

Strategic Improvement Plan 2021-2025

Fennell Bay Public School 4208



School vision and context

School vision statement

Fennell Bay Public School focuses on continual improvement to provide a safe, caring and inclusive learning environment where students and staff grow through quality teaching and support. The school community is founded on strong relationships of integrity and trust.

School context

Fennell Bay Public School has an enrolment of 159 students with 56 Aboriginal students. There are five mainstream classes, one IM support class and two multicategorical classes which ensures shared expertise in personalised learning and inclusive practices. Student numbers are expected to increase significantly with planning underway for a new subdivision zoned for the school. The school executive includes three Assistant Principals and two AP Curriculum and Instruction. There is a cross section of early career and experienced teachers. High quality teacher professional learning features throughout this school plan and opportunities are provided for aspiring leaders.

Positive Behaviour for Learning (PBL) has been successfully implemented and has evolved within the school with positive outcomes for students, staff and community. Narunbah Schools as Community Centre (SaCC) has operated for over 18 years. The primary focus of the SaCC is to enhance the early development outcomes of children birth to 8 years through the various programs provided. These include supported playgroups, baby specific groups, transition to school as well as parenting programs.

The school has a strong, proud Aboriginal and Torres Strait Islander voice that has been facilitated through our Aboriginal Education Officer who is also the president of the local Mankillikan Aboriginal Education Consultative Group (AECG). The school aspires to the authentic and respectful inclusion of Aboriginal and Torres Strait Islander perspectives across all aspects of teaching, learning and the school environment. The inclusion of families and community is integral to the school's success.

In response to findings from the situational analysis the school improvement plan focuses on student growth and attainment, wellbeing and engagement and staff mentoring and collaboration to support quality teaching. The Learning and Support Team is crucial to this plan and has a clear, robust role and procedure statement to support student and teacher learning and wellbeing. The team includes the Student Support Officer and School as Community Centre Facilitator, School Counsellor, Learning and Support Teachers, Aboriginal Education Officer, PBL Team Leader Principal and Executive staff. A tiered approach to support ensures all students are provided with intervention and extension at the point of need. The school receives significant equity funding towards initiatives to address disability and disadvantage and is supported by the Department of Education Curriculum Advisors, Lead Specialists and Learning & Wellbeing Team.

The school strives to ensure student and community voice is always considered. Student Parliament allows school leaders to work democratically, to participate in school decision making. The P&C is the voice for the community and provides the opportunity for parents, carers and community members to be position holders and support the school with key initiatives. Consultation for this plan included student interviews, Tell Them From Me Survey, Aboriginal Parent Survey, Mankillikan AECG participation and P&C consultation. Students, parents and carers are key collaborators in creating ways for students to participate in and enjoy school life.

Strategic Direction 1: Student growth and attainment

Purpose

A consistent whole school approach to intervention and assessment will support individual student growth in literacy and numeracy.

Improvement measures

Data skills and use

Achieve by year: 2025

School Self-Assessment of the School Excellence Framework (SEF) element of Data Skills and Use indicates an improvement from Delivering to Excelling.

Reading

Achieve by year: 2025

Students in years 2-6 demonstrate growth in reading comprehension achievement, using the York Assessment of Reading Comprehension.

Writing

Achieve by year: 2025

Students K-6 demonstrate growth in vocabulary achievement, using the Literacy Learning Progressions.

Numeracy

Achieve by year: 2025

Students in years 2-6 demonstrate growth in numeracy achievement from Term 1 to Term 4, using the Progressive Achievement Test (PAT).

Initiatives

Targeted Intervention

The school intervention team is extended to provide a tiered approach to targeted intervention for literacy and numeracy. The team comprises of the Instructional Leader, Learning and Support Teachers and executive staff.

Additional expertise to review and refine literacy and numeracy approaches is accessed through developing partnerships with the Assistant Principal Learning Support, Lead Specialist and Curriculum Advisor.

Inclusivity and engagement is enhanced by the Aboriginal Education Officer being an active participant within classrooms providing advice, cultural learning and the extension of resources reflective of Aboriginal culture.

