

# Strategic Improvement Plan 2021-2025

## Farmborough Road Public School 3976



# School vision and context

## School vision statement

At Farmborough Road Public School we are committed to fostering a school wide culture of high expectations and continual growth. Our vision is to be effective partners in learning with a shared sense of responsibility for student engagement, innovative learning and the pursuit of excellence. Every student, family and staff member will be known, valued and cared for in an inclusive environment that nurtures respectful, responsible and resilient individuals.

## School context

Farmborough Road Public School currently has 204 students. Staff are experienced and dedicated professionals who set high standards where all learning is expected, achieved and celebrated. Productive dialogue and targeted professional learning about pedagogy have ensured a common language is used school wide. We have built the reputation of an excellent community oriented school that provides a welcoming, friendly, safe and effective learning environment.

Farmborough Road Public School receives targeted funds which allow for additional support for students to further develop in the areas of literacy and numeracy. The school also caters for students with specific disabilities through four support classes within the mainstream school environment.

Farmborough Road Public School has 27 students who identify as Aboriginal or Torres Strait Islander and the school is situated on Dharawal land. The school has strong alliances with the local AECG.

The local community, through the P&C, are proactive partners in providing support so that the best possible outcomes are being targeted for all students. The school offers a wide range of challenging learning activities that provide opportunities for individuals and teams to excel in a variety of areas.

Farmborough Road Public School hosts a Schools as Community Centre (SaCC) which forms part of a child-focused, family-centred model supporting families with young children in the local community. With the support of local volunteers and our School Chaplain, we offer daily breakfast club for approximately 60 children every day. Before and after school care is available on site to meet the needs of our working families.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure strong foundations in literacy and numeracy are built for all students.

## Improvement measures

### Reading growth

Achieve by year: 2023

Student cohorts can demonstrate improved reading scores compared to 2021 and 2022 cohorts using PAT as a key data point.

### Numeracy growth

Achieve by year: 2023

Student cohorts can demonstrate improved numeracy scores compared to 2021 and 2022 cohorts using PAT as a key data point.

Achieve by year: 2025

### School Targets:

At least 90% of students completing Kindergarten will have achieved within Level 4 of the *Understanding Texts* element of the **Literacy Progressions**.

Achieve by year: 2025

### School Targets:

At least 90% of students completing Kindergarten will have achieved within Level 6 of the *Quantifying Numbers* element of the **Numeracy Progressions**.

Achieve by year: 2025

### School targets:

*Improvement as measured by the School Excellence Framework:*

- **Curriculum** - Validation at **excelling** in the themes

## Initiatives

### Targeted reading growth

Explicit teaching practices in **reading** ensure that learning is differentiated to meet the needs of all students through evidence-informed pedagogy.

All teachers engage in rigorous interrogation of **reading** data to inform teaching practice.

High impact professional learning and collaborative structures will ensure that explicit teaching practices meet the needs of students through an evidence-informed approach **to reading**.

### Targeted numeracy growth

Explicit teaching practices in **numeracy** ensure that learning is differentiated to meet the needs of all students through evidence-informed pedagogy.

All teachers engage in rigorous interrogation of **numeracy** data to inform teaching practice.

High impact professional learning and collaborative structures will ensure that explicit teaching practices meet the needs of students through an evidence-informed approach **to numeracy**.

## Success criteria for this strategic direction

By 2024:

### SEF Curriculum-

- *Teaching and learning programs* - 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.
- *Differentiation* - 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.

### SEF Data use -

- *Data literacy* - All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- *Data analysis* - the learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- *Data use in teaching* - 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.
- *Data use in planning* - School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect

# Strategic Direction 1: Student growth and attainment

## Improvement measures

of *Teaching and Learning Programs* and *Differentiation*.

- **Data Skills and Use** - Validation at **excelling** in the themes of *Data literacy*, *Data analysis*, *Data use in teaching* and *Data use in planning*.
- **Effective classroom practice** - Validation at **excelling** in the theme of *Explicit Teaching*.
- **Assessment** - Validation at **excelling** in the theme of *Whole school monitoring of student learning*.

