

# Strategic Improvement Plan 2021-2024

## Forest Lodge Public School 1932



# School vision and context

## School vision statement

Forest Lodge Public School celebrates the uniqueness of each child. Our goal is to develop academic excellence within a supportive environment for students, staff and parents. FLPS has a culture of high expectations that promotes a holistic school environment so every child can connect, succeed and thrive. Each child is encouraged to pursue their interests and explore a variety of ways of learning in a nurturing and inclusive climate. Learning never stops and this is modelled by the staff at FLPS. We are continuously reflecting on and refining our practices to ensure we are providing evidence based practices in all areas of teaching and learning.

FLPS is a school with a shared vision, a strong sense of community and shared goals; our relationships are based on mutual respect, communication and a commitment to helping students acquire a passion for learning, sense of belonging, provide a sense of achievement and extend and enrich their potential. Students are supported to develop their enterprise skills through innovative programs and environments.

## School context

Forest Lodge Public School was established in 1883. It is an inner-city public school with a student population of 360 students and growing. Of these students, 157 students, representing 40 countries come from an EALD background. Forest Lodge Public School serves a high socio-economic area and has a matching FOEI. The Aboriginal student population represents 2% of the student population. The staff of Forest Lodge Public School are a mixture of experienced and new career teachers, with 25% of staff in the first 3 years of teaching. Of the current class structure of 15 classes, 10 classes are staffed by permanent staff (66%). The school employs 5 School Learning and Support Officers through targeted Integration Funding Support to support students with additional needs. The school supplements this funding through flexible funding sources from our SBAR. The school additionally funds two learning and support teachers to deliver targeted initiatives and programs.

FLPS has developed alliances with agencies and tertiary education to enhance learning opportunities. The main relationship is with University of Sydney and its Communication Disorders Research & Treatment Clinic. The school is also a popular choice for final placement of graduate teaching students from Sydney University and the school is committed to providing an excellent training environment for the next 'batch' of graduate teachers.

Forest Lodge PS is a high performing academic school with excellent NAPLAN results and technology-based initiatives and programs; from program and curriculum design to support resources for technology-based lessons and initiatives. Forest Lodge has a wide range of creative and performing arts initiatives and programs that involve students both through RFF structure to extracurricular activities. These include three bands which are our beginner, intermediate and concert bands (which are award winning). Dance is regularly taught as RFF by an expert teacher and culminates in a biannual concert held at the Seymour Centre at Sydney University. Other external providers for extracurricular activity include French, Spanish, Mandarin, public speaking, tennis, drama, robotics, chess and choir both for students and adults. FLPS has a highly engaging and sought after before and after school care service - FLASCA. This service provides care for 160 students throughout the term and during school holidays. The school's student representative council and year 6 leaders annually work with the wider community on key projects. These projects help shape their understanding of local and wider community issue and prompts key citizenship values. A major project included working with local artist, academics and Sydney Council on developing sustainable practices with a focus on the local Johnston Creek area.

The school has an active and supportive P&C who raise funds through a variety of fundraisers including the biannual fete, Halloween disco, trivia nights and BBQ's for special events such as elections. Through these fundraising efforts the school in partnership with the P&C has purchased in class technology including laptops and iPads, flexible furniture to support our school vision of a future focused school, resources and training to support our learning and support team and the ongoing upgrades to our school's physical environment and playgrounds.

Forest Lodge Public School completed External Validation in September 2020 and the

# School vision and context

## School vision statement

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## School context

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results from this process have heavily supported our Situational Analysis. In addition to External Validation, consultation with our school community has helped us to identify three key areas of focus for our 2021 - 2024 School improvement plan:

- Student growth and attainment
- High quality collaborative practices
- Wellbeing

# Strategic Direction 1: Student growth and attainment

## Purpose

For Forest Lodge Public School to use and enhance evidence based learning programs and initiatives to facilitate optimal growth. This mandatory target will facilitate FLPs staff in continuous professional development and support a growth mindset for all. Students will be supported to develop skills in literacy and numeracy, alongside developing key soft skills needed to be successful global citizens.

## Improvement measures

### Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 8.2%

### Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 8.1%

### Target year: 2023

Increase the % of students achieving expected growth in NAPLAN reading by 2.1% from system negotiated target baseline

### Target year: 2023

Increase the % of students achieving expected growth in NAPLAN numeracy by 2.6% from system negotiated target baseline

### Target year: 2022

Attendance: 90% of students attending over 90% of time

### Target year: 2024

Improvement as measured by the School Excellence Framework

Domain: Curriculum

The school to self assess and be validated at excelling

## Initiatives

### English

A whole school focus in expertly using evidence based practices to drive student growth and attainment. These practices will be holistic and sustainable with consistent review of practice informing future directions. The practices include:

- Review and improve data sources
- Strengthening teachers data literacy, data analysis and data use in teaching
- Explicit teaching
- Embedding effective assessment and feedback practices
- Collaboration across stages to support consistency in planning, programming and assessing
- Strategic resourcing to effectively implement and continue effective practice

