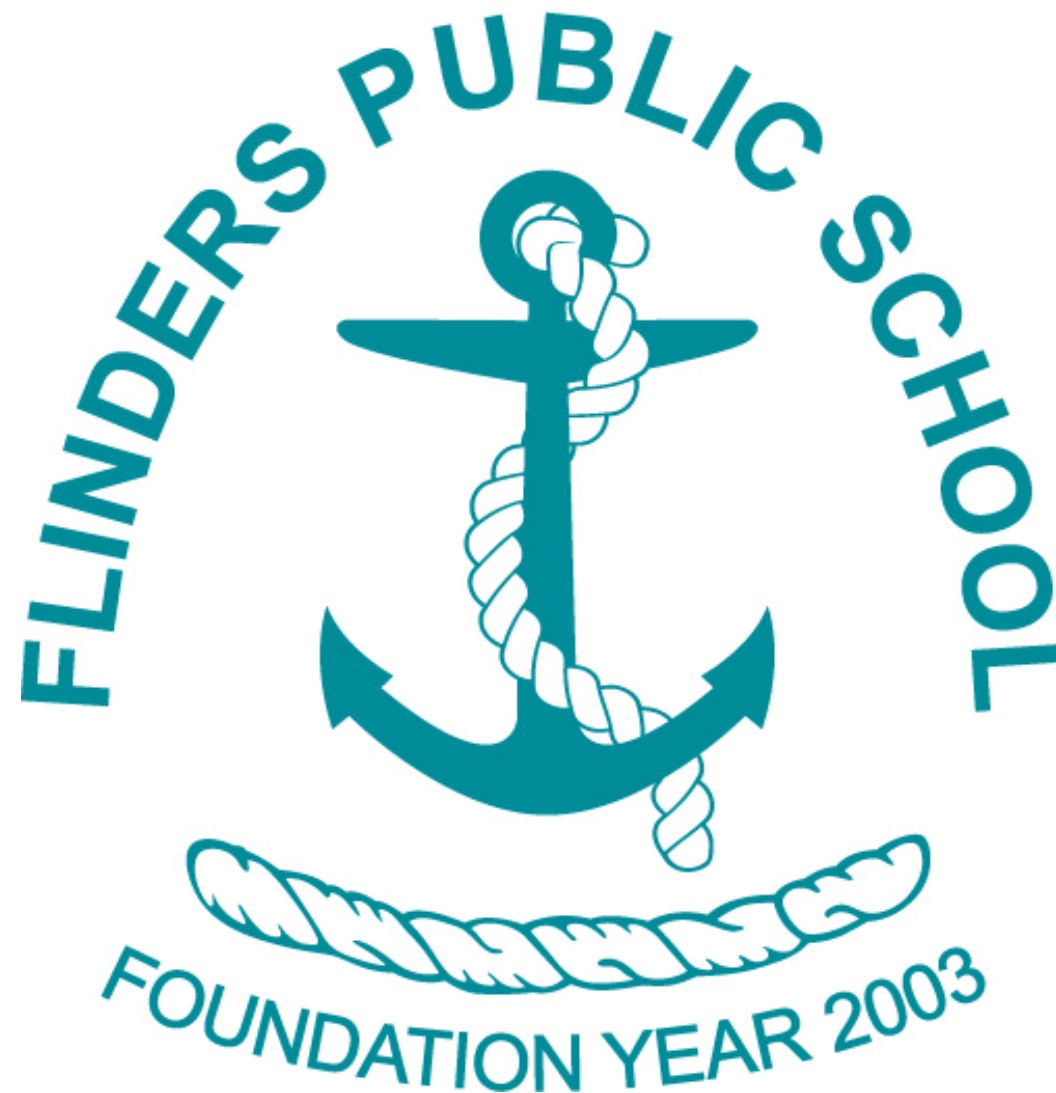


# Strategic Improvement Plan 2021-2025

## Flinders Public School 4463



# School vision and context

## School vision statement

***A caring learning community, focusing on quality education."***

At Flinders Public School we aim to ensure every student is immersed in an engaging and challenging learning environment to pursue personal excellence. The vision we hold, is one which prepares all learners within our school, for the opportunities arising in an ever changing world.

## School context

Flinders Public School has an enrolment of 551 students. The school supports 21 mainstream class groupings across Kindergarten to Year 6. Our students celebrate a diverse cultural background with over 20 languages identified. Flinders Public School is located in the local government area of Shellharbour. The school is located approximately 1.5 hours south of Sydney, on the State's South Coast. Flinders Public School was established in 2003 and serves a young and diverse new suburb. Our school is literally the hub of our developing community. The parents, carers and families add to the rich fibre of our school. The partnership between home, community and our school promotes learning, personal best and a collective responsibilities for all. This is evident in the manner in which staff demonstrate a genuine care for each and every one of our students. There is a culture that embodies our school motto of "quality teaching and learning in a caring environment".

The school undertook an extensive situational analysis that involved an extensive examination of both internal and external data sources across all domains of the School Excellence Framework to inform the development of this four year Strategic Plan. This also included two external providers working in collaboration with the school to ensure constructive feedback through rigorous reviews in and across the school.

### Challenging Learning Baseline Report 2020.

A Community of Practice between four schools; Flinders Public School, Barrack Heights Public School, Kiama Public School and Farmborough Heights Public School have begun to implement the Challenging Learning Process to improve learning dispositions and skills for all. Central to this commitment was the establishment of three aims that were co-developed across all four schools. These are:

1. **Empowering learners to learn,**
2. **A culture of collaborative growth and**
3. **Engagement through challenge.**

The Challenging Learning Process is a continuous cycles of action learning that is shared and developed across all of the involved schools. All action learning is grounded in identifying baseline data to inform the project that is collected by independent and objective educators who are at arms-length to the school.

On 28th February 2020 baseline data was collected in the following ways; learning walks, teacher and student consultations, photographs, 11 classroom visits and leadership meetings. The focus was on looking for examples of Challenge, Dialogue, Language for Learning, Questioning and Growth Mindset. **The focus was to see patterns of practice or trends across the school rather than highlight specific teaching and to discover 'what is actually happening rather than what is hoped or believed is happening'.**

**Baseline data** regarding Challenging Learning has been established to identify **where are we now? where we are going? what are our next steps?** This data was collected through the following methods; Learning walks, classroom observations, student

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consultation, parent/carer conversations, teacher meetings, executive meetings and photographs. This confirmed that there is important work that needs to be undertaken within this plan to support and extend our students, particularly in the areas of academic engagement and challenge.

### Student Wellbeing Review - External Report 2020

The school also secured the services of external educational experts to review student wellbeing at our school. This review consisted of a team involving two Flinders Public School staff, a teacher and an executive member working alongside external experts to review what is happening. What are the next steps in student wellbeing. The review methodology consisted of student focus group interviews, teaching and non-teaching group interviews, parent and carer group interviews and an examination of the documentation and data that is used by the school, executive team, teachers and parents and carers. Recommendations were made and utilised extensively in the development of this strategic plan.

The evaluation focused on identifying areas of strength and areas for development regarding how well:

- \* The effectiveness and appropriateness of student wellbeing and discipline programs, policies and practices.
- \* The extent to which the current approaches to student wellbeing ensure all students can connect, succeed, thrive and learn.
- \* The effectiveness of communication with the school community that ensures understanding of and support for the school's student wellbeing and discipline programs, policies and practices.

**Recommendation 1** - That targeted teacher professional learning be deployed to support staff understanding and engagement with whole-school wellbeing structures that are designed to underpin improved student learning outcomes.

**Recommendation 2** - That the current school merit system be comprehensively evaluated to ensure alignment with Positive Behaviour for Learning protocols and improved student learning outcomes.

**Recommendation 3** - That the 2021-2024 Strategic Improvement Plan (SIP) for Flinders Public School explicitly outline those whole-school wellbeing initiatives to be introduced and/or retained. Tracking and monitoring of these initiatives via SPaRO will ensure currency and provide evidence of impact.

