

Strategic Improvement Plan 2021-2024

Forest Hill Public School 1930



School vision and context

School vision statement

Forest Hill Public School strives to be a safe learning environment where the whole community is positively encouraged and fully engaged. The school is an inclusive environment and the staff support the diversity of all students through their teaching, learning and wellbeing programs.

Students experience excellent teaching and are absorbed in learning and holistic experiences which develop their life-long success ready for the challenges of tomorrow.

School context

Forest Hill Public School is classed as a small rural primary school with a large percentage of families who experience a transitory lifestyle. The school is located opposite the Wagga Wagga RAAF Base. Forest Hill Public School has 15% of the population who identify as having Aboriginal or Torres Strait Islander Heritage and Defence Force representation of 23% of students. In some cases Forest Hill teaches students whose parents are on regular deployment in foreign countries and make numerous movements throughout primary school to bases around Australia. This movement is supported by a school based Defence Mentor. Accordingly, the school seeks to have students, staff and parents working to enhance each student's academic, cultural, physical and social development so that each may become a motivated to learn independently and cooperatively whilst striving for excellence.

Through a whole school and community consultative process and a situation analysis the school has identified the high level areas for improvement in this plan as being; data driven teaching and learning, effective classroom practice, developing positive partnerships and whole school approach to wellbeing.

Forest Hill Public School attracts funding for students who fit into the categories of low socio-economic, disability, rural and remote and Aboriginal heritage.

Strategic Direction 1: Student growth and attainment

Purpose

We will set high expectations for each student and will differentiate student-focussed learning goals. Staff will utilise data to inform and direct teaching and learning cycles while maintaining responsive teaching to the needs of all learners.

Improvement measures

Target year: 2022

Increase the proportion of students in the top two bands of NAPLAN numeracy by 9%.

Target year: 2022

Increase the proportion of students in the top two bands of NAPLAN reading by 8%.

Initiatives

Data Driven Teaching and Learning Cycle

Establish a whole school approach to reading and numeracy that ensures that student data is regularly collected and collaboratively analysed to inform the teaching and learning cycle.

Success criteria for this strategic direction

- The learning goals for students are informed by analysis of internal and external student progress and achievement data.
- Progress towards goals is monitored through collection of quality, valid and reliable data.
- Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.
- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- The school's data driven teaching and learning cycle supports the learning of all students so that it is equitable, inclusive and culturally informed.

Evaluation plan for this strategic direction

Question: To what extent has explicit data driven teaching and learning met the needs of all students in reading and numeracy?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures; teaching programs; classroom observations; Performance and Development Plans; ALAN; DoE Short Assessments; school wide assessments (eg writing samples, stage pre/post tests).

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Student Focused Learning

Purpose

We will develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment. This promotes learning excellence and responsiveness in meeting the needs of all students. This way there will be growth for all students with respect to their current achievement levels.

Improvement measures

Target year: 2023

Increase the proportion of students achieving expected growth NAPLAN numeracy by 8%.

Target year: 2023

Increase the proportion of students achieving expected growth NAPLAN reading by 5%.

Initiatives

Effective Classroom Practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods and strategies through effective classroom practice.

Success criteria for this strategic direction

- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies.
- Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Effective classroom teacher practice supports the learning of all students so that it is equitable, inclusive and culturally informed.

Evaluation plan for this strategic direction

Question: To what extent has differentiated student focused learning promoted growth for all students in reading and numeracy?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures; teaching programs; classroom observations; Performance and Development Plans; in class pre/post test analysis; School Excellence Framework self-assessments; Tell Them From Me surveys; teacher sharing learning intention/success criteria.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Strategic Direction 2: Student Focused Learning

Evaluation plan for this strategic direction

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Student Wellbeing

Purpose

Establish a whole school approach to wellbeing that allows the students to develop a stronger sense of belonging. All families will have the opportunity to be engaged and contribute positively to the school. All students will be known, valued and cared for through effective practices responding to individuals. Therefore all students will have a sense of belonging and will have positive and productive behaviour while maintaining appropriate attendance rates.

Improvement measures

Target year: 2022

Increase the proportion of students attending > 90% of the time by 4%.

Target year: 2022

Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School as high by 3%.

Initiatives

Developing Positive Partnerships

Student's sense of belonging is supported through the development of positive relationships with their classroom teacher and other identified staff members.

Community engagement is promoted, encouraged, and analysed to ensure that the diverse range of stakeholders engage and contribute positively to the school culture.

Whole School Approach to Wellbeing

Through a whole school research based approach to wellbeing, attendance and student behaviour students' have an increased sense of belonging.

Success criteria for this strategic direction

- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters and supports the needs of all students.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- The school identifies, initiates and builds on opportunities that engage Aboriginal and Torres Strait Islander parents/carers in both the progress of their children's learning and the educational priorities of the school.

Evaluation plan for this strategic direction

Question: To what extent has developing positive partnerships lead to increased sense of belonging and a positively engaged community?

To what extent has the whole school approach to wellbeing impacted the students' wellbeing, attendance and behaviour?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: attendance data; teaching programs; classroom observations; behaviour tracking; Learning Support and Wellbeing Minutes; rewards day attendance; School Excellence Framework self-assessments; Tell Them From Me surveys; QR code community feedback data; community attendance and participation at events.

Analysis: Data is analysed and triangulated regularly to

Strategic Direction 3: Student Wellbeing

Evaluation plan for this strategic direction

determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.