

live, laugh and learn

2022-2024 BUSINESS PLAN

*We are an inclusive community
that lives, laughs and learns
with every child to support and
challenge their personal best.*



Meadow Springs Primary School strives to meet the dynamic needs of the students and the community it serves. Specialist programs include; Science, Physical Education, Music, Digital Technologies and Languages Other Than English (Indonesian).

Since opening in 2012 with 480 students and peaking at almost 1000 students 2 years later, the neighbourhood has evolved and new schools have opened nearby. Enrolments have settled to approximately 500 students and 50 staff. The school hosts the Meadow Springs Education

Support Centre which has an additional 70 students and 50 staff.

Both schools celebrate being 'Two Schools, One Community,' and share the highly visible mantra:

live, laugh and learn



Our moral purpose is to prepare every student to be active contributors to their community and lifelong learners who are the best versions of themselves.



Our Values

- **Respect and concern for others and their rights**
- **Pursuit of knowledge and commitment to achievement of potential**
- **Self-acceptance and respect of self**
- **Social and civic responsibility**
- **Environmental responsibility**



Meadow Springs Primary School is committed to providing an inclusive learning environment in which all members of the school community can thrive.

Positive Behaviour Support (PBS)



Our Beliefs

- Quality teaching is evidence based, with high impact for all students
- Effective literacy and numeracy skills are critical to successful learning
- The health and wellbeing of all staff and students is vital
- Positive partnerships must exist between school, home and the wider community
- Everyone is capable of achieving success
- Learning is a lifelong journey for everyone
- Diversity and inclusivity are to be valued and celebrated
- The standard you walk past is the standard you accept

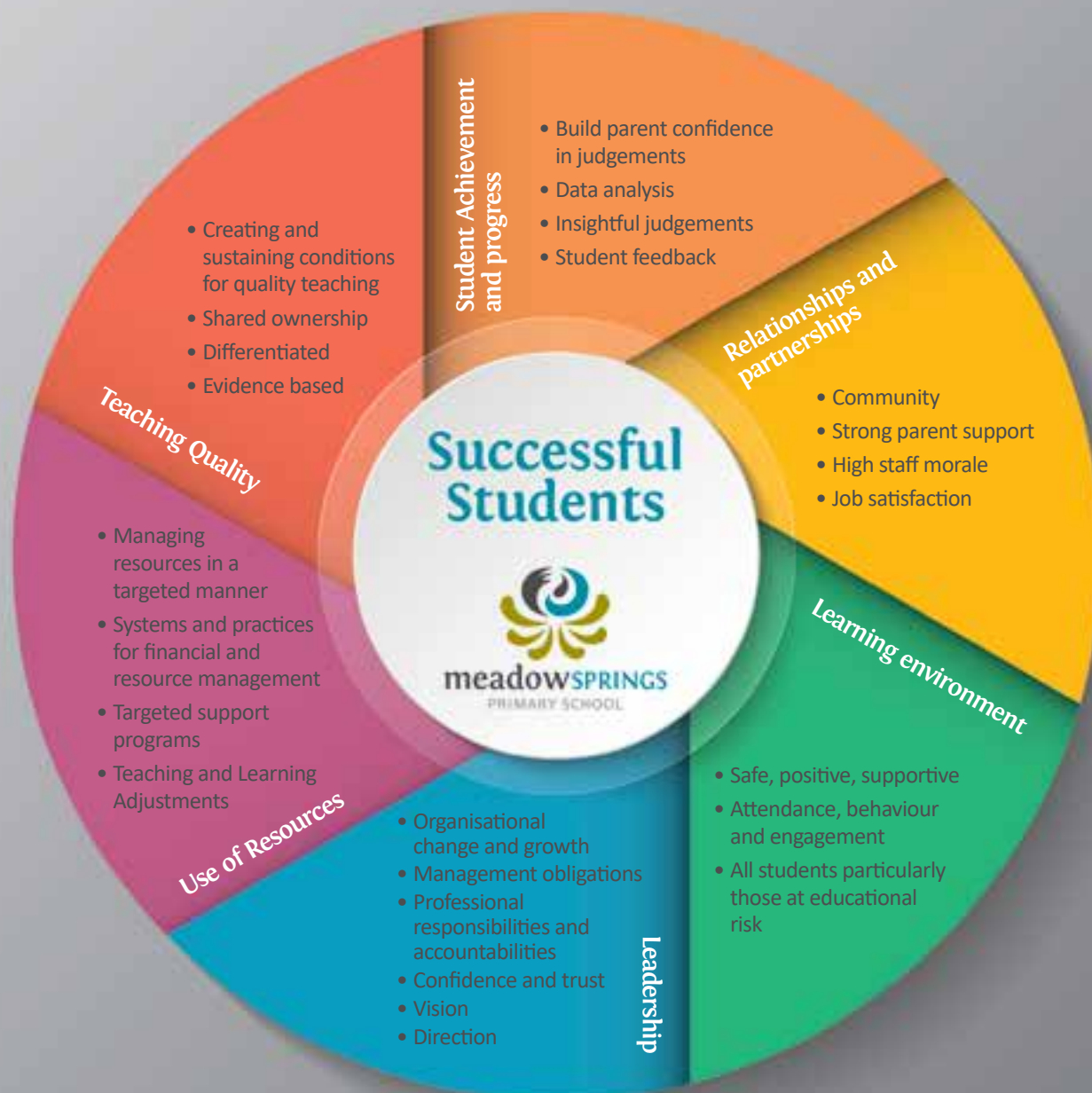
Self Assessment

A rigorous and strategic process is in place to ensure informed judgements are made in relation to our performance in both academic and non- academic student achievement and progress.

