Strategic Improvement Plan 2021-2024

Forster Public School 1936

School vision and context

School vision statement

At Forster Public School we believe that every student should be challenged to learn in a supportive and inclusive class environment where student voice is encouraged and authentically heard.

Our core school values are safety, respect and personal best. Staff, families and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Forster Public School is a large coastal school situated on the mid north coast only metres from the beach. The school caters for students from a wide range of socio-economic backgrounds from Kindergarten to Year 6 and includes 5 Support Unit classes. The Executive structure consists of five Assistant Principals, two Deputy Principals, two Instructional Leaders, two Assistant Principal Learning and Support (regional support) and Principal.

Forster Public School has 704 students with a teaching staff comprised of 45 permanent staff members, and a number of temporary staff members. The wellbeing of our staff is a priority. The school has a strong, energetic P&C that works closely with the school in a variety of ways.

Forster Public School proudly educates students on Worimi Country. Nineteen percent of our students identify as Aboriginal or Torres Strait Islander and are supported by Aboriginal workers across the stages. There is an active Aboriginal Education Committee that work closely with the community to incorporate local culture into our everyday teaching.

Forster Public School is committed to our three core values of 'Respect, Safety and Personal Best' and these expectations are explicitly taught in all classrooms and displayed throughout the school.

The school has developed, in partnership with Stephanie Alexander Kitchen Program Foundation, practical understandings of nutrition through our state of art kitchen/garden program.

Forster Public school embraces dance and music. The school enters students in School Spectacular and local productions such as Shine On. A music program offers individual and group lessons around a musical instrument of choice and promotes a school band tutored by a trained music teacher.

Forster Public School is incorporating the Berry Street Education Model (BSEM) to support further engagement and well being for all students. The BSEM is a practical, trauma informed approach. Pedagogical strategies incorporate evidence based trauma awareness teaching, positive education and well being practices.

Forster Public School has an effective Learning and Support Team that works closely with the whole school community to improve social and academic outcomes for students. The school utilises trained staff in delivering quality interventions across the stages. A High Potential and Gifted Education team supports staff to identify and differentiate for students with strengths in particular areas. Teaching and learning programs are differentiated to cater for the diverse learning needs of students.

Forster Public School is incorporating Close Reading from Years 1-6. The main intention of Close Reading is to engage students in complex texts while further developing reading strategies, understanding of text features, vocabulary and comprehension. With the increased engagement with complex text the school will also see an improvement in writing.

School vision and context

School vision statement

School context

The school is involved in Leading and Sustaining Numeracy where specific mathematical strands will be identified through data analysis as focus areas to further the development of staff learning and student achievement. Collaboration and professional learning will be a major focus of improvement in this area.

Forster Public School is involved in the Leading Evaluation, Evidence and Data program. Executive staff work closely to analyse school data and identify areas for further improvement. Identified areas are collaboration, effective feedback and data informed practice.

The school embraces the use of technology and employs staff two days a week to ensure technology is up to date and effective. Staff are supported to implement Robotics and STEM (Science, Technology, Engineering and Mathematics) into their teaching and learning programs. Classes from Year 3 to Year 6 are well equipped with flexible learning spaces to support these initiatives, with Kindergarten to Year 2 resourcing underway. These learning spaces provide students with choice in where and how they learn.

Forster Public School works closely with the Great Lakes Learning Community of Schools to provide our students with a vast range of extra curricula experiences, and our staff with rich networking opportunities.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve students' literacy and numeracy outcomes, teachers' practice and programs will be underpinned by evidence informed pedagogy, evaluative practices, effective feedback and collaboration.

Improvement measures

Target year: 2022

System negotiated targets

- Increase the percentage of students achieving the top two NAPLAN bands in reading to be above the school's lower bound system improvement target of 34.1% (uplift of 7.2% above the baseline)

- Increase the percentage of students achieving the top two NAPLAN bands in numeracy to be above the school's lower bound system improvement target of 24.2% (uplift of 7.4% above the baseline)

- Increase the percentage of Aboriginal students achieving the top three NAPLAN bands in reading to be above the school's lower bound system improvement target of 47.5% (uplift of 4.4% above the baseline)

- Increase the percentage of Aboriginal students achieving the top three NAPLAN bands in numeracy to be above the school's lower bound system improvement target of 31.7% (uplift of 6.3% above the baseline)

Target year: 2023

System negotiated targets - growth

- Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system negotiated target of 62.3% (uplift of 6% above the baseline)

- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system negotiated target of

Initiatives

Literacy

In Literacy, we will embed explicit teaching practices informed by current evidence and research. This will be developed with a focus on quality teaching and quality learning. This will involve:

- Data informed practice

- Professional learning for staff, including Close Reading, Learning Progressions