## Success criteria for this strategic direction

research on best practice and include ongoing monitoring of success.

### SEF - Effective Classroom practice

- *Explicit teaching* - 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 - Assessment

- *Whole school monitoring of student learning* - The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidencebased judgement and moderation of assessments.

## Evaluation plan for this strategic direction

*The school will use the following QDAI process to regularly analyse the effectiveness of the initiatives/activities in achieving the purpose and improvement measures of this strategic direction.*

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

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

- Internal assessment, eg. PLAN2. PAT assessments
- External assessment, eg. NAPLAN , Check ins

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

- Surveys
- Observations
- Focus groups
- Student voice
- Teaching program analysis
- Professional learning (exit slip/ survey/ impact)
- Evidence of learning growth in the classroom, (video/photos/work samples)
- Dojo portfolios

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Implications

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

## Strategic Direction 2: Innovative learning

### Purpose

To empower students, families and staff to value high expectations and challenge, and to collaboratively build the skills, knowledge and understandings essential to become effective self-directed learners,

### Improvement measures

Achieve by year: 2025

#### School target:

There is an improvement in the shared understanding and commitment to challenge, and high expectations for students, shown in focus groups within the whole school community.

Achieve by year: 2025

#### School target:

Increased percentage in the number of students with positive **Values schools outcomes, Interest and Motivation, Skills Challenge, Growth orientation** and **Explicit Teaching Practices and Feedback**, as evidenced in **Tell them from me** (Years 4-6) and school based surveys (Years 1-3) by 10%.

Achieve by year: 2025

#### School target:

All students (K-6) independently and effectively use technology as a tool to support learning, and show evidence of their learning. This will be measured through Class Dojo portfolios.

Achieve by year: 2025

#### School target:

Increase in the frequency and quality of self directed learning in every classroom, as measured by observations from learning walks and classroom observations each semester.

### Initiatives

#### Challenging learning at every level

Establish a school culture that demonstrates a clear commitment to self-directed learning, challenge, dialogue (exploratory talk) and a common language for learning.

The big aims of developing a **culture of collaborative growth, empowering learners to learn and engagement through challenge.**

High impact professional learning and formalised coaching and collaborative structures that will challenge teaching staff to aspire to ongoing improvement. This learning will provide staff with the tools to implement teaching and learning programs that **challenge** every student, foster effective **dialogue** and provide targeted and planned **feedback** to improve student growth.

Development of processes where parents/carers are partners in the learning, understanding and supporting of a high expectation culture focused on teaching and learning.

#### Effective use of technology to support growth of all learners

Planned and sequential explicit teaching practices in the area of technology ensure that learning meets the needs of all students.

High impact professional learning and collaborative structures that will challenge teaching staff so they can gain confidence and competence in teaching technology. This learning will provide staff with the tools to implement teaching and learning programs that effectively utilise **technology** to enhance learning across all Key Learning Areas.

### Success criteria for this strategic direction

By 2024:

#### SEF Curriculum-

- *Curriculum provision* - The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

#### SEF Learning Culture

- *High expectations* - The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

#### SEF Learning and Development

- *Collaborative practice and feedback* - 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, schoolwide improvement in teaching practice and student results.

#### SEF - Effective Classroom practice

- *Feedback* - 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 - School resources

- *Technology* - Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of

## Strategic Direction 2: Innovative learning

### Improvement measures

---

Achieve by year: 2025

#### **School targets:**

*Improvement as measured by the School Excellence Framework:*

- **Curriculum** - Validation at **excelling** in the theme of *Curriculum Provision*.
- **Learning Culture** - Validation at **excelling** in the theme of *High expectations*.
- **Learning and Development** - Validation at **excelling** in the theme of *Collaborative Practice and feedback*.
- **Effective classroom practice** - Validation at **excelling** in the theme of *Feedback*.
- **School resources** - Validation at **excelling** in the theme of *Technology*.