### Mathematics

A whole school focus in expertly using evidence based practices to drive student growth and attainment. These practices will be holistic and sustainable with consistent review of practice informing future directions. The practices include:

- Review and improve data sources
- Strengthening teachers data literacy, data analysis and data use in teaching
- Explicit teaching
- Embedding effective assessment and feedback practices
- Collaboration across stages to support consistency in planning, programming and assessing

## Success criteria for this strategic direction

- Continuous tracking of assessment data (DoE Checkin, PAT, NAPLAN, Reports) informs teaching direction and appropriate intervention leading to measurable improvement in student outcomes
- Scope and Sequences are reviewed and revised regularly with evidence of continuous improvement
- Teaching programs follow scope and sequences and provide evidence of revisions
- Modelled, guided and independent teaching is part of the teaching cycle and is evident in programs
- Formative and summative assessment is consistently used in the teaching cycle for English and numeracy
- Individual growth data through monitoring of data longitudinally
- Teachers are participating in targeted professional learning to enhance pedagogical practices in English and mathematics

## Evaluation plan for this strategic direction

Q: What has been the impact of targeted practices had on lifting student achievement?

Q: How has the consistency in practice supported student growth and attainment?

The school will use the following data sources to regularly review the ongoing effectiveness of the practices within the initiatives:

- External assessments (NAPLAN, Phonic screening check, Phonological awareness diagnostic, Best Start, Checkin assessments)
- Internal assessments (PAT, Reports, running records)
- Classroom data - Formative assessment
- Staff, parent and student surveys & focus groups

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Target year: 2024

Improvement as measured by the School Excellence Framework

Domain: Data skills in use

The school to self assess and be validated at excelling

## Initiatives

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- Strategic resourcing to effectively implement and continue effective practice

## Evaluation plan for this strategic direction

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- Sentral data

- PIVOT

A: Analyse the data to determine the extent of how our practices have been successful. Processes and practices implemented will be reviewed annually against improvement measures.

I: What are the implications for our work? What will be our future directions and next steps.

# Strategic Direction 2: High quality collaborative practice

## Purpose

To recognise, develop and strengthen collaborative practices to enhance our collective responsibility of supporting student potential. By developing collective efficacy through an increased knowledge in staff capacity, cohesion, interventions and responsive leadership will drive a whole school collective responsibility in improving student achievement for all. Within these practices, structures will be embedded across the school to assist staff in delivering high quality teaching. Relationships with the local and wider school community will enhance the efficacy of collaborative practices and partnerships in learning.

## Improvement measures

### Target year: 2023

Improvement as measured by the School Excellence Framework

SEF Self assessment: Excelling in curriculum

### Target year: 2023

Improvement as measured by the School Excellence Framework

SEF Self assessment: Excelling in Effective Classroom Practice

### Target year: 2024

External Validation: Continue to operate at excelling in elements of Learning and development, assessment, learning culture, Educational leadership and School resources. Add Effective Classroom Practice, Curriculum and Professional Standards to the excelling stage in 2024.

### Target year: 2024

Improvement as measured by the School Excellence Framework

## Initiatives

### Instructional leadership

Build the capacity of all staff to support curriculum development and assessment as for and of learning. The school will ensure distributive educational leadership to enhance a culture of ongoing evidence based improvement

- Development of instructional leaders (K-2 & 3-6) to lead evidence based curriculum development

- Creation of mentorship to improve practices and procedures across the school and develop a pipeline of leaders through identification and recognition of expertise

- Targeted professional learning to deliver innovative and evidence based pedagogical practices using What Works Best as a framework

### Collective efficacy

Strengthen our collective efficacy to raise student achievement. This will be through:

-Strengthening collaborative planning structures to facilitate a school-wide, collective responsibility for student learning and success

- Establishing team teaching

- Ongoing observations through lesson studies

- PL is aligned to support stage and school based needs

- Whole school sharing of student achievement to support ongoing growth

### Community connections

Enhance connections and cohesion with families, local schools and external providers:

- Through a culture of high expectations provide platforms for families to engage with their child's learning at home ,

## Success criteria for this strategic direction

- All teachers are supported by instructional leaders to review data sets that inform planning
- Teachers expertise is acknowledged and are provided with opportunities to lead in these areas
- Visible learning strategies are clearly evident within classrooms and LISC evident in all teaching and learning programs
- Effective feedback is used in every classroom and is evident against LISC
- Through reflective practice, regular mentoring takes place to address PDP goals to support continuous growth and development
- Teachers are using an increasing array of practices and is evident through documents and observations
- The school uses lesson studies as a system to facilitate professional dialogue, collaboration and modelling of effective practice
- Review of practice is regular and provides targeted feedback to continue to improve student outcomes
- Effective collaborative learning culture is evident through effective systems, processes and procedures
- Increase in collaboration with wider community is evident and is reflected in ongoing teaching practices and procedures

## Evaluation plan for this strategic direction

Q: Have the Instructional Leaders collaborated with teachers and supported them to improve their teaching and learning?

