

# Strategic Improvement Plan 2021-2024

## Fern Bay Public School 3996



# School vision and context

## School vision statement

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We aim to provide high-quality inclusive educational experiences and a diverse range of opportunities for improving learning and wellbeing for our students.

## School context

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Fern Bay Public School is located in the Port Stephens network with a current enrolment of 138 students (2021 data) and projecting towards further growth over the next four years. We now have over 20% of our students identify as Aboriginal and Torres Strait Islander. The school priorities include student well-being and an evidenced-based approach to pedagogy, with a focus on literacy and numeracy. Fern Bay Public School is a PBL (Positive Behaviour School) with our values of being respectful, responsible and inclusive. embedded in our school culture.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will continue to develop systems to monitor and review its curriculum provision to meet the changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

Fern Bay Public School enjoys the support of its parent body with active P&C and AECG support. Strong community partnerships exist between the school and the broader Fern Bay Community enabling access to resources, expertise and facilities from within the community

Based on the outcome of our Situational Analysis, we have determined three focus areas to develop three Strategic Directions areas in our 2021-2024 School Plan.

Strategic Direction 1 is Growth and Attainment.

Our Strategic Direction 2 is Data-Informed Practice

Our Strategic Direction 3 is Explicit Teaching through evidence-based practices.

Through our Situational Analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy that is driven by data-informed practice. through high-impact professional learning opportunities as well as evidence-based teaching strategies we will work to achieve our aspirational 2024 improvement measures. Through enhancing our well-being practices we will ensure that students are engaged and connected with their learning to achieve success.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school

School leaders will also ensure teacher Performance and Development Plans (PDP) are clear, intentional, and achievable, reflecting individual and school priorities to support the ongoing improvement of student outcomes and the continuous development of a skilled, effective and professional teaching workforce.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student learning outcomes for all students in reading and numeracy through evidence-based practices.

## Improvement measures

**Target year: 2024**

### READING: NAPLAN

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases from 36% to at least 39%.

**Target year: 2024**

### NUMERACY: NAPLAN

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from 38 % to at least 41%.

**Target year: 2024**

**SEF: To improve from delivering to excelling in the following School Excellence Framework measures.**

\*SEF element 'Data skills and use'- excelling

\*SEF element 'Effective classroom practice'- excelling

**Target year: 2024**

### NAPLAN Value added:

Value Added (3-5) to move from Sustaining and Growing to Excelling.

**Target year: 2023**

At least 60% of students achieve expected growth in Year 5 NAPLAN reading.

At least 60% of students achieve expected growth in Year 5 NAPLAN numeracy.

## Initiatives

### Reading

In Reading, we will embed sustainable whole-school processes for collecting, analysing data, and showing effective reading classroom practices.

The evaluation of this data will regularly be used to:

- Refine impact reading strategies in relation to student learning needs.
- Ensure all staff implements the five key components of evidence-based effective reading programs including phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Ensure all students hear the sounds in spoken words and understand that words are made up of sequences of sounds.
- Implement a new reading assessment framework and schedule that aligns with students ability, lexile understanding and students comprehension.
- Ensure teacher professional learning and school resourcing is reviewed and teaching practice is aligned to reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time.

### Numeracy

In Numeracy, we will embed sustainable whole-school processes for collecting, analysing data, and showing effective classroom practices. The evaluation of this data will regularly be used to

Review, embed and implement:

- High impact numeracy strategies in relation to student learning needs including the development of teacher knowledge about the sequencing of learning and making links between concrete and abstract representation effective impact of the implemented strategies on student learning needs.
- Ensure teacher professional learning and school resourcing is reviewed and teaching practice is

## Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

## Evaluation plan for 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\* External assessment, eg. NAPLAN\* Survey\* Observation \* Focus group\* Student voice\* Interview\* Document analysis Analysis:

Analysis:

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

Implications:

Findings of the analysis will inform:\* Future actions \* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

# Strategic Direction 1: Student growth and attainment

## Initiatives

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aligned to reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time.

- Effectively using differentiated numeracy teaching strategies based on students knowledge and understanding of numeracy concepts.
- Overall positive shifts in teacher and student mathematical mindsets towards a growth mindset.
- An increase in teachers' and students' interest, enjoyment, and enthusiasm for mathematics
- Increased use of mathematical language by teachers and students;

# Strategic Direction 2: Data Informed practice

## Purpose

To use data to shift and improve student learning outcomes as well as ensure the effective use of data will improve individual and collective teaching practice and allow the opportunity to evaluate the impact of improvement measures.

## Improvement measures

**Target year: 2024**

**SEF Element: Data Skills and Use: To improve from delivering to excelling in the following School Excellence Framework measures.**

**Element: Data Skills and Use: All Excelling**

- Focus theme: Data literacy (Excelling)
- Focus theme: Data Analysis (Excelling)
- Focus theme: Data use in planning (Excelling)
- Focus theme: Data use in teaching (Excelling)

**Target year: 2024**

**SEF Element: Data Skills and Use: To improve from delivering to excelling in the following School Excellence Framework measures.**

**Element:**

- **Learning Domain:** Student performance measures. (Moving from Delivering to Excelling)
- **Teaching Domain:** Professional standards with a focus on Literacy and numeracy and Improvement of practice. (Moving from Delivering to Excelling)

## Initiatives

### Data skills and use to inform teaching and learning programs to promote growth.

Ensure effective evidence-based strategies and processes for data analysis and reflection are used for responsive curriculum delivery. The evaluation of this data will regularly be used to:

- Build teacher capabilities to ensure data collection is used effectively.
- Thoroughly review systematic analysis and use of Literacy and Numeracy Progressions.
- Expert use of Authentic Self-Assessment processes to embed reflective practice for all school, teaching and learning practices.
- Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
- Use data to analyse the effectiveness of teaching and learning practices .

