

School plan 2018-2020

Forster Public School 1936



School background 2018–2020

School vision statement

Forster Public School provides a quality teaching and learning environment. We engage with our community to develop the academic, social, emotional, physical and spiritual needs of each child. We promote equity, excellence and opportunities for all in an environment where all students are known, valued and cared for. High impact teaching strategies ensure measurable, observable progress is achieved for all students.

School context

Forster Public School is situated on the coast only metres from the beach drawing students from a wide range of socio-economic backgrounds.

At Forster Public School we:

- have an experienced, dedicated staff committed to achieving improved student learning outcomes;
- have a Support Unit staffed with highly experienced special education teachers and learning support officers catering for students with intellectual and physical disabilities, autism and mental health issues;
- showcase the academic, cultural and sporting achievements of our students at every opportunity;
- implement Early Action for Success to improve student Literacy and Numeracy skills through a targeted approach in the early years of schooling;
- ensure our teaching and learning programs are differentiated to cater for the diverse learning needs of our students;
- are committed to our core values of 'Respect, Safety and Personal Best' and explicitly teach expectations of behaviour in all classrooms
- embrace the use of technology to enhance the learning programs of students;
- develop, in partnership with the Stephanie Alexander Kitchen Garden Foundation, practical understandings of nutrition through our state of art kitchen / garden program;
- actively engage our community in the decision making processes of the school;
- are strongly supported by a hard working P&C Association; and
- work closely with our Great Lakes Learning Community of Schools to provide enhance learning opportunities for students.

School planning process

The school undertook an extensive and collaborative process to inform the strategic directions for the next 3 year school plan. This process assisted the school in identifying its strengths and areas of need, the key issues impacting student learning and determining the priorities for future planning. The processes are listed below.

- In 2017 a rigorous school evaluation was conducted. Focus groups were formed and data collected. This information was used to develop a Situational Analysis.
- The situational Analysis was discussed with executive and teaching staff and shared understandings established and transferred into priority goals to identify the three strategic directions to be pursued by the school. Findings were shared with the community.
- The writing team worked collaboratively to develop the 5P approach plan across all three strategic directions. The draft plan was shared with the staff to ensure collective understanding and efficacy.
- Community members were consulted and given opportunities to discuss the proposed three strategic directions and the 5P approach.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Evidence Based Quality
Teaching

Purpose:

To provide equal opportunities for all students to thrive and maximise impact on student learning outcomes. Forster Public School is committed to providing a quality teaching and learning environment where teachers are reflective practitioners and there is consistent, evidence-based pedagogy. This enables students to become active, engaged learners who strive to challenge and stretch their personal best.

STRATEGIC DIRECTION 2

Growing a Performance
Development Culture

Purpose:

To develop a collective efficacy focused on continuous improvement. Staff are empowered to develop a shared responsibility for improving student outcomes through quality teaching practice. A balance of collaborative and personalised professional learning builds staff capacity.

STRATEGIC DIRECTION 3

Connect, Succeed, Thrive and
Learn

Purpose:

To ensure all students are known, valued and cared for and develop the skills and resources for future success and well being. Positive relationships are strengthened to build a sense of belonging, connecting with students, parents, carers and the wider community.

Strategic Direction 1: Evidence Based Quality Teaching

Purpose

To provide equal opportunities for all students to thrive and maximise impact on student learning outcomes. Forster Public School is committed to providing a quality teaching and learning environment where teachers are reflective practitioners and there is consistent, evidence-based pedagogy. This enables students to become active, engaged learners who strive to challenge and stretch their personal best.

