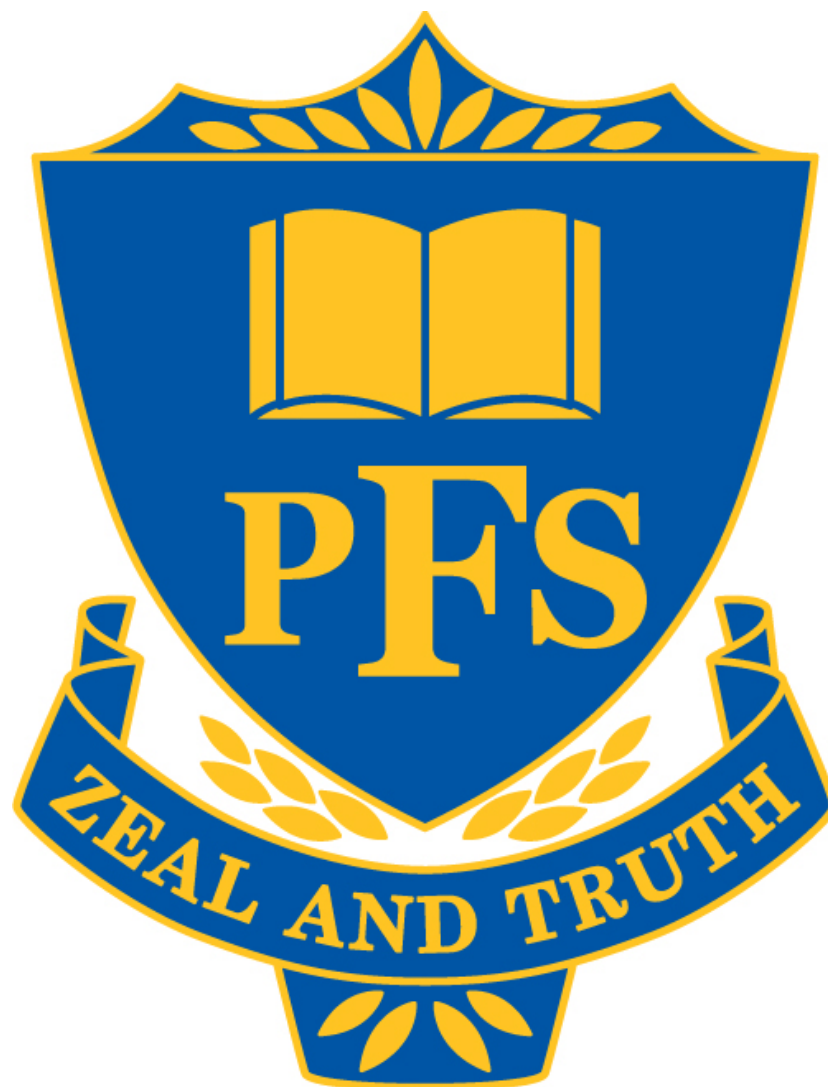


Strategic Improvement Plan 2021-2025

Forbes Public School 1926



School vision and context

School vision statement

At Forbes Public School we foster productive partnerships in a climate characterised by flexibility, integrity and teamwork. Our collective efficacy approach empowers leaders of learning, improving wellbeing, growth and attainment.

School context

Forbes Public School is situated on the Lachlan River, on the land of the Wiradjuri people within the heart of the Forbes community. The school has an enrolment of 320 students, 25% are with an Aboriginal Heritage.

The school values diversity across its community, successfully integrating both mainstream and special educational learning opportunities within and across 14 mainstream classes and 5 classes that empower students with moderate and/or severe intellectual disabilities (IO/IS), autism (AU), mild intellectual disability (IM) and emotional disability (ED).

The school shares a strong commitment to the pursuit of excellence by working through cycles of self-assessment. Aligning whole school practices against the school excellence framework, the school engaged in the External Validation process in 2019, where the results of self-assessment were shared with a panel of peer principals who gave an on balanced judgment that found the school was excelling in the Wellbeing domain, working towards delivering in the domain of Student Performance Measures and Delivering in the domain of Data Informed Practice.

Students at Forbes Public School are supported through a Positive Behaviour for Learning culture, lead collaboratively by a team that ensures a whole school, proactive and shared approach to student wellbeing. This is supported by the Stronger, Smarter approach that enhances the high expectations culture shared between all at Forbes Public School.

An active Parents and Citizens Association, strong community partnerships with the AECG and other outside agencies contribute to, value and support the schools strategic directions. They work alongside staff to advocate for whole school needs that help support student wellbeing, growth and attainment and the continuous improvement of school grounds, resources and infrastructure.

