

# Strategic Improvement Plan 2021-2025

## 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). Music is taught as RFF by an expert teacher. 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 BBQs 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 results from this process have heavily supported our Situational Analysis. In addition to

# School vision and context

## School vision statement

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## School context

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External Validation, consultation with our school community has helped us to identify three key areas of focus for our 2021 - 2025 School improvement plan:

1. Student growth and attainment
2. High quality collaborative practices
3. 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

### 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

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

### 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

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

## 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

## 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. 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.

## Initiatives

### Learning Communities

Build the capacity of all staff to support curriculum development and assessment as, for and of learning.

The school will continue to enhance our culture of ongoing evidence-based improvement:

- term based Learning Community cycles to strengthen collective efficacy - *'Unleashing Greatness, Professor David Hopkins'*
- targeted professional learning to deliver innovative and evidence based pedagogical practices using What Works Best as a framework, whole school goals and team goals (PDPs)
- partnership with 4Cs Transformative Learning
- strengthen collaborative planning structures to facilitate a school-wide, collective responsibility for student learning and success
- PL is aligned to support individual, stage and school based priorities
- enhance connections and cohesion with families through a culture of high expectations provide platforms for families to engage with their child's learning at home , 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
- continue to develop existing and new professional learning communities with like schools (e.g. Ultimo and Glebe PS). Sharing and collaboration of evidence based teaching strategies to enhance curriculum planning, delivery and assessment

## Success criteria for this strategic direction

- Teachers are supported by APC&I and executive to review data sets that inform planning within the collaborative learning culture
- 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, based on evidence and professional learning, and is evident through documents and observations
- The school enhances teacher efficacy through Learning Community processes to facilitate professional dialogue, collaboration and modelling of effective practice
- 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 leaders collaborated with teachers and supported them to improve their teaching and learning?

Q: Have school executives facilitated collaborative structures to enhance consistent K-6 school learning structures?

Q: How has FLPS engaged with families to improve student outcomes?

D: Evaluation for success:

- TTFM
- PDPs

### Evaluation plan for this strategic direction

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- Surveys families, staff and students
- Observation data including teacher reflection
- Teacher reflections from mentoring and coaching (BTs, aspiring leaders, FASTstream)

A: Analysis will be embedded within the initiative 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

### 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 92.06% in 2023 to 93.16 by 2027.

## Initiatives

### Attendance

- School Newsletter - hyperlink to Attendance Matters and use messaging - SAO to access bank of resources to insert each week in newsletter.
- At least twice a term highlight a positive messages
- APs to discuss with teams how they will celebrate attendance eg at assembly, via awards etc
- All teachers to discuss the benefits of school attendance in term based newsletters
- Principal to spotlight attendance at first P&C meeting of year
- Attendance is on stage and LST agendas
- Attendance data is shared with all staff at least once a term.
- Attendance data is analysed by Principal and Exec every two weeks and students are identified of concern. Exec to utilise the coding system eg "of concern - monitor" and "refer to LST" etc.

## Success criteria for this strategic direction

- Staff regularly and accurately monitor attendance and take proactive action to address concerns with individual students. The school community celebrates regular and improved attendance. (Learning culture - attendance)
- Attendance data is regularly analysed and factors that impact on attendance and engagement are used to inform planning. Parents/carers and the school community are engaged to foster student attendance. Whole of school and personalised attendance approaches are improving regular attendance rates for students, including those at risk. (Learning Culture - Attendance)
- There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (Learning Culture - attendance)

## Evaluation plan for this strategic direction

Question: To what extent have the strategies we have implemented improved overall and individual attendance through a focus on whole school communication?

D: Fortnightly data analysis report from SENTRAL, SCOUT attendance data; Feedback from parents on messaging

D: We will use a combination of data sources. These will include:

\* SCOUT attendance data

\* SENTRAL data reports

\* Surveys of staff about procedures, support and impact

Analysis: Analysis will be embedded within the project through progress and implementation monitoring.



## Evaluation plan for this strategic direction

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Annually the school will review progress towards the improvement measures.

### Implications

\* The findings of the analysis will inform future actions.

\* Annual reporting on school progress measures and improvement measures published in the annual report and published on the school website at the end of Term 1 each year.