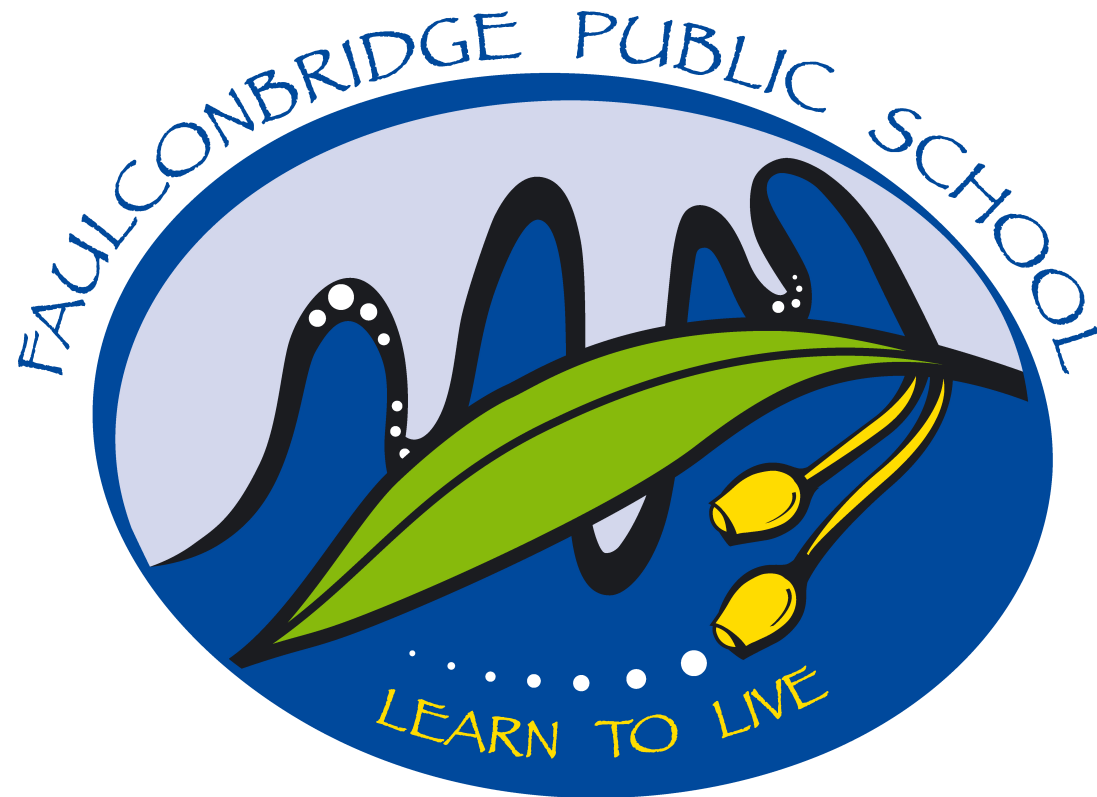


Strategic Improvement Plan 2021-2024

Faulconbridge Public School 4354



School vision and context

School vision statement

The high-level expertise of staff, their strong collaborative relationships and collective efficacy, impact quality teaching and learning for every student. This leads to improved student attendance and engagement with each student exceeding their potential academically and socially in an inclusive school environment that recognises that we are all lifelong learners and responsible citizens.

School context

Built on the land of the Darug and Gundungurra people, our school draws students from families living in the Faulconbridge and Linden villages in the beautiful Blue Mountains. 332 students are enrolled for 2021, with 18 students recognising and celebrating their Aboriginal or Torres Strait Islander heritage. 10% of students have language backgrounds other than English.

All students are motivated to succeed, with quality, evidence-based teaching and learning practices visible in every classroom. In the most recent NAPLAN Assessment, the school's average growth score for both Year 3 and Year 5 in Reading and Numeracy was above state average, with Year 5 above statistically similar schools. In K-2 there is a strong and consistent focus on synthetic phonics to improve reading skills.

All teachers understand the need to build student schema, reduce cognitive load and free working memory for higher order tasks. The school has a professional, dedicated and supportive teaching staff, who are committed to leading our students to thrive. Collaborative practices drive continual improvements in student learning. The use of educational research, observation and reflection on teaching practice, and professional dialogue are highly valued within the school. We value collaborative decision making across the school and invest in the professional learning of our staff.