Consultation with members of the Staff, AECG and P&C have enabled the school to set Strategic Directions of **Student Growth and Attainment** and **Authentic Leadership**.

These Strategic Directions will set a strong foundation for the key initiatives of Collective Efficacy, Data Informed practice, Distributive Leadership and a High Expectations Culture to occur. These initiatives will ensure a strong literacy and numeracy focus, embedding a collective efficacy approach to improving student outcomes supported by targeted leadership teams within the school community.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student outcomes through data informed practice, collective efficacy, evidence based teaching, leading and learning.

Improvement measures

Student Progress Measures

Achieve by year: 2025

Improve Student Performance Measures from the School Excellence Framework, Self Assessment from: Working Towards Delivering to Sustaining and Growing.

Data Use and Skills

Achieve by year: 2025

Improve Data Skills and Use from the School Excellence Framework, Self Assessment from: Delivering to Excelling

Attendance (>90%)

Achieve by year: 2023

Improve the Attendance rate of students attending over 90% of the time by 7% as extracted from SCOUT.

Data Informed Practice

Achieve by year: 2025

Improve Tell Them from Me scores for Data Informed Practice by 5%, Collaboration by 10%,

Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Year 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment and reduce the gap between school and state averages.

Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment and reduce the gap between school and state averages.

Initiatives

Collective Efficacy

Embed a culture of Collective Efficacy that enables collaborative practice between all staff that explicitly aims to improve teacher practice and student outcomes in Reading and Numeracy.

- There are regular opportunities created in the timetable that enable teachers time to meet in stage groups to engage in collective efficacy.
- Staff engage in professional learning that teach collaboration and give strategies and frameworks that explicitly aim to develop and guide and build upon the collaborative process to improve student outcomes in reading and numeracy.
- Professional learning in explicit reading and numeracy best practice provides teachers with the ongoing knowledge and understanding, enabling the building of educational aspiration and performance improvement of students in reading and numeracy.
- Collaborative practice empowers internal and external expertise between teachers within and across schools that enable peer observation and feedback, coaching, and mentoring to improve teacher capacity and best practice instruction of numeracy and reading content.

Data Informed Practice

Ensure effective strategies and processes are embedded across the school that enhance data informed practice to improve teacher practice and student outcomes in Reading and Numeracy.

- Whole school process of data harvest cycles are carried out every 5 weeks that enable a systematic approach to analyzing and using data of student reading and numeracy achievement and attendance to improve student growth and achievement. This is achieved through a Data Monitoring Flow.
- Increased collaboration of staff enable student target groups to be modified and whole school system negotiated targets to be measured.

Success criteria for this strategic direction

We will see:

- Student growth and achievement in literacy and numeracy across K-6
- Improved student engagement and attendance
- Teachers engaging in collaborative planning time, co-programming and assessing student work together.
- Teachers and School Learning Support Officers working together to deliver differentiated teaching
- Whole school assessment procedures that give clear expectations, enabling teachers triangulation of data to inform practice
- Whole Staff and stage meetings held intermittently to ensure communication and consistency across the school.

Evaluation plan for this strategic direction

The school will use the following data sources to triangulate and regularly analyze the effectiveness of the collective efficacy approach and data informed practice initiatives. This analysis will drive the schools future directions in improving student literacy and numeracy results.

Staff will triangulate:

1. STANDARDISED Tests: NAPLAN - Value added; percentage of students in bands; individual student growth; item analysis; Check In assessment; Best Start; Dalwood, Phonics Screening
2. SCHOOL BASED Assessment, feedback and evaluation: Progress Achievement Test reading and numeracy data, specifically looking at student growth and item analysis; Student and staff feedback around the delivery of and access to the curriculum.; Essential Assessment; Mathletics; Sound waves Diagnostics; Benchmarking

Strategic Direction 1: Student growth and attainment

Initiatives

- Regular collaborative practice between teachers enable effective analysis of data that help them identify each students point of need in reading and numeracy. This enables learning opportunities and targeted support systems to be put in place that enhance student growth and achievement.
- Whole school assessment procedures and tools for reading and numeracy empower teaching and learning consistency across the school K-6 and provide data outcomes for teaching and of learning.
- Assessment is an integral part of teaching and learning programs and provides accurate conclusions about student learning.

