

Strategic Improvement Plan 2021-2025

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 Assistant Principals (Curriculum and Instruction), two Assistant Principal Learning and Support (regional support) and Principal.

Forster Public School has 672 students with a teaching staff comprised of 46 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. Twenty three 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 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.

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.

School vision and context

School vision statement

School context

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

Reading growth

Achieve by year: 2023

- All students in Years 3-6 will demonstrate growth in the Progressive Achievement Test (PAT) in reading comprehension.

Numeracy growth

Achieve by year: 2023

- All students in Years 3-6 will demonstrate growth in the Progressive Assessment Test (PAT) in Mathematics.

Initiatives

Literacy

Embed explicit teaching practices informed by current evidence and research, with a focus on quality teaching and quality learning including:

- 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

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

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..

Strategic Direction 1: Student growth and attainment

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: Partnerships in Learning

Purpose

In order to improve student outcomes, the school will proactively engage with parents and the broader community so that parents become active participants in their child's learning journey. 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

Wellbeing

Achieve by year: 2023

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

Reading growth

Achieve by year: 2023

- All Aboriginal students in Years 3-6 will demonstrate growth in the Progressive Achievement Test (PAT) in reading comprehension.

Numeracy growth

Achieve by year: 2023

- All Aboriginal students in Years 3-6 will demonstrate growth in the Progressive Achievement Test (PAT) in Mathematics.

Initiatives

Aboriginal Education

- Increase staff knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia through providing Aboriginal cultural education for all staff and education about Aboriginal Australia for all students.
- Meet the learning needs of Aboriginal students through an integrated approach to quality teaching, curriculum and assessment.
- Immerse students and staff in cultures and experiences of Aboriginal and Torres Strait Islander people.

Community Engagement

- Work with our school community to support a culture of high expectations and community engagement.
- Engage Parents and community members in a range of school-related activities we will build the school as a cohesive educational community.
- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

Success criteria for this strategic direction

- Aboriginal and Torres Strait Islander students excel and achieve in every aspect of their education and match or better the outcomes of the broader student population.
- We maximise Aboriginal student learning through identifying and analysing data (SCOUT, attendance etc.) to plan individualised and differentiated learning
- Consistent assessment and reporting practices monitor Aboriginal students' learning outcomes across the curriculum.
- Community support, engagement and feedback are regularly addressed to ensure that the school is responsive and effectively caters for the range of equity issues in the school.
- There is a engagement from the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

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

- Surveys on student participation in Heart to Heart
- Tell Them From Me (TTFM) feedback from students, staff and parents
- Exit slips from Parent participation in school-related activities.

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 TTFM survey timelines and in the regular completion of

Strategic Direction 2: Partnerships in Learning

Evaluation plan for this strategic direction

evaluation surveys.

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.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

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

School Excellence Framework

Achieve by year: 2025

The whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn has been assessed as excelling against the School Excellence Framework.

Initiatives

Whole School Processes

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:

- The school has implementing evidence - based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.
- Analysing data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing, attendance and engagement, to improve learning.

Student Engagement

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

This will involve:

- All teachers are committed to identifying, understanding and implementing the most effective, explicit and evidence-based teaching methods for all students.
- Improve access, participation and outcomes for student with disabilities.
- Facilitating opportunities for Student Voice through initiatives such as Student Representative Council, three way interviews and student leadership opportunities.

Success criteria for this strategic direction

- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.
- Teachers, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- 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.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Teachers, parents and the community work together to support consistent and systematic processes that regularly analyse attendance data which will be used to inform planning.
- 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.
- Teachers involve students and parents in planning to support learning, and share expected outcomes.

Evaluation plan for this strategic direction

Question:

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

Data:

Evaluation plan for this strategic direction

Data sources will include

- School attendance records
- Sentral behaviour records
- Staff surveys
- Feedback from students

Analysis:

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

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)