement.