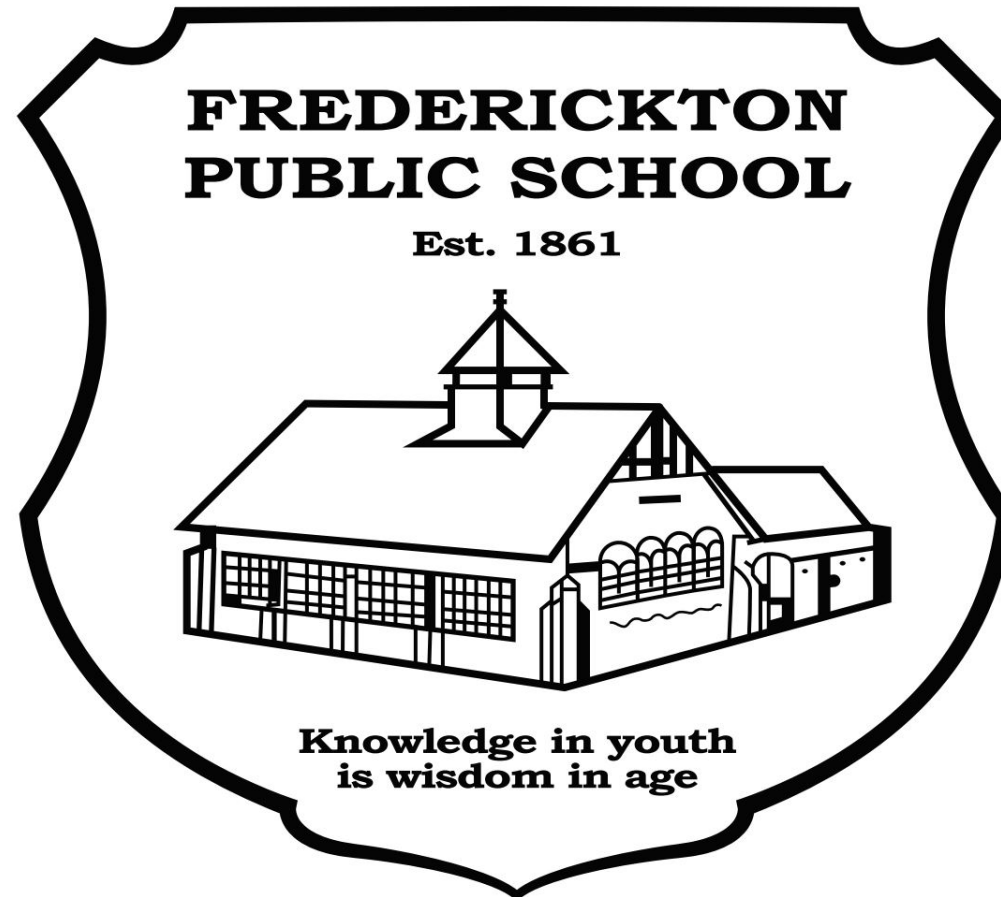


Strategic Improvement Plan 2021-2025

Frederickton Public School 1943



School vision and context

School vision statement

At Frederickton Public School, we foster a collective responsibility for student learning in which positive, collaborative partnerships are formed between staff, students, and parents, promoting equity and excellence for all students to achieve their personal best. Our vision is to provide effective evidenced based high quality teaching and learning in an inclusive environment. We are focused on developing our students as lifelong learners with exceptional literacy, numeracy, and technological skills. Every student in our school is known, valued and cared for. Students are nurtured to improve every year by being challenged to explore and develop their skills, knowledge and understanding as they progress through their K-6 learning pathway and beyond to become lifelong learners.

School context

Frederickton Public School is located 7 kms north of the heart of Kempsey in the Macleay Valley on the Mid North Coast of NSW and has a student enrolment of 146. Our school is a friendly welcoming school that encourages community involvement. The staff are committed to delivering high-quality education for all students. Of the student enrolment, 31% identify as Aboriginal and/or Torres Strait Islander. Students have high levels of access to technology, strong social networks and a range of leadership opportunities. Extra-curricular opportunities in Debating, Public Speaking, Sport and Creative and Performing Arts, enable our students to excel through a range of different experiences. We have had a sustained focus on embedding Visible Learning practices and will continue to focus on developing reflective, assessment capable learners.