### Research - What Works Best - An Examination of the Evidence presented by CESE at Flinders Public School

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After careful consideration and reflection on the publications - *What works best: 2020 update* and *What works best in practice* the school developed an overview page. This was created through a cycle of reading/listening to the CESE research, reflecting on the implications for schools and teachers and then discussing - 'what are the implications for us as a staff at Flinders Public School'. The areas focused on included; 1 High expectations, 2 Explicit teaching, 3 Effective feedback and 4 Use of data to inform practice. This process built a shared knowledge and understanding of **why the focus area matters, what the evidence says, the practical applications** and the **implications for schools and teachers**.

The school curriculum is guided by the NESA syllabus requirements for all key learning areas. The review of the NSW Curriculum creates an extraordinary opportunity to revise the school curriculum as part of a systematic, statewide process.

The school Learning Support Team ensures all students are known, valued and cared for by coordinating learning support programs, individual learning, social, emotional and behavioural programs. The team also facilitates access to counselling services and allied health professionals.

Extensive data has been analysed from the ACER assessments in 2019/2020 for students in Years 1 - 6 in Numeracy and Reading as well as NAPLAN data. This has involved examination of both student achievement levels, achievement in the Top Two Bands and Growth.

**As a result of the situational analysis the school has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.**

### **Focus area 1 - Strategic Direction 1 - Academic Performance : Growth and Attainment**

It has been evident throughout the different forms of evidence that we need to increase the number of students achieving expected growth in Numeracy and Reading through effective use of data and explicit teaching. Our internal and external data both reflect that our top two bands have under-performed comparative to state averages and there is an over-representation in the middle bands.

**Teachers use of data needs to be strengthened from "I think," to "I know because...."**  
Professional learning for teachers around data analysis will be important to be able to gain and measure impact at a class, grade, stage and school level.

Targeted instruction will be needed for students K-6 in reading and numeracy. A new model for COVID-19 instruction groups will support and extend the extensive Learning Support programs offered at the school. Evidence based strategies, processes and structures will be developed, refined and enhanced at a classroom, grade, stage and whole school level to improve instruction and student achievement levels. **Data will drive**

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practice.

### Focus area 2 - Strategic Direction 2 - Improving Learning and Engagement through Challenge

Observational walk-through data by the Challenging Learning team has shown that students are very reliant on adults to drive their learning. While our staff believed that they were giving feedback to students, this was seen to be in the early stages of implementation. Extensive professional learning, collaboration, coaching and mentoring practices will be developed as part of the **Challenging Learning process that will strengthen the 'Effective Classroom Practice'** across the school. This will build the capacity of staff to empower students with how to learn, enabling effective feedback to be embedded into daily practice to extend and challenge learning. Students need to be able to articulate what, how and why they are learning to be able to connect and then transfer authentic learning. Following parental surveys and the Tell Them From Me student surveys it was also evident that work needs to be undertaken in developing a shared understanding and focus on learning; in particular - **challenge, comfort and the ability to work through learning 'wobbles' or uncertainty in order to enhance, refine and stretch knowledge, skills and understandings**. Our focus will include our whole community of learners [students, parents, carers and school staff].

### Focus area 3 - Strategic Direction 3 - A Planned Approach to Wellbeing.

Internal and external data strongly suggests that many of our students require extensive support in their effective management and ability to self regulate their social, emotional and behavioural skills. The changing and complex nature of student needs; including academic, social, emotional and behaviour, impacts directly on the student's and teacher's capacity to engage and improve their academic outcomes.

Through the provision of **planned, quality evidenced based wellbeing intervention programs**, our students, staff and families will have their identified needs addressed. This is a precondition for whole school improvement in the areas of engagement and learning outcomes.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our students are immersed in evidence based quality learning experiences through rich literacy and numeracy pedagogy.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment [% of correct answers] for reading in Year 4 and Year 6 Term 2 2023 compared to Year 4 and Year 6 Term 4 2023.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment [% of correct answers] for numeracy in Year 4 and Year 6 Term 2 2023 compared to Year 4 and Year 6 Term 4 2023.

### Attendance >90%

Achieve by year: 2023

Increase the proportion of students attending school 90% or more of the time to the lower bound system-negotiated target of 81.9%.

### Progress Achievement Test PAT

Achieve by year: 2025

#### School Identified Targets:

All students (Years 1-6) can demonstrate reading growth and achievement from Term 1 to term 4, using PAT as a key data point.

