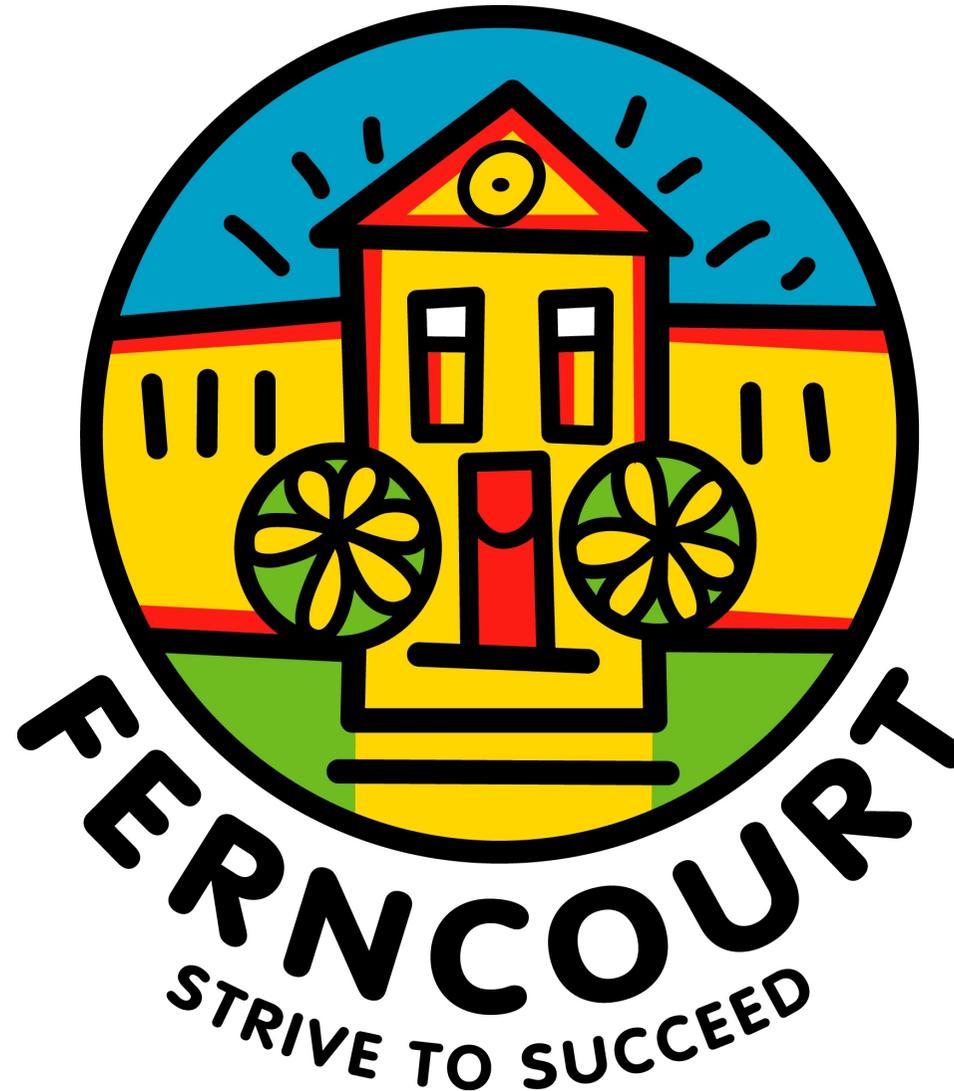


Strategic Improvement Plan 2021-2024

Ferncourt Public School 5114



School vision and context

School vision statement

At Ferncourt Public School, students, staff and parents work together to foster a culture of inclusion, respect and acceptance. We provide a nurturing environment where students are known and valued. The school aspires to have high expectations and encourage students to achieve their potential and become life long learners.

School context

Ferncourt Public School is located in South Marrickville alongside the Cooks River. Ferncourt is a part of the Marrickville Network of schools in the Inner West of Sydney. The school supports the learning of 384 students from Kindergarten to Year 6 and has a dedicated staff with a range of experiences, who value collaborative decision making and staff participation. The school has strong relationships with our community, consisting of parents, caregivers and the wider community. Ferncourt Public School has a strong reputation in the creative and performing arts and in sport. All students are encouraged to be respectful, responsible and safe learners.

The school has completed a situational analysis that has identified three areas of focus for the 2021-2024 School Improvement Plan. The focus areas build on our previous school planning cycle.

Our analysis has identified the following areas of focus:

- **Improving Student Learning Outcomes in Reading and Numeracy:**

Increasing the percentage of students in the top 2 bands in NAPLAN and the number of students achieving expected growth in both reading and numeracy. This area will focus on the School Excellence Framework elements of effective classroom practice, assessment and data skills and use.

- **Explicit Teaching and Effective Classroom Practice:**

Through consultation with staff and an analysis of student academic data, quality teaching was identified as a major theme for school improvement. This area will focus on the School Excellence Framework elements of effective classroom practice, learning culture, curriculum and assessment.