### Success criteria for this strategic direction

---

available technology and systems.

### Evaluation plan for this strategic direction

---

*The school will use the following QDAI process to regularly analyse the effectiveness of the initiatives/activities in achieving the purpose and improvement measures of this strategic direction.*

#### **Question:**

To what extent have we achieved our purpose and can demonstrate impact and improvement in the area of Innovative Learning?

#### **Data:**

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

- Walk throughs
- Surveys
- Observations
- Focus groups
- Student voice
- Teaching program analysis
- PDP reflections
- Professional learning (exit slip/ survey/ impact)
- Evidence of learning growth in the classroom, (video/photos/work samples)
- Dojo portfolios

#### **Analysis:**

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

#### **Implications**

## Strategic Direction 2: Innovative learning

### Evaluation plan for this strategic direction

---

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

# Strategic Direction 3: Wellbeing for all

## Purpose

To build capacity of our staff and families to deliver a planned, inclusive approach that supports our diverse whole-school wellbeing needs and enables every student to connect, succeed, thrive and learn.

## Improvement measures

Achieve by year: 2025

### School target:

Increased percentage in the number of students with positive **Social engagement (Sense of belonging and Positive relationships), Advocacy at school, Positive Teacher-Student Relations and Expectations for academic success**, as evidenced in **Tell them from me** (Years 4-6) survey and school based surveys (Years 1-3) by 10%.

Achieve by year: 2025

### School target:

Decrease by 20% of number of major and minor behaviour incidents as evidenced in Sentral welfare data.

### Attendance (>90%)

Achieve by year: 2023

### Achievement of 2022 system negotiated target:

Increased percentage of students attending school 90% of the time or more by 4.5% from baseline.

Achieve by year: 2025

### School targets:

Improvement as measured by the School Excellence Framework:

- **Wellbeing**- Validation at excelling in the themes of *Caring for students, A planned approach to Wellbeing, Individual learning needs, and Behaviour.*

## Initiatives

### A planned approach to wellbeing.

Whole school systems and structures developed to enable effective monitoring of the wellbeing of every student, leading to individualised interventions based on point of need.

Implementation of consistent practices across the school that promote wellbeing for students and staff.

High impact professional learning and collaborative structures will ensure that staff gain confidence and competence in implementing programs that will improve wellbeing for their students.

Development of processes where parents are partners in the learning, understanding and supporting all aspects of student wellbeing to enable effective learning.

### Social emotional skills development for students

Explicit teaching of effective social-emotional skills will ensure that students have the tools they need to thrive both in the classroom and in life - to gain confidence, set goals, make better decisions, and collaborate with others.

High impact professional learning and collaborative structures will ensure that explicit teaching practices in the area of social-emotional skills will meet the needs of students through an evidence informed approach.

## Success criteria for this strategic direction

By 2024

### SEF Wellbeing-

- *Caring for students* - The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- *A planned approach to wellbeing* - The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- *Individual learning needs* - There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- *Behaviour* - Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

### SEF Learning Culture-

- *Attendance* - Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

## Evaluation plan for this strategic direction

*The school will use the following QDAI process to regularly analyse the effectiveness of the initiatives/activities in achieving the purpose and improvement measures of this strategic direction.*

### Question:

To what extent have we achieved our purpose and can

# Strategic Direction 3: Wellbeing for all

## Improvement measures

---

- **Learning culture** - Validation at excelling in the theme of *Attendance*.

## Evaluation plan for this strategic direction

---

demonstrate impact and improvement in achieving wellbeing for all?

### Data:

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

- Sentral data - attendance and wellbeing reports
- Tell them from me data
- Surveys
- Observations
- Focus groups
- Student voice
- Professional learning (exit slip/ survey/ impact)
- Evidence of engagement in the classroom, (video/photos/work samples)
- Dojo portfolios

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Implications

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