### Progressive Achievement Test PAT

Achieve by year: 2025

#### School Identified Targets:

All students (Years 1-6) can demonstrate numeracy growth and achievement from Term 1 to term 4, using PAT as a key data point.

## Initiatives

### Literacy and Numeracy

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

- Facilitate collaboration and collegial approaches to whole school reading and numeracy instruction by building teacher capacity to improve classroom practice through a focus on explicit teaching.
- Build a consistent cyclic approach to student assessment, data analysis and student progress in order to measure impact and provide effective feedback.
- Providing the foundations for teachers to engage in the Literacy and Numeracy progressions to monitor student progress and design future learning on a whole class group and/or an individual level.
- High impact professional learning and collaborative structures will ensure that explicit teaching practices meet the needs of students through an evidence-informed approach to literacy and numeracy.
- Leaders exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills through supervision, mentoring and coaching.

### Attendance

*Regular attendance at school is essential to assist students to maximise their potential. All staff, in partnership with parents, are responsible for promoting the regular attendance of students. Flinders Public School attendance is modelled on a tiered framework of support and intervention and tailored to our school community, creating a positive environment for engagement and learning.*

- foster regular attendance by establishing a positive and welcoming school culture for all students
- address attendance concerns by identifying and providing targeted strategies for students or cohorts needing more support

## Success criteria for this strategic direction

### SEF Learning Domain - 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 Teaching Domain - Data Skills and Use

- *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 research on best practice and include ongoing monitoring of success.

### SEF Learning Domain - 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

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Achieve by year: 2025

### School Identified Targets:

*Improvement as measured by the School Excellence Framework:*

- Measured growth on the School Excellence Framework under the **Learning Domain**, within the **element of Curriculum** from Sustaining and Growing to **Excelling**.
- Measured growth on the School Excellence Framework under the **Learning Domain**, within the **element of Assessment** from Working Towards Delivering to **Sustaining and Growing**.
- Measured growth on the School Excellence Framework under the **Teaching Domain**, within the element of **Learning Data Skills and Use** from Sustaining and Growing to **Excelling**.
- Measured growth on the School Excellence Framework under the **Teaching Domain**, within the **element of Learning and Development** from Sustaining and Growing to **Excelling**.
- Measured growth on the School Excellence Framework under the **Leading Domain**, within the **element of School Resources** from Sustaining and Growing to **Excelling**.

## Literacy and Numeracy Progressions

Achieve by year: 2025

### School Identified Targets:

All students can demonstrate growth and achievement in vocabulary over the year, using the learning progressions.

## Initiatives

- re-engage students with learning by providing tailored interventions for students with significant support needs in regards to their attendance.

## Success criteria for this strategic direction

measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

### SEF Learning Domain - Learning Culture

- **Attendance:** Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
- **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.

### Reading and Numeracy

#### Question:

How do we know if teachers are implementing effective and explicit teaching strategies to improve numeracy and reading outcomes?

#### Data:

- NAPLAN
- Check in Assessment data
- PAT achievement and assessment data
- PLAN2 tracking and achievement data
- Scout data such as value added data
- Observational data in classrooms
- Student work samples



# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- PLPs and ILPs
- Student feedback data through focus groups, check ins and surveys.
- Learning and Wellbeing Team referral and monitoring data.
- Feedback from PDP discussions.
- Tell Them From Me surveys and responses.
- Feedback from staff on whole school structures which support the quality teaching and learning cycle.
- Community feedback and responses initiatives and improvement measures.
- Teachers feedback will demonstrate that they value the identity, culture, heritage and languages of their Aboriginal students.

### **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 the future actions.

### **Attendance**

#### **Question:**

How do we know that attendance targets have been achieved?

#### **Data:**

- Localised statistical attendance data (Sentral)
- Scout data snapshots
- Primary School Student engagement and wellbeing in NSW (CESE)
- School attendance review (Attendance Support)



# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Number of reengaged students with learning
- PLPs and ILPs
- Student feedback data through focus groups, check ins and surveys.
- Tell Them From Me surveys and responses.
- Community feedback and responses initiatives and improvement measures.
- Teachers feedback will demonstrate that they value the identity, culture, heritage and languages of their Aboriginal students.