Q: Have teachers been supported to pursue higher levels of accreditation / leadership responsibilities? What evidence is there to support this?

Q: Have school executives facilitated collaborative

# Strategic Direction 2: High quality collaborative practice

## Improvement measures

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External Validation: Excelling in Professional standards

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## Initiatives

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at school and through their professional skills and expertise. These effective partnerships in learning will foster a culture of continuous improvement and pursuit of excellence

- Professional learning community with like schools. Sharing and collaboration of evidence based teaching strategies to enhance curriculum planning, delivery and assessment

- Increase partnerships with external providers to continue to improve student outcomes

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## Evaluation plan for this strategic direction

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structures to enhance whole school learning structures?

Q: How has FLPS engaged with families and the wider community to improve student outcomes?

D: Evaluation for success:

- PIVOT

- TTFM

- PDPs

- Surveys - teacher, parents and outside agencies

- Observation data including teacher reflection

- Teacher reflections from participating in mentorship and support from instructional leader

A: Analysis will be embedded within the initiatives through progress and implementation monitoring. We will annually review initiatives and structures against improvement measures.

I: Findings of the analysis will inform our future directions, effective resourcing, ongoing implementation and progress monitoring

# Strategic Direction 3: Whole school wellbeing

## Purpose

To have a planned and strategic approach to whole school wellbeing so all stakeholders can connect, succeed, thrive and learn. Evidence based initiatives promote student wellbeing to ensure optimum conditions for student learning. Wellbeing and learning needs are a school wide responsibility and planning, assessing and evaluating learning provides a holistic view of each students' wellbeing and learning needs.

## Improvement measures

### Target year: 2023

School Excellence Framework (SEF) indicates improvement in Wellbeing from S&G to Excelling

### Target year: 2024

Improvement as measured by the School Excellence Framework

Learning Culture = Excelling

### Target year: 2024

Improvement as measured by the School Excellence Framework

Effective classroom practice = Excelling

### Target year: 2024

Improvement as measured by the School Excellence Framework

Data skills in use = Excelling

## Initiatives

### Wellbeing programs

Wellbeing programs are implemented across the school to support cognitive, emotional, social, physical and spiritual wellbeing. Planning for learning is informed by sound holistic information about each student's wellbeing. The focus areas will be:

- Establishment of an off class Assistant principal to coordinate key programs and lead L&S team
- Implementation of evidence based initiatives to improve whole school social and emotional competencies.
- Wellbeing Framework Self assessment tool guides whole school structures and processes are reviewed, monitored, adjusted and added to support the ongoing needs for students e.g. high interest clubs, passive play
- Students and teachers are supported by specialist para professionals
- Parents and carers are connected to the school and there is continuous dialogue between teachers and families to drive student achievement

### Personalised learning

We will demonstrate a culture of high expectations and an inclusive learning culture to support all students being successful: The focus areas include:

- Establishment of an off class Assistant Principal to lead ongoing improvement in Wellbeing processes and procedures to support measurable achievement in wellbeing and learning.
- Continuous collection of data that is reviewed regularly by the learning and support team to identify trends in behaviour and evidence based adjustments are made when necessary.
- Collaboration between school executives (IL, stage Assistant Principals) and Wellbeing team to identify trends

## Success criteria for this strategic direction

All students are mapped using the personal and social learning continuum

The executive team expertly utilise data to implement key initiatives to support student wellbeing and engagement

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students with regular reflection and feedback from all stakeholders

Teachers demonstrate increased expertise in teaching students with complex trauma and/ or behaviour needs

Staff are continuously engaging in targeted professional discussions and learning through evidence based PL that improve teaching and learning and feedback is collected to determine success

Regular review, monitoring and planning of learning initiatives to raise students cognitive wellbeing is embedded in to L&S team data analysis

Planning for and implementation of programs are informed by holistic information about the child and is in consultation with families

## Evaluation plan for this strategic direction

Q: How quickly do the L&S team respond to identified needs and what was the outcome?

Q: Have the programs and processes implemented had a positive impact on student wellbeing?

Q: Has the interventions supported teachers teaching and students learning?

D:

- PDPs
- Sentral
- Exit slip - PL



# Strategic Direction 3: Whole school wellbeing

## Initiatives

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in learning and implement evidence based initiatives to support student achievement

- Students needs are identified and appropriate programs are provided intellectually, emotionally, physically and emotionally

-Specific programs (e.g. Learning sprints, literacy support, Secret Agent Society) target both classroom and non classroom needs

- High potential and gifted education is embedded in to all classrooms

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## Evaluation plan for this strategic direction

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- Social and emotional continuum data
- TTFM
- Incident reports & suspension data
- Exit data from interventions e.g. secret agent society, learning sprints, min & multi lit,

A: Analyse the data to determine the extent to which initiatives, structures and supports have been achieved.

I: What are the implications for our work and our future directions?