### Using data to improve engaged learners

Ensure effective evidence-based strategies and processes for data analysis and reflection are used for responsive curriculum delivery. The evaluation of this data will regularly be used to monitor data from the following initiatives:

- Enhance teacher capabilities with whole school systematic positive behaviour systems including PBL (Positive Behaviour for Learning)
- Improve systematic analysis and use of attendance patterns to maintain and improve attendance progress.
- Effectively use intervention data to support and improve student learning outcomes with proactive Individual Education Plans. (IEPs)
- Effectively use data to enhance and improve student learning outcomes for Aboriginal students with

## Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through the collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

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.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

## Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can

## Strategic Direction 2: Data Informed practice

### Initiatives

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- proactive Personalised Learning Pathways (PLPs) for Aboriginal students
- Create a culture of effectively embedding emotional regulation tools, including Zones of Regulation to support student social and emotional regulation.
  - Effectively use data to capture student voice to enhance and improve student learning outcomes.
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### Evaluation plan for this strategic direction

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demonstrate impact and improvement of data-informed practice?

Data:

We will use a combination of data sources. These will include: Internal assessment, PLAN2, External assessment, NAPLAN, Survey, Observation, Focus groups, student voice framework, Interviews

Analysis:

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

Implications:

Findings of the analysis of data-informed practice will inform Future actions. This includes annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

# Strategic Direction 3: Explicit teaching through evidence-based practices.

## Purpose

To embed a whole-school approach to explicit teaching to optimise learning progress for all students,

## Improvement measures

**Target year: 2024**

### SEF:

By 2024, FBPS to improve from delivering to excelling in the theme of Explicit Teaching against the School Excellence Framework. (SEF).

Teachers will systematically plan lessons which are individualised and provides continuous improvement for all students across the full range of abilities.

Teachers employ evidence -based effective explicit teaching strategies.

Teachers regular review learning with each student, ensuring all students have an understanding on how to improve.

All classrooms are well managed with a consistent, school-wide approach.

**Target year: 2024**

**SEF Element: Teaching Domain: To improve from delivering to excelling in the following School Excellence Framework measures.**

- Focus theme: Improvement of practice (Excelling)
- Focus theme: Coaching and mentoring (Excelling)

## Initiatives

### Explicit Teaching

To implement explicit teaching as the signature pedagogy throughout the school by:

- Develop whole school curriculum documentation.
- Providing professional learning in Explicit Instruction.
- Effectively monitor student progress using PLAN2 to provide a clear indication of where students are currently performing and the 'where to next'.
- Design an instructional leadership model to support the implementation of explicit teaching.

### Whole school writing focus

To implement a whole school approach to writing underpinned by high expectations by:

What am I going to do:

- Develop a school wide plan improve writing and engagement.
- Connect staff to the English syllabus with a focus on writing,
- Review data trends in writing to identify focus areas.
- Provide professional learning on evidence based approaches to writing.
- Establish a whole school school approach to develop formal mentoring and coaching.

## Success criteria for this strategic direction

To ensure our school is excelling we will have a whole-school approach that ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. All teachers will employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Explicit teaching practices involve teachers clearly showing students what to do and how to do it, rather than having students discover that information themselves. Students who experience explicit teaching practices make greater learning gains than students who do not experience these practices..

All teachers have prepared for explicit teaching. All teaching staff can clearly explain the model and guided learning framework. including the success criteria of what is expected and how to do it. All staff are able to demonstrate evidence of monitoring student progress, check for understanding as well as ensuring there is clear specific feedback based on the success criteria.

All teaching staff are able to demonstrate evidence of effectively implementing the Quality Teaching Framework: All staff utilise the Quality Teaching Framework and have successfully collected evidence against the three elements of Intellectual Quality, Quality Learning environment as well as Significance.

Establish formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.

All teaching staff are able to identify and demonstrate evidence of success criteria in writing. All staff have demonstrated evidence of what is important in the teaching of writing. Our school teaching staff are able to demonstrate a deep syllabus knowledge to have

## Strategic Direction 3: Explicit teaching through evidence-based practices.

### Success criteria for this strategic direction

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consistent syllabus teaching writing expectations.

### Evaluation plan for this strategic direction

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#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in explicit teaching and writing?

- What is important in the teaching of writing?
- What is important in explicit teaching and high quality teaching?
- How do you currently teach in your classroom?
- How do you currently teach writing in your classroom?
- How do we implement effective coaching and mentoring

What do you want to know in PL session on explicit teaching and quality teaching?

What do you want to know in PL session on effectively teaching writing?

#### Data:

We will use a combination of data sources. These will include:\* Internal assessment, eg. PLAN2\* External assessment, eg. NAPLAN\* Survey\* Observation \* Focus group\* Student voice\* Interview\* Document analysis

#### Analysis:

We will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. Review from a GAP analysis.

#### Implications:



## Strategic Direction 3: Explicit teaching through evidence-based practices.

### Evaluation plan for this strategic direction

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Findings of the analysis will inform:

- \* Future actions in explicit teaching, quality teaching as well as effective teaching of writing

- \* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).