We strive to embed Aboriginal culture into our classrooms and programs to develop authentic engagement in Aboriginal languages, histories and cultures. Our school belongs to the Mid Mountains Learning Community and is working with other schools to improve numeracy results. Technology is integral to the teaching and learning experiences with all classrooms having access to chromebooks and laptops and updated interactive whiteboards in 2020.

The school is situated in expansive grounds, including a patch of remnant bushland, containing an outdoor learning area. The school community is serviced by an OOSH and a hub for the OOSH service will be installed in 2021. Several programs within the school are highly valued by the school community including the school band, kitchen garden and kindergarten transition. The school has an active P&C that contributes positively to the school culture. Parents are regularly invited to participate in workshops and to provide feedback on school initiatives.

Our school has conducted a thorough and authentic Situational Analysis, including consulting with our community and local AECG. We have identified these high level areas for focus and improvement: Student growth and attainment (Growth Culture), Learning Culture and School Culture.

Strategic Direction 1: Student growth and attainment

Purpose

To build and maintain a strong focus on student learning at Faulconbridge Public School through ensuring all students achieve high levels of learning growth, with equity groups achieving at or above the achievement of all students

Improvement measures

Target year: 2022

The proportion of students in Year 3 and Year 5 achieve in the top two bands in NAPLAN Reading increases to 52.8% (lower bound system negotiated target).

Target year: 2023

Students in Year 5 achieving at or above expected growth in NAPLAN increases to 68.3% (lower bound system negotiated target).

Target year: 2022

The proportion of students in Year 3 and Year 5 achieve in the top two bands in NAPLAN Numeracy increases to 39.8% (lower bound system negotiated target).

Target year: 2023

Students in Year 5 achieving at or above expected growth in NAPLAN increases to 61.3% (lower bound system negotiated target).

Target year: 2023

An uplift of 10% of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.

Initiatives

Data informs practice

We **need** to increase student growth in reading and numeracy. **If we** regularly dedicate time to collecting meaningful data and using it effectively we can analyse the data to monitor student learning and progress and make teaching decisions based on the analysis. **Then** All teachers will have an understanding of and contribute to gathering and analysing data **so that** our teaching is targeted and learning is differentiated.

Mathematical comprehension

We **need** to improve student's comprehension of mathematical concepts, processes and mathematical reasoning. **If we** explain, model and guide learning through a gradual release of responsibility model, **then** teachers will use a range of evidence based, explicit strategies (including high quality exemplars, anchor charts and number talks) **so that** students gain proficiency in mathematical skills and understanding of mathematical concepts.

Success criteria for this strategic direction

- School value add trend is positive (SEF Student performance measures).
- Learning goals for students are informed by the analysis of internal and external data (SEF Data Skills and Use).
- All teachers contribute to gathering and analysing data (SEF Data Skills and Use).
- Class programs reflect differentiation and adjustments based on collected evidence **so that** our teaching is targeted and learning is differentiated (HITS Vic Ed).
- Teachers use a range of evidence based, explicit strategies in mathematics to explain and break down knowledge (SEF Explicit Teaching).
- Teachers collaborate with staff in other schools to share and embed good practice (SEF Learning and Development)

Evaluation plan for this strategic direction

Data Informs Practice

Question: To what extent has our use of student data to inform practice improved student growth in Reading and Numeracy?

Data: NAPLAN, PAT, Check In Assessment, Phonics Screener, School based assessment data, instructional decisions in programs.

Analysis: Use of Pre and Post data to demonstrate student growth and achievement, instructional decisions demonstrate targeted teaching and differentiated learning.

Implication: make informed choices based on the analysis.

Mathematical Comprehension

Question: To what extent have we improved student's

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

mathematical comprehension and reasoning?

Data: NAPLAN, PAT, Check In Assessment, teaching programs, internal student data.

Analysis: Teaching programs demonstrate gradual release of responsibility model and use of evidence based explicit strategies.

Implication: make informed choices based on the analysis.

Strategic Direction 2: Learning Culture

Purpose

For staff to actively engage in collaborative practices, sharing expertise and strengthening their collective efficacy across the school to improve outcomes for students

Improvement measures

Target year: 2024

100% of teachers demonstrate clear links between professional learning about best practice in teaching and changes in teaching practice that leads to improved student outcomes as evidenced through teacher reflection, programs and assessment data.

