



Strategic Improvement Plan 2021-2024

Forestville Public School 4019



School vision and context

School vision statement

At Forestville Public School we believe that all students should be supported to achieve their full potential. We aim to develop respectful, inclusive, well-rounded citizens who form strong positive connections with others. We work in partnership with our community to provide expansive opportunities to ensure our students become life-long learners. We provide a safe and supportive learning environment that allows our students to develop confidence, emotional intelligence and the skills which provide a foundation for their whole life.

School context

Forestville Public School is situated in the Forest Region in the Northern Beaches of Sydney. We have extensive grounds where students can play and explore. Our school is friendly, positive and inclusive. We have 611 students from Kindergarten to Year 6 and 3 support classes.

The school has a well-resourced, dynamic learning environment and enjoys a strong sense of community which is actively promoted and valued. The school community and staff are committed to developing positive relationships, providing a safe and caring environment where students thrive, feel valued and are free to take risks and share ideas.

Developing students as life long learners through high quality curriculum and wellbeing programs is an essential component in the learning experiences and programs in all classrooms. Student engagement and voice is valued. The extensive provision of extracurricular activities in the creative and performing arts, sport, chess and technology including coding and robotics, are key features of the school. The school's population includes 22% from language backgrounds other than English.

The school's current improvement targets include:

- Sustained focus on student growth in literacy and numeracy through the provision of high quality teaching and learning programs.
- Data analysis and tracking of student attainment through collaborative planning and teaching, ensuring this data informs all teaching and learning programs
- Building leadership capacity to ensure quality teaching in every classroom.
- Providing high quality, research based wellbeing programs for students and staff.
- Personalised professional learning pathways for staff
- Meaningful, effective technology integration across all KLAs
- Future focused learning opportunities in a well resourced STEAM hub
- The inclusion of a wide range of Creative and Performing Arts programs across the school to promote creativity and develop talent

The school is an active member of the Warringah Community of Schools and the Forest Network of schools. The school community and staff are committed to providing a positive, inclusive and caring environment where students are both engaged and challenged in their learning, and where there are programs which allow all students to thrive.

A comprehensive situational analysis of our school over the past years has been conducted. This has led to development of the 2021-2024 Strategic Improvement Plan, which involved genuine consultation with students, staff, parents and the local AECG.

Strategic Direction 1: Student growth and attainment

Purpose

To build a strong foundations in literacy and numeracy to ensure success for all students and to develop whole school processes which utilise evidence based teaching practices responsive to student need.

Improvement measures

Target year: 2022

Literacy: Achievement of system negotiated targets

- Top 2 bands NAPLAN reading uplift of 8.3% from baseline targets.

Target year: 2023

Literacy: Achievement of system negotiated targets

- An increase of 3.4% of students achieving expected growth in reading

Target year: 2022

Numeracy: Achievement of system negotiated targets

- Top 2 bands in NAPLAN numeracy uplift of 8% from baseline targets.

Target year: 2023

Numeracy: Achievement of system negotiated targets

- An increase of 2.5% of students achieving expected growth in numeracy

Initiatives

Evidence Based Teaching of Literacy

To develop best practice in the teaching of literacy.

We will:

- Provide high impact professional learning on the best way to teach reading to staff. Professional learning will be based on strong evidence for student improvement. This professional learning will include the Science of Teaching Reading and will instruct staff on elements that must be included in a high quality reading program: Phonological awareness, phonic knowledge, vocabulary, fluency and the ultimate goal of reading, comprehension.
- Identify and use a range of resources including decodable readers and high quality texts which will be integral to teachers' programming and will enable the development of the skills of reading in our students.
- Create data systems which track student learning in Reading and provide insight in to next steps in the teaching and learning cycle. These will aim to personalise learning for all students and allow them to negotiate and set learning goals to improve their literacy. These systems will include but not be limited to mapping students against the Literacy progressions.
- Embed elements of "What Works Best" in to programming and practice: - High expectations, Explicit Teaching, Effective Feedback, Assessment and Use of Data to Inform Practice.
- Support a collaborative approach to embedding these practices where staff will engage in learning walks/lesson studies and collegial observation and feedback to support best practice.

Evidence Based Teaching of Numeracy

To develop best practice in the teaching of numeracy

We will:

- Provide high impact professional learning on the best

Success criteria for this strategic direction

Learning

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. 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. The school's value-add* trend is positive. School data shows strong student progress and achievement on internal measures. Programs K- 6 are designed using shared language. with elements from the school excellence framework and What Works Best.

Teaching

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. 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. Effective use of data is ensured through the collection of meaningful data and regular timetabled sessions provided for data analysis.

Leading

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of

Strategic Direction 1: Student growth and attainment

Initiatives

way to teach numeracy to staff through the appointment of maths instructional leaders K-2 and 3-6. These maths specialists will undertake the PMSI program as part of a community of schools. The program is linked to professors of mathematics from Melbourne University and enables our teachers to work with colleagues from a community of schools to build their research based knowledge of high quality teaching of maths for student impact. Instructional leaders will work in classrooms to demonstrate best practice in teaching mathematics. They will build the capacity of teachers within the school by providing demonstration, observation, reflection and feedback.