Improvement Measures

8% increase of students in top two NAPLAN bands in reading, writing and mathematics

90% of students at or above minimum standard in NAPLAN in reading, writing and mathematics

Visible Learning school capability assessments and Evidence in Action plan indicate significant growth from baseline

People

Students

- Understand and articulate the learning intentions and success criteria
- Take an active role in setting personalised learning goals in literacy and numeracy
- Develop the ability to use a common language to articulate and monitor their learning progress

Staff

- Develop an evaluative thinking mindset
- Develop a deep understanding of the links between syllabus, scope and sequence and learning progressions
- Use a range of evidence to continually reflect on and refine differentiated teaching and learning to maximise student progress
- Develop and use high level practices in the use of data to inform teaching practice
- Understand and use Literacy and Numeracy Progressions to effectively monitor student progress
- Develop the skills to effectively conference with students to set challenging and achievable learning goals
- Develop skills in providing and receiving effective feedback

Instructional leaders

- Build capacity of staff through a shared planning, teaching and reflection cycle

Processes

Grade Based Professional Learning

- Fortnightly sessions led by Assistant Principals or Deputy Principals
- Focused professional learning to develop deep understanding of explicit teaching in English and Mathematics
- Collaborative learning to enhance knowledge of the syllabus and links with Literacy and Numeracy Progressions
- Capacity building in data use and analysis
- Collaborative planning informed by work samples, assessments and student data

Visible Learning Impact Program

- Professional learning for all staff addressing John Hattie's Visible Learning
- Learning Intentions and Success Criteria
- Explicit feedback for students and staff

Learning Walks

- Observations of student learning to guide teacher professional learning and planning
- Structured and focused classroom visits aligned to learning walk protocol
- Team includes an executive member and a classroom teacher

Evaluation Plan

The progress and effectiveness of the plan

Practices and Products

Practices

Grade Based Professional Learning

- Teachers participate regularly in structured professional learning embedded into school timetables
- Teachers use data effectively to evaluate student understanding of lesson content

Visible Learning Impact Program

- Teachers consistently use Visible Learning aspects in their classroom practice
- Students articulate learning intentions and self assess learning progress

Learning Walks

- Learning walk team regularly observe learning and provide feedback to inform future directions for professional learning

Products

Grade Based Professional Learning

- Quality, differentiated literacy and numeracy programs that result in improved student outcomes

Visible Learning Impact Program

- Teaching programs with explicit learning intentions, success criteria and Visible Learning goals
- Clear and consistent understanding of what student progress looks like.
- Clearly identified practices that lead to

Strategic Direction 1: Evidence Based Quality Teaching

People

Parents/Carers

- Engage in workshops to build a deeper understanding of their child's learning
- Receive and understand clear and detailed information on their child's progress towards learning goals

Community Partners

- Engage skillfully in the Collegial Visible Learning network
- Great Lakes Learning Community (GLLC) skills in making connections enhance opportunities for students

Processes

will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen claims we can make about our school improvement efforts. Data sources include:

- analysis of school-based and external assessment data;
- lesson plans and teaching programs;
- observation and teacher reflection;
- feedback from community of schools and other project teams; and
- surveys with students, teachers, carers, and community at regular intervals.

Practices and Products

purposeful impact implemented

Learning Walks

- High-quality, evidence based teaching informed by reflective practice

Strategic Direction 2: Growing a Performance Development Culture

Purpose

To develop a collective efficacy focused on continuous improvement. Staff are empowered to develop a shared responsibility for improving student outcomes through quality teaching practice. A balance of collaborative and personalised professional learning builds staff capacity.

Improvement Measures

All teachers effectively use the Australian Professional Standards for Teachers to demonstrate professional growth.

All teachers engage with the mentoring process to show professional growth.

Performance Development Matrix (PDM) indicates 60% of teachers rate the performance development culture at a level 4 or higher

People

Students

- Develop targeted knowledge and skills by being supported by skilled and innovative teachers

Staff

- Value and share responsibility for professional learning
- Embrace opportunities for leadership
- Recognise collaborative mentoring as a valued process
- Increase understanding of the Australian Professional Standards for Teachers and associated teacher accreditation procedures

Leaders

- Develop skills and capabilities to enable the school plan
- Provide effective, continuous and constructive feedback
- Facilitate accreditation processes for their team
- Schedule professional learning for team members on MyPL