### ***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 the future actions.

## Strategic Direction 2: Improving learning and engagement through challenge

### Purpose

Students will become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. All staff will use data to understand the learning needs of individual students to creatively develop differentiated teaching and learning experiences for all students.

### Improvement measures

Achieve by year: 2025

#### School Identified Target:

There is an improvement in the shared understanding and commitment to create **challenge and high expectations** for students through their learning as shown in focus groups within the whole school community.

Achieve by year: 2025

#### School Identified Target:

**Tell Them From Me** wellbeing data demonstrates an improvement in student (years 4 to 6) responses in the areas of positive **Expectations for Academic Success, Intellectual Engagement, Perseverance, Growth Orientation and Explicit Teaching Practices and Feedback**. To meet or exceed NSW State average scores.

Students in Years 1 to 3 participate in a school based survey that mirrors the same topics, using age appropriate structures to identify and track learning wellbeing across the school.

Achieve by year: 2025

#### School Identified Target:

An increase in the **frequency and quality of self-directed learning** in every classroom as measured by **in-class observations** and **learning walks** each semester.

Achieve by year: 2025

### Initiatives

#### Effective Classroom Practice

*To use best practice to excite, engage and enrich the educational experiences of all students through great teaching and inspired learning: aiming to develop a culture of collaborative growth and engagement through challenge.*

- Establish a school wide culture that demonstrates a clear commitment to self directed learning, challenge, dialogue, feedback and a common language for learning.
- High impact professional learning, formalised coaching and collaborative structures that will challenge teaching staff to aspire to ongoing improvement.
- Implement teaching and learning programs that challenge every student, foster effective dialogue and provide targeted and planned feedback to positively impact student growth.
- Develop processes where parents/carers are partners in the implementation of challenging learning ideals and they endorse the high expectations of the school culture to drive student growth and attainment.
- All teachers participate in structured lesson observations that focus on how different teaching approaches impact on student learning.
- School leaders need to create a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life.
- Establish a consistent learning language in all classrooms which creates an atmosphere of intellectual risk taking, perseverance and a strong focus on improvement.
- Embed practices of the Challenging Learning Process to aid the development of independent and resilient learners.
- Data use is embedded by ensuring there is a school-wide plan to collect robust evidence of student

### Success criteria for this strategic direction

#### Effective Classroom Practice

##### SEF Learning Domain - 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 Domain - 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. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.

##### SEF Teaching Domain - 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, school wide improvement in teaching practice and student results.

#### Evidence Informed Practice

##### SEF Learning Domain- Assessment

- **Formative Assessment:** Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- **Summative Assessment:** The school analyses student progress and achievement data and a range

## Strategic Direction 2: Improving learning and engagement through challenge

### Improvement measures

#### School Identified Target:

*Improvement as measured by the School Excellence Framework:*

- Measured growth on the School Excellence Framework under the **Learning Domain**, within the **element of Learning Culture** from Sustaining and Growing to **Excelling**.
- Measured growth on the School Excellence Framework under the **Learning Domain**, within the element of **Curriculum** from Sustaining and Growing to **Excelling**.
- Measured growth on the School Excellence Framework under the **Learning Domain**, within the element of **Assessment** from Sustaining and Growing to **Excelling**.
- Measured growth on the School Excellence Framework under the **Teaching Domain**, within the **element of Effective Classroom Practice** from Sustaining and Growing to **Excelling**.
- Measured growth on the School Excellence Framework under the **Teaching Domain**, within the **element of Learning and Development** from Sustaining and Growing to **Excelling**.

### Initiatives

learning and use that data to target teaching and track student progress over time.

### Success criteria for this strategic direction

of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

- *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, evidence based 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.

#### Effective Classroom Practice

**Question:** To what extent have we achieved our purpose on improving effective classroom practice through challenge?

**Data:** Flinders Public School will use a combination of data sources. These will include:

- Exit slips from staff development and coaching sessions
- Using post surveys
- Programs
- All teachers recording data in central location
- Walk throughs
- PLAN 2 data
- NAPLAN
- surveys
- Observations
- Focus groups
- Student voice

## Strategic Direction 2: Improving learning and engagement through challenge

### Evaluation plan for this strategic direction

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- Teaching program analysis
- PDPD reflections
- Professional learning (exit slips/survey/impact)
- Evidence of learning growth in the classroom (video/photo/work samples)

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Flinders Public School will annually review progress towards the improvement measures.