- Create data systems which track student learning in Numeracy and provide insight into next steps in the teaching and learning cycle. These will aim to personalise learning for all students and allow them to negotiate and set learning goals for maths. These systems will include but not be limited to mapping students against the Numeracy progressions.
- Embed elements of "What Works Best" in to programming and practice: High expectations, Explicit Teaching, Effective Feedback, Assessment and Use of Data to Inform Practice. To support a collaborative approach to embedding these practices, staff will engage in learning walks/lesson studies and collegial observation and feedback.

Success criteria for this strategic direction

shared accountability to achieve organisational best practice.

Evaluation plan for this strategic direction

Questions which will drive our evaluation:

Do all teachers use formative assessment in reading and numeracy to adjust practice and drive targeted teaching and learning?

Does the school use qualitative and quantitative data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- * NAPLAN data
- * PAT-R assessment data and PAT maths data
- * Department of Education check in assessment data
- * PLAN2 data
- * Scout - value added data
- * Student work samples
- * Classroom Observations
- * Data analysis with supervisors based on Sentral Markbook data entered by teachers
- * Whole school learning walks

The evaluation plan will involve:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- * Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. using QDAI model.
- * Regular professional discussion around the School Excellence Framework elements and themes with all staff
- * Executive team and whole staff reflective sessions.
- * Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Analysis:

Analysis will be embedded within these initiatives through progress and implementation monitoring. The school will review progress towards improvement measure annually.

Implications:

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Annual reporting on school progress measures will be published in the Annual School Report and published on the school's website at the end of term 1 each year.

Strategic Direction 2: SD 2 - Leading Evidence Based and Innovative Practice

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students.

Improvement measures

Target year: 2024

Teaching and learning programs showing evidence of formative assessment practices, data scrutiny and learning that has been adjusted as a result of data scrutiny. ie adaptive assessment practices.

Staff have undertaken further professional learning in catering for all students resulting in teaching and learning programs showing differentiated practice which references individual goal centred student learning.

Target year: 2024

Staff surveys pre and post undertaking high impact professional learning, will demonstrate a positive change in the application of professional learning and staff capacity to evaluate its impact on student learning.

All teaching and learning programs show evidence of adjustment for a range of learners including High Potential and Gifted Students, students who speak an additional language or dialect and students in need of support. All students receive high quality differentiated learning that is innovative and reflective of the elements of "What Works Best" in practice.

Student focus groups and surveys indicate high level of engagement and strong positive attitudes to learning.

Initiatives

Evidence Based Teaching Informed by Data and Research to Ensure Differentiated Practice

To ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

To embed a culture of high expectations, explicit teaching and effective feedback into daily practice. To skillfully utilise data informed formative and summative assessment practices as an integral part of daily instruction in every classroom and that classroom practice is adjusted based on data analysis.

We will:

- Engage in High Impact Professional Learning in data literacy, data analysis, data use in teaching, What Works Best and Essentials of Effective Evaluation .
- Provide support for colleagues to use data to modify teaching programs and implement classroom practices which lead to collective teacher efficacy as part of an ongoing improvement cycle.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report to parents on student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom and ensure classroom practice is being adjusted based on data analysis.
- Collect and use meaningful data from all stages of the learning process which provides information on 'where to next?'
- Build teacher capacity to design and deliver learning that engages and challenges every student across intellectual, creative, social/emotional and physical domains of potential, while explicitly, identifying and addressing the learning needs of high potential and gifted students:
- Collaborate with families, school communities and

Success criteria for this strategic direction

Learning

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. 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, evidence based judgement and moderation of assessments. The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. The student learning goals are informed by analysis of student progress and achievement data. Evidence of learning is monitored through collection of quality, valid and reliable data.

Teaching

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. 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. 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. The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials

Strategic Direction 2: SD 2 - Leading Evidence Based and Innovative Practice

Initiatives

the wider community to enhance growth and achievement for all high potential and gifted students.

- Build teacher and leadership capacity through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted students. We will build teacher capacity to identify the needs of individual students to adapt existing goals and inform new goals for student learning to ensure all students are challenged and successful.

Highly Effective and Innovative Teaching Practice

To ensure highly effective teaching practice based on research with a proven impact on student learning.

To engage with broader learning communities including communities of schools and professional learning communities within and beyond the Department of Education

We will:

- Establish a purposeful and differentiated learning environment which empowers students to become responsible for their own learning and equip them with critical and creative thinking skills essential for their future success in a dynamically changing world.
- Connect with educational communities beyond our school which enhance high impact pedagogical practices which lead to student improvement.

Success criteria for this strategic direction

innovative practices and has processes in place to evaluate, refine and scale success.

Leading

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. The school uses research, evidence based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. 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.