To further increase student attainment the School as Community Centre Facilitator will work with the Intervention Team to refine early intervention strategies for literacy and numeracy prior to school.

Data Informed Practice

Support and training are provided to teachers to use formative and summative assessment, including diagnostic assessment to guide teaching and learning activities.

A clear and streamlined assessment schedule is developed and includes processes to track student attainment of school targets. Student growth is reviewed in cohort groups K-2, 3-6 and Special Education in five weekly cycles.

The use of the National Literacy and Numeracy Learning Progressions is extended to personalise learning and support individual variations in literacy and numeracy learning over time. Key elements from the progressions are used to track progress.

Aboriginal student learning and cultural goals feature on the school Assessment Schedule and are monitored at five weekly intervals during cohort meetings.

Success criteria for this strategic direction

Shared expertise and targeted intervention ensures effective classroom practice, ongoing development and improvement by all students. The school is recognised as excellent and responsive by its community as it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity needs within the school.

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.

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 Aboriginal students and equity groups within the 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 in student growth and attainment through Targeted Intervention and Data Informed Practice and can we demonstrate impact and improvement in student outcomes in reading, writing and numeracy?

Data: A combination of external and internal data sources will be used including: NAPLAN, Check-in Assessments, Scout, PLAN2, classroom observations and student work samples, The School Excellence Framework (SEF) assessments.

Analysis: Analysis of data will be completed systematically across each Term to inform future directions. External and internal data is triangulated to ensure validity of findings.

Implications: The findings of the analysis will inform

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

future actions and annual reporting of the school progress measures through the annual report.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Wellbeing of all students will be supported through a strategic and planned approach to develop whole school wellbeing processes.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending to 90% or above by 8.2%.

Wellbeing

Achieve by year: 2023

Increase the percentage of students reporting positive wellbeing (Expectations for Success, Advocacy and Sense of Belonging) by 4.5%.

Achieve by year: 2025

School Self-Assessment of the School Excellence Framework (SEF) element of Wellbeing indicates an improvement from Sustaining and Growing to Excelling.

Initiatives

Learning and Support Team

Comprehensive learning and support for individual students and groups of students will be developed, implemented and monitored in consultation with all key stakeholders.

Effective Learning and Support Team (LST) processes are ensured through the refinement of staff representation and review and clarification of the referral process.

Student wellbeing is enhanced through the extension of the the LST to to provide family support and referrals through the inclusion of the Student Support Officer, Chaplain, Aboriginal Education Officer and School as Community Centre Facilitator.

Increased consultation with students and their parents and carers ensures adjustments are reviewed collaboratively to assess their effectiveness and need for changes are identified and agreed.

The Learning & Support Team will have cross representation on the Positive Behaviour for Learning Team to develop interventions for targeted groups of students with high support needs.

Whole School Wellbeing

Tier 2 classroom systems and tiered interventions are developed and refined to support positive behaviour for learning.

Teachers engage in High Impact Professional Learning targeting behaviour support to ensure effective delivery K-6.

Effective partnerships for wellbeing are extended through ongoing collaboration with an external coach to ensure efficacy of implementation and refinement of school-wide and classroom systems.

Review and refinement of the evidence based wellbeing guide for consistency ensures alignment with the new

Success criteria for this strategic direction

There is a strategic and planned approach to develop whole school wellbeing processes. Positive, respectful relationships are evident and widespread. The school community promotes student wellbeing to ensure optimum conditions for student learning across the whole school.

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

There is school-wide, collective responsibility for student learning and success, which is shared by parents, carers and students.

The school has implemented evidence based change to whole school practices resulting in measurable improvements in wellbeing, attendance and engagement to support learning.

Evaluation plan for this strategic direction

Questions: To what extent have we achieved our purpose in supporting the wellbeing of all students through through a strategic and planned approach to develop whole school wellbeing processes? Can we demonstrate impact and improvement in student wellbeing and attendance outcomes ?