Target year: 2024

School self assessment of the theme 'Collaborative practice and feedback' within the Learning and Development element indicates improvement from sustaining and growing to excelling.

Initiatives

Explicit Teaching

We **need** a shared understanding of best practice and a consistent implementation of best practice models. **If we** use external expertise to identify and implement best practice models and actively participate in professional learning that focuses on continual improvement **then** all teachers will have expert contemporary knowledge to improve and refine practice **ensuring** a growth in student's learning.

Whole School Collaboration

We **need** K-6 collaboration for consistency of practice and collective efficacy. **If we** regularly dedicate time throughout the year for K-6 teachers to work together to plan, develop and refine teaching and learning programs and practices, **then** the school will have embedded explicit systems that facilitate professional dialogue, classroom observation, modelling of effective practice and timely feedback between teachers **so that** we have ongoing school wide improvement in teaching practice and student results.

Success criteria for this strategic direction

- Whole school approach to evidence based teaching to optimise progress for all students (SEF Effective Classroom Practice).
- Teachers employ evidence based effective teaching strategies (SEF Effective Classroom Practice).
- Ongoing school wide improvement in teaching practice and student results (SEF Learning and Development).
- Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning (SEF Learning and Development).
- Staff have a collective understanding and contemporary knowledge of strategies that support learning for Aboriginal and Torres Strait Islander students.

Evaluation plan for this strategic direction

Explicit Teaching

Question: To what extent has profession learning changed teaching practice to impact student outcomes?

Data: professional learning evaluations, teaching programs, lesson observations, PDPs, student learning and assessment data.

Analysis: analyse for insight and meaning.

Implication: make informed choices based on the analysis.

Whole School Collaboration

Question: To what extent has whole school collaboration impacted consistency of teaching practice and student results?

Data: meeting minutes from K-6 meetings and QTSS, professional readings selected and annotated, lesson

Strategic Direction 2: Learning Culture

Evaluation plan for this strategic direction

observation and feedback.

Analysis: analyse for insight and meaning.

Implication: make informed choices based on the analysis.

Strategic Direction 3: School Culture

Purpose

For all stakeholders to engage respectfully and responsibly with all programs, procedures and practices to build a positive and inclusive school culture.

Improvement measures

Target year: 2024

Improvements in the following measures

- 30% uplift in students reporting a strong sense of belonging (TTFM).
- 20% uplift in student reporting interest and motivation at school (TTFM).
- 10% uplift in parent indicators of school inclusiveness (TTFM).
- 15% uplift in parents reporting they feel welcome and informed (TTFM).
- 10% uplift in teacher indicators of school inclusiveness (TTFM).
- 10% uplift in teacher reporting indicators of parent involvement (TTFM).

Target year: 2022

A minimum of 85.3% of students attend school for more than 90% of the time.

Initiatives

Visible consistency

We **need** to create a school culture where members of the whole school community are valued, supported and educated, and feel a sense of belonging. **If we** initiate strategies to build a positive learning environment in the classroom, characterised by supportive relationships and regular contact with each student **AND** use collaborative strategies, communicate and share with the community to support the wellbeing of students, **then** we will have positive respectful relationships **so that** we have a sense of belonging for all and optimum conditions for student learning across the whole school.

Attendance

We **need** to improve the attendance of students. **If we** establish and embed strong structures, procedures and messaging to support student attendance, **then** regular attendance will improve **so that** student absences do not impact on learning outcomes.

Success criteria for this strategic direction

- Positive, respectful relationships are evident and widespread among students, staff and parents optimum conditions for student learning across the whole school (SEF Wellbeing)
- Positive and inclusive school culture as evidenced in TTFM data
- Improvement in student attendance as evidenced in attendance data (SEF Learning Culture) .
- Aboriginal and Torres Strait Islander culture and language is embedded in school culture

Evaluation plan for this strategic direction

Visible Consistency

Question: To what extent have we improved the sense of belonging of the school community so students can connect, succeed, thrive and learn?

Data: Tell Them From Me data - students, parents, teachers.

Analysis:

Implication: make informed choices based on the analysis.

Attendance

Question: To what extent has our attendance target been met?

Data: EBS4 Attendance data, HSLO Referrals, Records of follow up on attendance with parents/carers.

Analysis:

Implication: make informed choices based on the analysis.