Processes

Performance and development framework

- Enhancing the effectiveness of the performance and development framework, focusing on the Australian Professional Standards for Teachers
- Performance and development plans (PDPs) documentation demonstrate alignment with school plan, including Visible Learning

Mentoring

- Mentoring Through Collaboration (MTC) program provides a forum for teachers to share expertise and interest areas with colleagues
- Aspiring leaders are given opportunities to lead professional learning and develop mentoring skills
- Trained mentors provide support to teachers at all career stages
- Executive and aspiring executive are mentored by a more senior colleague

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen claims we can make about our school improvement efforts. Data sources include:

- teacher reflection;
- document analysis; and
- performance development matrix.

Practices and Products

Practices

Performance and development framework

- Teacher PDPs are reviewed and actioned each term as part of the Performance and Development process
- Shared school-wide responsibility is evident around the use of Australian Standards and teacher accreditation and maintenance processes
- All teachers use professional standards and PDPs to identify and monitor specific areas for development

Mentoring

- 100% of staff are supported through MTC program
- Staff are supported to achieve Highly Accomplished and Lead Teacher status

Products

Performance and development framework

- School wide summary of PDPs and analysis against Teaching Standards evident

Mentoring

- MTC 'flyers' and timetables
- Trained teacher and executive mentors

Strategic Direction 3: Connect, Succeed, Thrive and Learn

Purpose To ensure all students are known, valued and cared for and develop the skills and resources for future success and well being. Positive relationships are strengthened to build a sense of belonging, connecting with students, parents, carers and the wider community.	People Students <ul style="list-style-type: none">• Adhere to the school’s core values• Develop a greater sense of belonging within the school community• Engage in school activities through supportive adjustments Staff <ul style="list-style-type: none">• Consistently Implement PBL approach to support all students• Support the wellbeing of students through a range of KidsMatter strategies• Facilitate adjustments to assist in providing learning for kids Parents/Carers <ul style="list-style-type: none">• Build a greater understanding of mental wellness and the supports available• Work collaboratively with the school to support students Community Partners <ul style="list-style-type: none">• Work collaboratively with the school to develop strong support networks• AECG and school staff regularly consult regarding Aboriginal education initiatives	Processes Positive Behaviour for Learning <ul style="list-style-type: none">• Expectations of behaviour are explicitly, consistently and supportively applied across the school• Positive behaviours are explicitly taught across all settings• The Continuum of Support guides decision making KidsMatter <ul style="list-style-type: none">• Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning• Strong relationships are developed with families and the wider community to enable students to succeed and thrive• Social skills and resilience are explicitly taught through Bounce Back Effective Learning and Support Team <ul style="list-style-type: none">• Teachers are skilled in applying adjustments for students with additional needs• The Learning and Support Team advise on, plan for and coordinate in–class support to maximise student outcomes Evaluation Plan The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen claims we can make about our school improvement efforts. Data sources include: <ul style="list-style-type: none">• PBL data;	Practices and Products Practices Positive Behaviour for Learning <ul style="list-style-type: none">• Consistent whole school commitment to positive behaviour for learning KidsMatter <ul style="list-style-type: none">• Collaborative working partnerships encourage access to the referral pathways and support networks• The 8 Ways pedagogy is applied to learning programs in order to facilitate student engagement Effective Learning and Support Team <ul style="list-style-type: none">• An effective learning and support team facilitates and coordinates a whole school approach to improve learning outcomes for every student Products Positive Behaviour for Learning <ul style="list-style-type: none">• PBL scope and sequence, matrix of behaviours, action plan, SET and EBS KidsMatter <ul style="list-style-type: none">• Engaged students with a sense of belonging with higher levels of engagement.• A positive school community supports student wellbeing. Effective Learning and Support Team <ul style="list-style-type: none">• Personalised Learning and Support Plans for all students in the NCCD
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Strategic Direction 3: Connect, Succeed, Thrive and Learn

Processes

- KidsMatter student, teacher and family surveys;
- Learning and Support Team Planning Matrix; and
- teaching programs.