Data: A combination of external and internal data sources will be used including: Scout suspension and attendance data, Sentral incidents, Tell Them from Me (TTFM) surveys, PBL evaluation tools and internal assessments, classroom observations and The School Excellence Framework (SEF) assessments.

Analysis: Analysis of data will be completed systematically across each Term to inform future directions. External and internal data is triangulated to ensure validity of findings.

Implications: The findings of the analysis will inform future actions and annual reporting of the school progress

Strategic Direction 2: Wellbeing and Engagement

Initiatives

Department of Education Behaviour Strategy.

Attendance Team

The Attendance Team monitors, proactively promotes attendance and responds to attendance concerns. The team has cross representation and includes the Principal, Student Support Officer, Aboriginal Education Officer and teacher representative. The Principal leads the Attendance Team and monitors attendance daily.

Proactive consultation with families to ascertain reasons for non-attendance allows the Attendance Team to respond accordingly through wellbeing supports.

A key contact person is allocated based on relationships and specific need to check in with families and provide support.

The Home School Liaison Officer works collaboratively with the school and community to promote attendance and develop support strategies with families.

Families are informed of the impact for non-attendance on learning in addition to Department of Education Procedures for responding to student attendance difficulties.

Evaluation plan for this strategic direction

measures through the annual report.

Strategic Direction 3: Mentoring and Collaboration

Purpose

Explicit systems for collaboration and feedback are implemented to sustain quality teaching practice.

Improvement measures

Achieve by year: 2025

School Self-Assessment of the School Excellence Framework (SEF) element Learning and Development indicates an improvement from Delivering to Excelling.

Achieve by year: 2025

School Self-Assessment of the School Excellence Framework (SEF) element of Effective Classroom Practice indicates an improvement from Delivering to Excelling.

Initiatives

Collaboration and professional dialogue

Opportunities for collaboration and professional dialogue are embedded throughout the Professional Learning Schedule. Through a combination of whole school and cohort meetings, K-2, 3-6 and Special Education, teachers explore and share evidence-based professional learning, knowledge, academic research and access expertise within the school.

Individualised co-teaching and co-planning is provided by the Instructional Leader, Learning and Support Teachers, Aboriginal Education Officer and Principal to support teachers.

Emerging leaders and expert teachers in the school and across the network are identified and enabled to lead professional learning initiatives to foster collective efficacy.

A coordinated whole school approach to develop professional practice, informed by research, supports teachers' Professional Development Plans. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Quality Teaching

Teachers engage in High Impact Professional Learning in Quality Teaching Practices in the community of schools group.

Quality Teaching Rounds (QTR) are implemented as a research based professional learning approach that involves teachers learning together.

The Quality Teaching model is used as the framework for deep conversation about classroom practice

Teachers work collaboratively in small Professional Learning Communities (PLC), observing each other teach on a rotating basis and discuss and analyse their

Success criteria for this strategic direction

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.

The school leadership team and teachers collaborate to define the professional learning priorities for the school using research and evidence-based strategies to deliver sustained and measurable advancements in student learning.

A whole school approach ensure the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have contemporary content knowledge and deploy effective teaching strategies.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose in implementing explicit systems for collaboration and feedback to sustain quality teaching practice and can we demonstrate impact and improvement?

Data: A combination of external and internal data sources will be used including: staff surveys and interviews, AITSL 360 Reflection Tool, CESE reflections, QTR data, The High Impact Professional Learning (HIPL) self-assessment tool, classroom observations and The School Excellence Framework (SEF) assessments.

Analysis: Analysis of data will be completed systematically across each Term to inform future directions. External and internal data is triangulated to ensure validity of findings.

Implications: The findings of the analysis will inform future actions and annual reporting of the school progress measures through the annual report.

Strategic Direction 3: Mentoring and Collaboration

Initiatives

observations.

The QT model is introduced to enable teachers to develop a deep understanding of what constitutes quality in teaching. The dimensions of intellectual quality, quality learning environment and significance provide teachers with the framework to think about and discuss all elements of teaching.