Our Strategic Improvement Plan developing committee is guided by; the School Excellence Framework, Locals Schools Local Decisions, Australian Professional Standards for Teachers, The Wellbeing Framework for School, Principal Key Accountabilities, Aboriginal Education and Training Policy Turning Policy into Action, and the Alice Springs (Mparntwe) Education Declaration (December 2019). Community contribution occurs through P & C meetings, surveys, forums and Tell Them from Me (TTfM) surveys. Consultation includes strategic planning meetings with Principals and Instructional Leaders from the Macleay Public Schools Super Six. We regularly consult with the Director of Educational Leadership and Principal Support Leader.

Based on the outcome of our Situational Analysis, we have determined that our teachers demonstrate success in moving students with low skills into the middle bands. We will continue to implement targeted programs to move students into the top 2 bands. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy, is underpinned by the evidence base provided through the situational analysis and the What Works Best: 2020 update. As supported by research and literature, we will focus on developing and sustaining whole school processes for collecting and analysing student data, to inform teaching and learning programs, to embed evidence-informed teaching strategies for every student in every classroom.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTfM) surveys will provide an ongoing data set pertaining to student voice, community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-Assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student in being known, valued and cared for.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student, all staff will use data informed practice to support students in becoming self-directed learners who are aware of their progress and feel confident in working with teachers to help direct future learning goals.

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 Year 5 for 2024 compared with Year 3 and Year 5 in 2023.

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 Year 5 for 2024 compared with Year 3 and Year 5 in 2023.

Initiatives

Data Driven Decision Making

Student assessment data is regularly used school-wide to identify student achievement and progress in order to evaluate teaching effectiveness and guide future directions to inform explicit strategy choice.

- Student achievement data and identified learning needs are used by all staff to inform the teaching cycle.
- Review, evaluate and refine common assessment schedule to inform whole school tracking and monitoring systems.
- Embedded systems for a culture of highly evaluative practice across all stages.
- All teachers engage in professional learning focusing on data collection and analysis and how this links to the teaching and learning cycle.

Developing Student Agency

Students can identify what they have learned, why they have learnt it and where to next through goal setting *and explicit teacher feedback*, to build deep learning and continued improvement

- Expert use of Formative Assessment by all staff to inform learning intention, success criteria and feedback with students.
- Visible Learning framework is used to embed expectations and practices across all stages.

Success criteria for this strategic direction

Leaders

- The leadership team establishes a professional learning community which focuses on continuous improvement of teaching and learning (Principal Standard developing self and others, Teaching Standard 6.2,6.3).
- The leadership team has a sustained focus on improving student progress and achievement in all aspects of student reading and numeracy development (Principal Standard leading teaching and learning, Teaching Standard 2.5).
- Leaders identify trends and patterns in SMART data, attendance, PLAN and internal school based data to maximise student achievement. (Principal Standard Leading improvement, innovation and change. Teaching Standard 5.4, 5.5).
- The leadership team leads the implementation of curriculum and assessment through collaborative planning, monitoring and review of the effectiveness of teaching and learning programs and the assessment and reporting of student achievement. (Principal Standard Leading improvement, innovation and change. Teaching Standard 5).

Teachers

- Consistent use of a common assessment schedule across our school (Teaching Standard 5.1, SEF Data Skills and Use).
- All staff engage in and model professional discussion with colleagues to evaluate practice, directed at improving professional knowledge and practice and the educational outcomes of all students (Teaching Standard 5.3, SEF Learning and Development).
- All teachers are skilled in using assessment 'for, as and of' learning. (Teaching Standard 5, SEF Data Skills and Use).
- All staff will participate in professional learning that is aligned to the school plan and the learning needs of all students. (Turning Policy into Action. Teaching Standard 6).

Success criteria for this strategic direction

Students

- Through feedback processes students co-develop learning goals informed by analysis of internal and external student and achievement data.
- Students can identify and articulate learning goals and assessment progress.

School Community

- Engage in student learning through PLP meetings.
- Engage with open and on going two way communication with staff regarding their child/ren's learning.
- Assist in strengthening transition programs from pre-school / home to school. Year 6 to year 7 through sharing of educational and developmental information.

Evaluation plan for this strategic direction

Question

How and in what ways can we measure the extent to which staff have built their capacity to enable ongoing improvement in student growth and attainment?

Data

The following data sources will be regularly collected and reviewed to establish the effectiveness of the initiatives in achieving the purpose and improvement measures in the strategic direction. This analysis will guide the schools future directions:

- Check in Assessment data,
- PAT assessment
- Student learning goals.
- NAPLAN/check-in assessment,

Analyse:

Evaluation plan for this strategic direction

Analysis of the data will determine the extent to which the improvement measures and purpose have been achieved. To provide clarity and evidence whether we are on track to achieve or extend the intended improvement measures.