**Implications:** The finding of the analysis will inform future actions.

# Strategic Direction 3: A planned approach to wellbeing.

## Purpose

In order to deliver a strategic and planned approach for whole school wellbeing, Flinders Public School will develop, implement and evaluate structures and processes that support all students and staff to connect, succeed, thrive and learn.

## Improvement measures

### Wellbeing

Achieve by year: 2023

Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) [TTFM] at school to be at or above the lower bound system-negotiated target of 89.0%.

Achieve by year: 2025

### School Identified Target:

**Decrease by 10%** from 2021 data the number of **major and minor behaviour incidents** as evidenced in Sentral welfare data.

Achieve by year: 2025

### School Identified Target:

The School has embedded a **consistent approach to support staff wellbeing**. Staff evaluate and develop their personalised action plan, that is evidenced-based, to meet current needs. Plans are documented, actioned, reflected upon, shared and reviewed.

A culture of Staff wellbeing is evident across the school through **improvements in creating and maintaining boundaries, resilience and optimism, improved work-life balance and time management for professional learning**. This will also be evident in **decreased stress concerning administration and compliance, ownership of time and agenda and feeling less overwhelmed by workload**.

## Initiatives

### Excellence in Student Wellbeing

*High impact professional learning and collaborative structures will ensure that staff have the competency and confidence to successfully implement programs that will improve the wellbeing of students.*

- Implementation of consistent practices and processes across the school that promote wellbeing 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 on the playground. Students will be able to set goals, make decisions linked to the school core values and collaborate with others.
- Develop and instigate processes where parents are partners in implementing a collective responsibility for all students to access learning.
- 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.
- Effectively embed, clear and concise school and classroom expectations which create the optimal learning environment for all students to be engaged in quality learning opportunities.
- Teachers' set high expectations for their students and with scaffolding and support his will impact achievement and learning, as well as their behaviour, motivation, self-esteem, attendance, and secondary school completion.

### Excellence in Staff Wellbeing

*High impact professional learning and collaborative structures will ensure that staff have the knowledge, skills and values to effectively manage, monitor and enhance their personal and collective wellbeing.*

- Implementation of consistent practices across the

## Success criteria for this strategic direction

### SEF Learning Domain - 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.
- *Caring for staff*: To develop a whole school wellbeing process that supports the wellbeing of all staff so that they can connect, succeed, thrive and learn.

### SEF Learning Domain - Learning and Development

- *Coaching and Mentoring*: 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.

### SEF Learning Domain - Educational Leadership

- *Performance management and development*: Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts

## Strategic Direction 3: A planned approach to wellbeing.

### Improvement measures

Achieve by year: 2025

#### School Identified Target:

*Improvement as measured by the School Excellence Framework:*

- Measured growth on the School Excellence Framework under the **Learning Domain**, within the **element of Wellbeing** from Sustaining and Growing to **Excelling**.
- Measured growth on the School Excellence Framework under the **Teaching Domain**, within the **element of Effective Classroom Practice** from Sustaining and Growing to **Excelling**.
- Measured growth on the School Excellence Framework under the **Leading Domain**, within the **element of Management Practices and Processes** from Sustaining and Growing to **Excelling**.

### Initiatives

school that promote individualised interventions based on points of need for each staff member.

- Each staff member will create and evaluate their personalised action plan that has been developed from evidence-based research and professional learning.
- Staff participation in external and internal wellbeing initiatives.

### Success criteria for this strategic direction

to continuously monitor improvement.

### Evaluation plan for this strategic direction

Flinders Public 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.

#### Excellence in Student/Staff Wellbeing

**Question:** To what extent have we achieved our purpose and can 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
- People Matter Survey
- Surveys
- Observations
- Focus groups
- Student voice
- Professional learning (exit slips/survey/impact)
- Evidence of engagement in the classroom (video/photos/work samples)

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, Flinders Public School, will review progress towards the improvement measures.

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