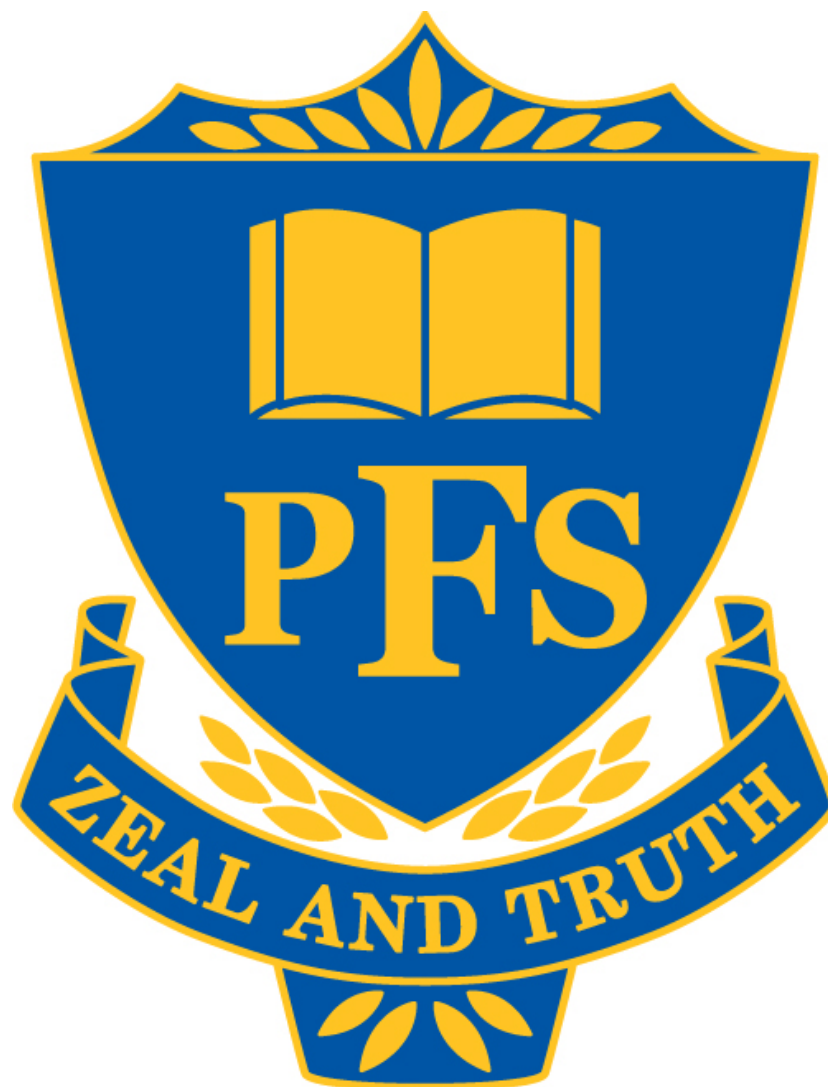


# Strategic Improvement Plan 2021-2025

## 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

### 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

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 89.6% in 2023 to 90.7% by 2027.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- Student cohorts in 2024 demonstrate improved numeracy scores compared to 2023 and 2022 cohorts.

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

## Initiatives

### Collective Efficacy

**Embed a culture of Collective Efficacy that enables collaborative practice between all staff that deliberately 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 collaborative planning for explicit teaching, curriculum delivery, programing and student moderation, including the identification of high potential and gifted students.
- 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 through explicit teaching.

### 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 is 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 enables student target groups such as high potential and gifted students to be created and whole school system negotiated targets to be measured.
- Regular collaborative practice between teachers

## 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 to inform explicit teaching.
- Teachers and School Learning Support Officers working together to deliver differentiated teaching.
- Whole school assessment procedures that give clear expectations, enabling teacher's triangulation of data to inform and differentiate practice and identification of all students including High Potential and Gifted students.

## 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
3. CLASSROOM assessment, feedback and observation:

# Strategic Direction 1: Student growth and attainment

## Improvement measures

- Student cohorts in 2024 demonstrate improved reading scores compared to 2023 and 2022 cohorts.

## Initiatives

enables effective analysis of data that help them identify each student 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

Individualized assessments; Running Records; Self & peer assessment; Exit Tickets; Teacher observations; Evidence of Explicit Teaching Procedures; 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: 2025

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 and students with the opportunity to perform their jobs/ engage with school well, while enabling personal growth, and job/ school 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.

### 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

- Funding is identified and prioritized to meet the 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.
  - There are opportunities for students to grow, connect, succeed and thrive.

### 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.