



Meadows Primary School Improvement Plan

Our Purpose

Grow Skills for Learning

Foster Deep Understanding

Achieve Higher Standards

Meadows PS Site Improvement Plan 2014 – 2016 is a 3 year plan which is reviewed annually.

Aspects of this plan may be modified over time through discussions with staff and governing Council.

Our Focus Areas

Data

Well being

Assessment for Learning and Engagement

Every Student Will Make Progress Every Term

<p>Literacy Standards</p> <ul style="list-style-type: none"> • Whole school approach to literacy • School achievement is at or above National Mean in all aspects of NAPLaN Literacy Tests at years 3, 5 & 7 • 75% students make middle or upper growth in all aspects NAPLaN Literacy • School achievement is at or above Australian Mean for their year level in PAT-R tests for years 3 - 7 • Running Records reception students level 5 or above by end term 3 year 1 students level 15 or above by end of term 3 year 2 students level 21 or above by end term 3 	<p>Targets</p> <ul style="list-style-type: none"> • 80% students achieve at or above National Mean in all aspects of NAPLaN literacy tests • Writing 2015 NAPLAN data shows 10% of students achieving in the top 2 proficiency bands for all year levels • Reading 2015 NAPLAN data shows 25% of students achieving in the top 2 proficiency bands for all year levels • Spelling 2015 NAPLAN data shows 15% of students achieving in the 2 top proficiency bands for all year levels • Grammar 2015 NAPLAN data shows 15% of students achieving in the top 2 proficiency bands for all year levels • PAT-R – 60% students are at scale score for their year level • Running Records data- <ul style="list-style-type: none"> ▪ 80% of children at or above level 20 by end term 3 year 1 (..% 2013) 80% of children at or above level 26 by end of term 3 year 2 (..% 2013) <p>Evidence : NAPLaN, Running Records and PAT-R data</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Support and challenge teachers to develop their literacy practice through our whole school approach • Support teachers to follow our whole school literacy agreements including working with literacy coach • Regular whole school and individual meetings to support staff to address assessment for learning priorities arising from NAPLaN and PAT-R data • Support all teachers to use running record data to address learning priorities for early years students and those with literacy difficulties • Support and challenge teachers to use the writing rubrics developed to monitor and plan for writing improvement • Determine whole school spelling program. • Continue Jolly Phonics or similar program up the school for students at risk. • Whole school focus comprehension strategies- inference • Intervention addressed through small group work and some one on one where necessary
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<p>Numeracy Standards</p> <ul style="list-style-type: none"> • Whole school approach to numeracy • School achievement is at or above National Mean in NAPLaN Numeracy Tests at years 3,5 & 7 • 75% students make middle – upper growth in NAPLaN Numeracy • School achievement is at or above Australian Mean for their year level in PAT-M tests for years 3-7 	<p>Targets</p> <ul style="list-style-type: none"> • 75% of students achieve National Mean in NAPLaN Numeracy Tests • 2015 NAPLAN data shows 10 % students in upper two proficiency bands in all year levels • 60% students are at scale score for their year level <p>Evidence NAPLaN and PAT-M data</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Support and challenge teachers to develop their numeracy practice through our whole school approach • Deepen teachers mathematical and numeracy knowledge especially of the Maths proficiencies for higher order thinking • Re-introduce QuickSmart for students at risk • Support teachers to introduce quick fact knowledge from QuickSmart pedagogy • Regular whole school and individual meetings to support staff to address assessment for learning priorities arising from NAPLaN and PAT-M data • Whole school PD -Maths
<p>Intervention Standards</p> <ul style="list-style-type: none"> • All teachers use the One Plan process to support identified students • All students with One Plans demonstrate progress with their learning 	<p>Targets</p> <ul style="list-style-type: none"> • 100% teachers use the One Plan process to support identified students 	<p>Strategies</p> <ul style="list-style-type: none"> • Teachers supported and challenged to use the One Plan using evidence based goal setting as regular review • Teachers work in partnership with relevant personnel creating and reviewing the One Plan and SMARTA goals

<p>Assessment for Learning (TFEL) Standards</p> <ul style="list-style-type: none"> All teachers use assessment for learning strategies to maximise learner achievement and engagement. <p>Well being Standards</p> <ul style="list-style-type: none"> Whole school approach to creating resilient and independent learners through positive education KidsMatter school All middle years students Heyson cluster complete Middle Years Index (MDI) to monitor well-being this age group Whole school approach to bullying All teachers using the Child protection Curriculum District target of average attendance rate of 93%. 	<p>Targets</p> <ul style="list-style-type: none"> 100% teachers are using data to inform and monitor student progress and plan 100% teachers are providing effective feedback to students that enables them to move forward with their learning <p>Targets</p> <ul style="list-style-type: none"> 100% Staff trained in Positive Education strategies Double number community members on KidsMatter Action Team All staff attend KidsMatter PD 100% year 6/7 students complete MDI Perception data shows improvement in persistence with learning All students report bullying to staff All students learn to help keep themselves safe Meadows PS attendance target 94% (2013 -92.4%) 	<p>Strategies</p> <ul style="list-style-type: none"> Establish challenging learning goals for all students Review modify expand repertoire of teaching strategies to enable students to use their knowledge, skills, problem solving, critical and creative thinking Provide students with timely, effective and appropriate feedback strategies <p>Strategies</p> <ul style="list-style-type: none"> Plan developed re school termly positive education foci – explicit teaching KidsMatter Action team continues their training At regular staff meetings key KidsMatter personnel continue staff training Whole school review of data from MDI All teachers follow up on instances of bullying and report to office All teachers complete the updated online training course once available. Teachers support each other to deliver the Child Protection Curriculum. Teachers monitor attendance and alert office if concerned about individuals
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<p>Curriculum Implementation</p> <p>Standards</p> <ul style="list-style-type: none"> Schools implement introduction of AC as each area is endorsed 	<p>Targets</p> <ul style="list-style-type: none"> 100% teachers plan, teach, assess, report to parents in English, Numeracy, Science, History, Teachers familiarise themselves with Geography, The Arts , Indonesian LOTE over 2014 and Health and P/E and technologies in 2015 	<p>Strategies</p> <ul style="list-style-type: none"> Support implementation through PLCs and PD Work with AC co-ordinator and with staff from other schools
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