In line with the Department's School Improvement and Accountability Framework (2008) successful students are at the core of everything we do. Self-assessment is seen as a continuous cycle of plan, act and evaluate. Self-assessment and review practices inform our

decision making processes and drive strategic planning across the school.

The Public School Review process provides The Standard to which we hold ourselves to account. The graphic below describes the key elements of each domain.



Overarching Targets

Academic

- **Reading** - to reduce the gap to be at or above the State mean in NAPLAN
- **Writing** - to reduce the gap to be at or above the State mean in NAPLAN
- **Numeracy** - to reduce the gap to be at or above State mean in NAPLAN

Non-academic

- **Student Engagement** - to increase the average % of student engagement to 87% and the average of engagement drivers to 8.6 in the Tell Them From Me survey tool

School culture

- **Accountability** - to be in the top quartile of a global organisational health external diagnostic tool
- **Collaboration** - to increase the average score of teacher reported collaboration from 7.2 to 7.9 in the Tell Them From Me survey tool
- **Parent satisfaction** - to increase the average score of parent reported feeling of being informed from 6.5 to 7.2 in the Tell Them From Me survey tool
- **Organisational Health** - to move from bottom quartile to top quartile overall health as measured by an external diagnostic tool

Academic aspiration

Our students will move from achieving below Like Schools, to at or above State Schools in Reading, Writing and Numeracy (NAPLAN).



Focus Areas



A photograph of a female teacher with blonde hair, wearing a dark blue top, leaning over a table. Two young students, a girl and a boy, are wearing white lab coats over red shirts. They are all smiling and looking at a green plant in a white pot on the table. The background is a science laboratory with various equipment and shelves. A blue oval graphic with a white border and a subtle floral pattern is overlaid on the right side of the image, containing the text 'Curriculum and Teaching'.

Curriculum and Teaching

Low Variation, High Impact Teaching in every classroom

Strategic Intent

To reduce within school variability in teaching practice

To improve reading achievement and progress

To improve writing achievement and progress

To improve mathematics achievement and progress

To improve teacher data literacy and assessment practices



Strategies

- Research and implement an agreed whole school instructional model with fidelity
- Implement evidence-based reading / writing and mathematics approach across the whole school, with fidelity
- Identify and use a consistent data set for whole school tracking in Reading, Writing and Mathematics to inform teaching practices

Resources

- Capacity building of staff through Professional Development, coaching, leadership opportunities
- Structures are in place to support collaboration through a model of Professional Learning Communities and networking opportunities
- Approximately 3% of the annual Student Centred Funding Model (SCFM) is dedicated to Professional Learning of staff

Leadership and Management





Effective Leadership and Management at all levels

Strategic Intent

To increase the fidelity of accountability processes and practices across the school

To improve role clarity at all levels

To improve leadership capacity at all levels

To build a culture of professional growth and shared ownership

Strategies

- Develop and regularly revisit the shared moral purpose and vision with all staff/students/ community
- Review and embed accountability protocols and processes
- Develop and restructure leadership team
- Build leadership team knowledge and understanding of highly effective instruction and cognitive science
- Structure meaningful collaborative teams
- Develop instructional coaching protocols and processes to support teaching practices

Resources

- Leadership capability is supported by approximately 0.3% of the annual SCFM budget
- School Improvement is supported by approximately 0.2% of the annual SCFM budget
- The Executive Leadership team meet fortnightly



Conditions for Learning

Safe, orderly, engaging Learning Environment

Strategic Intent

To embed consistent positive behaviour support practices

Increase staff capacity to implement Classroom Management Strategies

To embed a consistent engaging classroom environment across the school

Increase staff confidence and capability to meet essential student wellbeing needs

To ensure students are prepared for 21st Century Learning

Strategies

- Implement and embed whole school positive behaviour support (PBS)
- Ensure all staff are trained in CMS, ISE and have access to school based CATs
- Establish agreed expectations for consistent positive, print rich, engaging classrooms
- Research, agree and implement a framework to meet essential student wellbeing needs
- Embed evidence-based social- emotional learning approach with fidelity

- Create opportunities for teachers to understand that students can and should work to high expectations
- Digital Technologies are used to enhance student learning

Resources

- Capacity building of staff through Professional Development, coaching, leadership opportunities in CMS, PBS and Health and Wellbeing
- Digital Technologies teacher approximately 0.8 FTE



Robust Relationships



Psychologically safe relationships; leadership, staff, parents, students, community



Strategic Intent

To build psychologically safe yet challenging relationships with leadership

To build a professional learning community culture

To build parent satisfaction and connection to school

To invite, value and respond to student voice

To have the School Board fulfil its role in supporting governance

Strategies

- Leadership is shared, distributed and held to account
- Psychologically safe Professional Learning Community culture of collaboration
- Invite and respond to student voice through student leaders and class liaison
- Induct and train Board members

Resources

- Capacity building of staff through Professional Development, coaching, leadership opportunities
- Structures are in place to support collaboration through a model of Professional Learning Communities and networking opportunities
- Approximately 0.3% of the annual Student Centred Funding Model (SCFM) is dedicated to Professional Learning of leadership team
- The Board meets twice per term



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