Evaluation plan for this strategic direction

Question: How do we know all staff are using data to maximise student learning outcomes and inform teaching practice?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- * NAPLAN data
- * PAT-R assessment data and PAT maths data
- * Department of Education check in assessment
- * PLAN2 data
- * Scout - value added data
- * Student work samples
- * Classroom Observations

Strategic Direction 2: SD 2 - Leading Evidence Based and Innovative Practice

Evaluation plan for this strategic direction

- * Student and parent focus groups
- * Data analysis with supervisors based on Sentral Markbook data entered by teachers

- * Whole school learning walks

The evaluation plan will involve:

- * Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- * Regular professional discussion around the School Excellence Framework elements and themes with all staff
- * Executive team and whole staff reflective sessions utilising Implementation and progress monitoring.
- * Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Analysis:

Analysis will be embedded within these initiatives through progress and implementation monitoring. The school will review progress towards improvement measure annually.

Implications:

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Annual reporting on school progress measures will be published in the Annual School Report and published on the school's website at the end of term 1 each year.

Strategic Direction 3: SD 3 - Developing a Planned Approach to Wellbeing

Purpose

To develop respectful and positive relationships between students, teachers and the wider community to ensure students feel connected and successful as learners and that they thrive as members of our community.

Improvement measures

Target year: 2022

Student attendance at greater than 90% continues to show an upward trend, with an uplift of 2.9% to 96.5%.

Sentral behaviour data shows a reduction in anti-social behaviours.

Target year: 2022

Student Tell Them From Me survey data with regards to sense of belonging shows an uplift of 4%.

Parent participation in Tell Them From Me surveys shows an uplift of 5%

The Family-School Partnership Framework "School Assessment Tool" shows movement through the stages of engagement from "Developing" to "Building and Sustaining".

Initiatives

Ensuring our Students Connect, Succeed and Thrive

To develop a whole school approach and shared responsibility for promoting student wellbeing through collective and individual practice. To enhance staff capacity to implement wellbeing practices to ensure every child is known, valued and cared for.

We will:

- Improve whole school approaches to wellbeing to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing and engagement data
- Proactively teach resilience, healthy coping and self-regulation strategies
- Explicitly communicate expectations of behaviours across all school settings
- Develop high-quality student-teacher relationships
- Focus on highly visible, consistent school-wide expectations
- Embed the Wellbeing Framework for Schools in to school culture through ongoing staff professional learning in the use of effective wellbeing strategies such as: checking in with students regularly, taking time to have positive interactions in non-classroom settings, positively and explicitly teaching expected behaviours and consistently applying school expectations.
- Use specialist teachers to support teachers' capacity to implement wellbeing strategies.
- Implement systematic programs for enhancing student voice across K-6
- Provide review processes for student wellbeing data analysis every semester

Strengthening Community Connections

To embed the principles of the Family-School Partnership Framework in to our core business at Forestville Public School

Success criteria for this strategic direction

Learning

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. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. 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.

Teaching

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. Planning and provision for learning is informed by holistic information about each students' wellbeing and learning needs in consultation with families.

Leading

Regular and ongoing planning, monitoring and evaluation of research based whole school wellbeing programs is conducted. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. The school collaborates with the local community where appropriate on decisions about − and access to − school assets and resources, delivering benefit to both the school and the community. The leadership team measures school community (parent and student)

Strategic Direction 3: SD 3 - Developing a Planned Approach to Wellbeing

Initiatives

To engage in purposeful, positive and authentic relationships with the community to build strong partnerships which enhance high expectations for all students and ensure the development of a strong sense of belonging for students and the wider community.

We will:

- Develop an active, involved community who articulate a sense of pride in and support for the school, including having high aspirations for academic, social and emotional wellbeing for all.
- Share information with our community about key learning focus areas and expectations for different learning stages.
- Regularly and effectively communicate through a range of communication tools regarding the school's key initiatives and activities.
- Provide timely, flexible and accessible opportunities for the community to offer feedback on school processes and practices, thereby including our community in the school's ongoing reflective and evaluative practices.
- Respond to feedback with ongoing support when required by providing parenting information, collaboratively developing student learning plans, facilitating community workshops and liaising with or referring to community-based agencies.

Success criteria for this strategic direction

satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation plan for this strategic direction

Question: How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data to be used:

- Sentral data and information, particularly data linked to PBL - types, and frequency of incidents including behaviour, wellbeing, medical concerns. Student assessment results
- TTFM survey results (students, teachers and parents)- particular reference to "sense of belonging" data
- PDP staff wellbeing goals
- School developed staff wellbeing surveys
- SEF SaS
- Photos, videos, - showing student engagement, showing students participating in wellbeing practices, school signage.
- Student work samples
- Focus groups
- Wellbeing strategies clearly embedded in teaching and learning programs.
- A well maintained school with innovative play and learning spaces to support student engagement and wellbeing

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework - Including mapping using the SEF SaS

Strategic Direction 3: SD 3 - Developing a Planned Approach to Wellbeing

Evaluation plan for this strategic direction

- Executive team and whole staff reflective sessions based around the "What Works Best" document
- Regular triangulation of data to corroborate conclusions

Analysis:

Analysis will be embedded within these initiatives through progress and implementation monitoring. The school will review progress towards improvement measure annually.

Implications:

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Annual reporting on school progress measures will be published in the Annual School Report and published on the school's website at the end of term 1 each year.