- Teacher collaboration facilitated through whole school systems (programming, planning and monitoring student results)

- Continue development of Visible Learning strategies- learning intentions and success criteria

- Effective reading instruction in the early years of school

Numeracy

In Numeracy, we will embed explicit teaching practices informed by current evidence and research. This will be developed with a focus on quality teaching and quality learning. This will involve:

- Data informed practice

- Professional learning for staff, including a focus on Additive Strategies and Problem Solving, and Learning Progressions

- Teacher collaboration facilitated through whole school systems (programming, planning and monitoring student results)

- Continue development of Visible Learning strategies

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF: Curriculum - Teaching and Learning Programs - Excelling)

Students are aware of - and most are showing - expected growth on internal school progress and achievement data. (SEF: Student Performance Measures - Student Growth - Sustaining and Growing)

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. (SEF: Effective Classroom Practice - Explicit Teaching - Excelling)

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. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF: Effective Classroom Practice - Feedback - Excelling)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF: Data Skills and Use - Data Use in Teaching - Excelling)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF: Educational Leadership - Instructional Leadership - Excelling)

Strategic Direction 1: Student growth and attainment

Improvement measures

54.3% (uplift of 9.7% above the baseline)

Target year: 2024

In the Understanding Texts sub element of the National Literacy Learning Progressions 90% of:

- Year 2 students will have achieved Level 4,
- Year 4 students will have achieved Level 6 and
- Year 6 students will have achieved Level 7

Target year: 2024

In the Creating Text sub element of the National Literacy Learning Progressions 90% of:

- Year 2 students will have achieved Level 4,
- Year 4 students will have achieved Level 6 and
- Year 6 students will have achieved Level 7

Target year: 2024

In the Additive Strategies sub element of the National Numeracy Learning Progressions 90% of:

- Year 2 students will have achieved Level 4,
- Year 4 students will have achieved Level 6 and
- Year 6 students will have achieved Level 7

Evaluation plan for this strategic direction

Question:

What student outcome improvements have been achieved through the use of data to inform practice, professional learning, explicit feedback and effective collaboration?

Data:

A combination of data sources will be used and analysed to triangulate the information.

These data sources will include:

* Internal school assessments eg PLAN2, PAT Maths and Comprehension, text reading levels, teacher designed curriculum assessment tasks such as Maths post tests and writing pre and post testing, DoE short assessments, Check In Assessments

* External assessments eg NAPLAN

* Survey and interview

* Observation

* Focus groups - teachers, students and community

* Document analysis

Analysis:

Analysis of the data will determine the extent to which our purpose has been achieved. It will be embedded within the Reading and Numeracy initiatives and form an integral part of each initiative.

Data will be reviewed annually to assess the progress that has been made towards achieving the improvement measures.

Use of Learning Progressions will be established and used effectively to monitor student achievement. Baseline data is unavailable..

Evaluation plan for this strategic direction

Implications:

The findings of the analysis will inform:

* our decisions on the actions and strategies that will be implemented throughout the milestones in the following year for each initiative - future directions and future steps

* annual reporting on school progress (published in the Annual School Report each year). Professional learning in the use of the Learning Progressions will be incorporated into the milestones from 2021. Each year our staff will update Learning Progression data. Annual analysis of Learning Progression data will determine if the school progress measure has been achieved.

Strategic Direction 2: Staff growth and development to improve student outcomes.

Purpose

In order to improve student outcomes staff will collaboratively engage in reflective practices and professional learning. Staff will demonstrate growth in professional knowledge, professional practice and professional engagement.

Improvement measures

Target year: 2024

100% of staff complete all aspects of the Performance and Development Plan (PDP) in allocated school time frames.

Target year: 2024

Tell Them From Me (TTFM) data will show improved scores uplift of 1.0 in Quality Feedback between teachers and school leaders.

Initiatives

Reflective Practice

To further develop excellence in teaching, we will embed quality systems and reflective practices. All staff will demonstrate personal responsibility for improving their professional practice in order to improve student learning.

This will involve:

- Induction for new staff, coaching and mentoring-including beginning teachers and aspiring leaders.
- Utilising the Performance and Development Framework, Australian Professional Standards for Teaching and Australian Professional Standard for Principals https://www.aitsl.edu.au/
- All staff utilising role statements specific to their positions.
- Leadership development

Professional Learning

Staff will implement effective strategies from evidence based, quality professional learning and understand its impact on student outcomes.

This will involve:

- Engaging with Leading Evaluation, Evidence and Data (LEED)
- Developing a whole school approach to the eight teaching strategies in What Works Best 2020 update
- Evaluating classroom practice utilising information from the CESE document Classroom Management and implementing follow up coaching.
- Incorporating effective feedback and learning dispositions within classroom settings (Visible Learning)
- Leadership development for aspirational executive.