Implications:

The findings of the analysis will inform:

- Future directions and next steps.
- Revision, reflection, and refinement of initiatives through the implementation and progress monitoring.

Strategic Direction 2: Wellbeing Everyone's Business

Purpose

Purpose: To embed a culture of high expectations building individual and collective wellbeing, where students and staff are able to connect, succeed, thrive and learn. There will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement for all.

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

Achieve an increase of 0.8% in the attendance rate from 90.3% in 2023 to 91.02% in 2027.

School Excellence Framework

Achieve by year: 2025

School Excellence Framework

Annual reflection indicates that our school is excelling in a planned approach to wellbeing as measured by the School Excellence Framework.

Initiatives

Wellbeing - Everyone's Business

Embed a whole school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through;

- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies using the self-assessment tool.
- Review current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-Assessment findings to establish focus areas around whole-school wellbeing reform.
- Updating **whole school wellbeing processes** to ensure ongoing monitoring, analysing and evaluation of student behaviours, attendance, wellbeing, learning and engagement data.
- Whole school systems for staff wellbeing through group and individual check-ins.

Responsive partnerships - belonging and purpose (Engagement)

Embed a whole school approach to build a cohesive educational community where students and families are actively connected to learning, have positive, respectful relationships and experience a sense of belonging to our school community. (Wellbeing Framework for Schools). This will be achieved through:

- Creating a culture of engagement processes and initiatives with identified stakeholders within our school to plan and promote school practices to support the cognitive, emotional, social, physical and spiritual wellbeing of students. This will result in improved educational outcomes, positive behaviour and more effective engagement for students. (Turning Policy into Action).
- Implemented evidenced based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to

Success criteria for this strategic direction

Leaders

- Regular and ongoing planning, monitoring and evaluation of whole school practices that facilitate measurable improvements in wellbeing and engagement. (Principal Standards, Leading Improvement Innovation and Change)
- Positive and respectful relationships are evident among students, staff and community, promoting wellbeing to support optimum learning conditions. (SEF Learning, wellbeing, behaviour, Teacher standards 4.1)
- Establish a positive, collaborative workplace culture in order to maintain an inclusive, effective and safe working and learning environment.

Teachers

- Explicit teaching and reflection of school values and expectations to build positive relationships to support wellbeing. (SEF Teaching, Effective classroom practice, explicit teaching, Standard 4.3, 4.4)
- Wellbeing and learning is informed by holistic information about each student's needs in consultation with families. (Teaching Standard 7, SEF, Learning, reporting, parent engagement and Individual learning needs).
- Demonstrate responsiveness in all communications with parents/carers about their child/ren's learning and wellbeing (Teaching Standard 7.3)

Students

- Students develop the skills to reflect on and positively shape their personal decision making. (SEF Learning, wellbeing, behaviour)
- Students have a strong sense of meaning and purpose. (SEF learning, wellbeing)
- Student voice is valued, heard and actioned.

School Community

- Work together to support consistent and systematic wellbeing processes that promote and ensure growth

Strategic Direction 2: Wellbeing Everyone's Business

Initiatives

- support learning. The school is focused on building individual and collective wellbeing through a climate of care and positivity (Wellbeing for School Excellence Evaluation Support Tool, SEF wellbeing)
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.
 - Work in partnership with our local community ensuring that learning is built on local, regional and national cultural knowledge. (Alice Springs Education Declaration).
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Success criteria for this strategic direction

- in student engagement and attainment. (SEF, Leading, Educational engagement, community. Teaching Standard 7.3)
- Support a clear and shared focus engaging with and building on opportunities to engage in the educational and wellbeing programs with the school as part of of educational community (Teaching Standard 7.3, characteristics of a high performing school).

Evaluation plan for this strategic direction

Question:

How can we determine that our systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

The following data sources will be regularly collected and reviewed to establish the effectiveness of the initiatives in achieving the purpose and improvement measures in the Strategic Direction. This analysis will guide the schools future directions:

- Wellbeing Framework Self-assessment pre and post data.
- Attendance data and plans
- PBL data/school based awards
- Incident reports. Suspension data.
- Extra-curricular group data.
- Learning Support team referrals and data (ILP's, Tier 2 and 3 interventions).
- Increased community satisfaction and attendance at school events.