Evaluation plan for this strategic direction

3. CLASSROOM assessment, feedback and observation: Individualized assessments; Running Records; Self & peer assessment; Exit Tickets; Teacher observations; Collaborative activities; Research activities; Practical activities; Presentations; Work samples

The evaluation of these data sources will involve:

- Regular review of teachers understanding and ability to interpret, engage with and manipulate data to self assess teaching practices, drive targeted student learning and maintain consistent teacher judgment through collaborative planning time.
- Monitoring and review of data harvest cycles and whole school reporting and assessment procedures to ascertain the effectiveness of current collective efficacy and data informed practice initiatives.

Strategic Direction 2: Authentic leadership

Purpose

Our purpose is to empower all staff as educational leaders to enhance whole school professional practice, student growth and attainment.

Improvement measures

Wellbeing

Achieve by year: 2023

Improve the overall system negotiated target for wellbeing of students extracted from Tell Them From Me SCOUT data by 4%

High Expectations Culture

Achieve by year: 2025

Improve School Excellence Framework, Self Assessment results for Educational Leadership from Sustaining and Growing to Excelling.

Distributive Leadership

Achieve by year: 2025

Improve Teacher Tell Them From Me scores for establishing and maintaining an Inclusive School and for Leadership by 10% to exceed state average

Initiatives

Distributive Leadership

The joint interaction and acknowledged expertise of all staff; teaching and non-teaching enable synergistic relationships between the people within the school to enable a culture of high expectation.

- Leadership teams play a vital role in creating and maintaining a culture that supports effective teacher collaboration and improved professional practice.
- There is an orderly and safe environment where relational trust enables constructive and effective feedback and collaboration. This occurs when staff meet as a whole school fortnightly.
- Inclusion and high expectations for all enable whole school policies, procedures, systems and processes to frame mutually supportive, collaborative and trusting relationships that mobilize whole school improvement and wellbeing.
- All staff are empowered to share their skill and expertise to improve whole school outcomes to further build on teacher capacity and student outcomes.

High Performance Culture

Empowering staff with the opportunity to perform their jobs well, while enabling personal growth, and job satisfaction through opportunities to engage in self-reflection and challenge.

- Established goals and expectations are supported through the Performance and Development Process as well as mentoring processes for newly appointed staff and/or staff that require assistance in maintaining proficiency within their current role. Challenging roles, responsibilities and opportunities are created for staff to leverage, build upon and share expertise.
- Resourcing strategically enables use of resources with other schools and education networks to enhance the high performance culture of the school. Funding is identified and prioritized to meet the

Success criteria for this strategic direction

We will see:

- Staff engaging in dynamic interactions, teams, and initiatives that mobilize whole school improvement and change.
- Student engagement and wellbeing increase and more opportunities for effective teaching and student learning as a result of distributive leadership.
- Staff demonstrating personal responsibility for improving their practice in order to improve student learning by actively engaging in self and peer assessment in addition to the Performance and Development Processes, identifying personal, whole school and professional goals.
- Staff participating in targeted Professional Learning to enhance their capacity, engaging in evidence based practice to improve student outcomes.
- Opportunities provided for distributive leadership to occur and development of aspiring staff

Evaluation plan for this strategic direction

The school will use the following data sources to regularly monitor and review the effectiveness of distributive leadership and performance management and development initiatives on authentic leadership practices that improve teacher performance and student outcomes.

- The school Performance & Development Process, will include self reflection in line with frameworks and tools including but not limited to the Australian Institute of Teaching School Leadership self-assessment tool.
- Evidence of strong links between Professional Learning activities and strategic directions and whole school initiatives are applied for by staff.
- The engagement and formation of different staff members to form dynamic interactions that drive improved teacher capacity and student outcomes that enable whole school improvement to be achieved.

Strategic Direction 2: Authentic leadership

Initiatives

- Professional Learning needs of staff, based on any gaps between the requirements of staff roles and current knowledge, understanding and skills.
- There is a culture of review, responsibility and shared accountability to achieve high standards for all and to drive future directions. Staff are encouraged by the executive team to contribute to education networks, supporting the learning of others and reflection of practice.

Evaluation plan for this strategic direction

- Evidence of enabling working conditions such as the provision of time and space for staff to collaborate and share expertise.
- Teacher programs reflect collective practice and influence of distributive leadership.
- Improved student growth, wellbeing and attainment data

The evaluation of these data sources will involve:

- Regular review of staff understanding and ability to engage with and deliver distributive leadership practices
- Staff will review processes via survey responses.
- Monitoring and review of staff performance cycles and processes to ascertain the effectiveness of current Performance Management and Development initiatives.
- Teachers and School Learning Support Officers engage in distributive leadership across different roles, times and formats where skill, knowledge and practice is engaged with and/or shared.