Success criteria for this strategic direction

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF: Teaching Domain - Professional Standards - Excelling)

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. (SEF: Teaching Domain - Accreditation - Sustaining and Growing)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (SEF: Learning and Development - Collaborative Practice and Feedback - Excelling)

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. (SEF: Teaching Domain - Coaching and Mentoring - Excelling)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF: Learning and Development - Professional Learning - Excelling)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF:

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Strategic Direction 2: Staff growth and development to improve student outcomes.

Success criteria for this strategic direction

Educational Leadership - Instructional Leadership - Excelling)

Evaluation plan for this strategic direction

Question:

To what extent have the improvement measures for this strategic direction been achieved?

Data:

Data sources will include TTFM, PDPs, PDP process checklist, professional learning evaluation

Analysis:

Ongoing analysis of the data will determine the extent to which our purpose has been achieved. The systems and routines for analysis will be embedded into the school PDP process, involvement in the TTFM survey timelines and in the regular completion of evaluation surveys following Professional Learning.

Data will be reviewed annually with all staff at school-wide meetings to review the progress that has been made towards achieving the improvement measures.

Implications:

The findings of the analysis will inform:

* our decisions on the actions and strategies that will be implemented throughout the milestones in the following year for each initiative - future directions and future steps

* annual reporting on school progress (published in the Annual School Report each year)

Strategic Direction 3: Connect, succeed and thrive.

Purpose

All students will be known, valued and cared for and develop the skills, strategies and mind set for future success and well being.

Staff will be empowered to develop a shared responsibility to nurture, guide, inspire and challenge students to find the joy in learning, to build their skills and understanding, and to make sense of their world.

In order to further connect with students, families and the wider community, staff will strengthen positive relationships and build a sense of belonging for all stakeholders.

Improvement measures

Target year: 2022

Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system negotiated target of 89.8%.

Target year: 2022

Increase the percentage of students attending 90% of the time to achieve the system negotiated lower bound target of 73.5% or above

Target year: 2024

Percentage of students reporting a positive sense of belonging will be at or above 81% (2020 NSW Government School Norm) as indicated in the TTFM student survey.

Target year: 2024

Percentage of students reporting a positive relationships will be at or above 85% (2020 NSW Government School Norm) as indicated in the TTFM student survey.

Initiatives

Sense of Belonging

To further improve our school community's connectedness, sense of belonging and cultural awareness, a variety of initiatives will be incorporated into teaching and learning programs.

This will involve:

- Staff professional learning, including revisiting the Aboriginal Education Policy and 8 ways of learning

- Engagement of skilled personnel for extra curricular programs, including the kitchen/garden, band and student transitions

- Collaboration with local Aboriginal expertise and agencies

- Facilitating opportunities for Student Voice through initiatives such as; Powerful Conversations, Student Representative Council and three way interviews

Positive Relationships

Our students will be respected, valued, encouraged, supported and empowered to succeed.

This will involve:

- Staff participation in the Berry Street Model - pedagogical strategies incorporating evidence-based trauma-aware teaching, positive education, and wellbeing practices

- Data driven implementation of BeYou modules

- Implementation of effective whole school systems, seeking contributions from all relevant stakeholders, for development of all learning plans

- Use of targeted strategies and programs to support student engagement both in the classroom and in alternative learning spaces.

Success criteria for this strategic direction

Teachers, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF: Learning Culture- Attendance)

Positive, respectful relationships are evident and widespread among students and staff and promote student well being to ensure optimum conditions for student learning across the whole school. (SEF: Wellbeing - Behaviour)

There is school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF: Wellbeing- Individual Learning Needs)

The school has implemented evidence - based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF: Wellbeing- A planned approach to wellbeing)

Evaluation plan for this strategic direction

Question:

To what extent have the improvement measures for this strategic direction been achieved?

Data:

Data sources will include TTFM, school attendance records, BeYou survey, pre and post survey for student engagement program, Sentral behaviour records

Analysis:

Ongoing analysis of the data will determine the extent to which our purpose has been achieved. Analysis will include the involvement in the TTFM survey timelines and in the regular review of behaviour and attendance data.

Strategic Direction 3: Connect, succeed and thrive.

Evaluation plan for this strategic direction

Data results will be reviewed throughout the year with all staff at school-wide meetings to identify progress that has been made towards achieving the improvement measures.

Implications:

The findings of the analysis will inform:

- our decisions on the actions and strategies that will be implemented throughout the milestones in the following year for each initiative - future directions and future steps
- annual reporting on school progress (published in the Annual School Report each year)