Analyse:

Analysis of the data will determine the extent to which our

Evaluation plan for this strategic direction

school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (Wellbeing for School Excellence Evaluation Support Tool). To provide clarity and evidence as to whether we are on track to achieve or extend the intended improvement measures.

Implications:

The findings of the analysis will inform:

- Future directions and next steps.
- Revision, reflection, and refinement of initiatives through the implementation and progress monitoring.

Strategic Direction 3: Technology in teaching and for learning

Purpose

To develop a strong pedagogical knowledge of the use and application of ICT within and for, teaching and learning. Technological resources are strategically used by all staff to achieve improved student outcomes and to provide a high quality of service delivery.

Improvement measures

ICT Capabilities

Achieve by year: 2025

The majority of students will either meet or be progressing towards their end-of-stage proficiency level as outlined in the Information and Communication Technology Capability learning continuum.

Technology Resourcing

Achieve by year: 2025

Our school will be excelling in resources and technology as measured by the School Excellence Framework.

Initiatives

Technology in and for Teaching

Embed a whole school approach to the integration of ICT into classroom practice.

- Technology hardware and software will continue to be maintained and enhanced to reflect emerging technologies.
- Technology is used to support teachers in their roles of data collection, analysis, collaboration, and professional learning.
- Technology is used to provide teachers with greater visibility of student learning progress.
- Teachers are supported through professional learning to develop and use ICT to support teaching practice and student learning.
- Monitor and evaluate the implementation of ICT teaching programs to support literacy and numeracy and to track student achievement.

STEM

Learning opportunities for STEM are strategically planned and delivered.

- Staff develop a deep understanding of the concepts and processes of Science and Mathematics and their relationship to Technologies and Engineering
- Students use their knowledge, understanding and skills in response to identified needs, opportunities and problems
- Apply the general capabilities, Critical and Creative Thinking, and Ethical Understanding, to make informed decisions and choices when creating solutions for complex needs, opportunities or problems.
- Enriched when learning areas combine to find authentic learning opportunities for students in answer to an identified problem or in the creation of a solution.
- Placing students at the centre of learning - driving

Success criteria for this strategic direction

Leaders

- Lead and support staff to effectively embed ICT within all classrooms to expand learning opportunities with current knowledge for all students.
- Monitor and evaluate the use of ICT in data collection and analysis.
- Establish systems and processes to purchase and maintain both hardware and software.
- Embed a culture of continuous improvement in technology, ensuring research, innovation and creativity are core characteristics of the school.

Teachers

- Teachers develop strategies to integrate the safe, responsible and ethical use of ICT in learning and teaching. (Teaching Standard 4.5).
- Model high level teaching knowledge and skills to use current ICT to improve teaching practice and make content relevant and meaningful (Teaching Standard 2.6).
- Use ICT in data collection and analysis. Work collaboratively to create, select and use a wide range of ICT resources to engage students in their learning to develop knowledge, skills, problem solving and critical and creative thinking (Standard 3.3 & 3.4).
- Use collaboration tools to develop and engage easily in communities of practice and professional learning opportunities.

Students

- Apply social and ethical protocols and practices when using ICT to investigate, communicate and collaborate with peers.

School Community

- To forge deeper relationships with stakeholders by increasing the engagement of community through:
 - Class Dojo

Strategic Direction 3: Technology in teaching and for learning

Initiatives

student engagement; providing an equitable foundation for learning and pathways personalised for each student.

Success criteria for this strategic direction

- Facebook

- Work collaboratively with staff to promote and provide solutions to online safety for all students.

All key stakeholders will play their role in ensuring Internet and cyber safety awareness, including education for students, families and staff on prevention of cyber bullying and harassment. The school community will be made aware of the legal age requirements to engage with social media platforms and on-line games.

Evaluation plan for this strategic direction

The following data sources will be regularly collected and reviewed to establish the effectiveness of the initiatives in achieving the purpose and improvement measures in the Strategic Direction. This analysis will guide the schools future directions:

Question:

How can we determine that our systems and processes for enhancing the use with ICT in and for learning and teaching have achieved our improvement measures?

Data:

- Information Communication Technology Capability learning continuum **ACARA**
- Teacher reflections
- Teaching and learning programs

Analyse:

Analysis of the data will determine the extent to which the improvement measures and purpose have been achieved. To provide clarity and evidence whether we are on track to achieve or extend the intended improvement measures.

Implications:

Strategic Direction 3: Technology in teaching and for learning

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- Future directions and next steps.
- Revision, reflection, and refinement of initiatives through the implementation and progress monitoring.