- **A Culture of High Expectations**

The executive team will drive continuous school improvement and foster a culture of high expectations by increasing capacity within staff and supporting teachers to proactively seek to improve their performance. The school will focus on the School Excellence Framework elements of Learning and Development and Educational Leadership.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, consistent whole school processes for collecting and analysing data will be implemented to identify and respond to the learning needs of individual students using evidence-informed strategies.

Improvement measures

- A minimum of 74.1% of Year 3 and 5 students achieve in the top two bands for reading. (Lower bound system negotiated target).
- A minimum of 59.3% Year 3 and 5 students achieve in the top two bands for numeracy (Lower bound system negotiated target).

NAPLAN

- A minimum of 65.1% of Year 3 and 5 students achieving expected growth in reading.
- A minimum of 60.3% of Year 3 and 5 students achieving expected growth in numeracy.
- Year 5 numeracy NAPLAN to be at or above SSSG.

SEF

- Assessment is validated at Sustaining and Growing and Student Performance measures are validated at Sustaining and Growing.
- Data Skills and use is validated at Sustaining and Growing.

Initiatives

Build teacher capacity to use student assessment data to identify student achievement and progress in order to reflect on teaching effectiveness and direction.

- PL to increase teacher data literacy and expertise in data analysis and data use in teaching.
- A school-wide approach to assessment is developed which utilises summative and formative assessment to create opportunities for students to receive feedback on their learning.
- Establish collaborative ongoing and adaptable programming and planning which responds to data and is used to differentiate curriculum.

Ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods.

- Teachers develop expert knowledge of the English and Mathematics syllabuses including a deep understanding of outcomes and how to use the progressions to drive student achievement.
- Lessons are to be systematically planned as part of a coherent program that has been collaboratively designed.
- Accommodations and adjustments are made to suit needs (learning assistance and extension) as they arise through ongoing assessment.

Success criteria for this strategic direction

- Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.
- School data demonstrates that student progress and achievement is greater than students at SSSG on external measures is consistent with achievement on internal measures.
- Teachers differentiate the curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- 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 analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Teachers develop and apply a full range of assessment strategies to monitor and assess student progress and achievement and to reflect on teaching effectiveness.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate improved student outcomes in literacy and numeracy?

Data:

- NAPLAN DATA
- Scout - Value added data
- PAT data
- Formative Assessments (Running Records and SENA)

Evaluation plan for this strategic direction

- Lesson observations
- Literacy and Numeracy PLAN 2 Data

Analysis:

Regular review of these data sources to provide clarity around whether we are on track for achieving improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes.

Implications:

The findings of the analysis will inform:

- Future actions
- Evidence for External Validation

Strategic Direction 2: Quality Teaching

Purpose

To develop improved classroom practices where teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods.

Improvement measures

Target year: 2024

PAT DATA

90% of students in years 1-6 answering all measurement and geometry questions correctly in PAT Maths.

Target year: 2024

The school achieves excellent value added results significantly above the value added by the average school.

Target year: 2022

SEF

Effective Classroom practice is validated at Sustaining and Growing.

Target year: 2024

PROGRESSIONS

All Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.

95% of students achieve or exceed expected growth in Literacy and Numeracy using the Literacy and Numeracy progressions, PLAN2 and syllabus indicators.

Initiatives

Explicit teaching practices involve teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

- Analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- TPL to develop teacher capabilities to be skilled at explicit teaching techniques such as questioning and assessing to identify learning needs.
- Teachers collaborate across stages and teams to systematically plan and evaluate coherent programs and student progress.
- Effective methods are identified, promoted, modelled and students learning improvement is monitored to demonstrate growth

Feedback is used to communicate a teacher's assessment of students' performances and understanding and to inform future learning.

- Teachers develop skills in providing explicit specific and timely feedback related to the success criteria and ensure students understand the feedback they receive and the expectations for how to improve.
- Teachers routinely review learning with students, ensuring students have a clear understanding of how to improve.
- Assessment is used flexibly and responsibly as an integral part of daily classroom instruction.

Success criteria for this strategic direction

- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.
- There is a demonstrated commitment within the school community that all students make learning progress
- Well-developed and evidence-based approaches, programs and assessment process identify and regularly monitor and review student learning needs.
- Teachers routinely review learning with each student ensuring all students have a clear understanding of how to improve.
- Student feedback is elicited by teachers and informs their planning and teaching.
- A whole school approach to sequential learning programs that demonstrate explicit teaching practices

Evaluation plan for this strategic direction

Question:

Have we achieved our purpose and improved classroom practices and are the most effective teaching methods being implemented?

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.

- PAT data
- Formative Assessments (Running Records and SENA)
- Lesson observations

Evaluation plan for this strategic direction

- Literacy and Numeracy PLAN 2 Data
- What works best survey

Analysis:

Data sources are regularly reviewed to determine if we are on track to achieve improvement measures.

Implications:

- Future actions
- Evidence for External Validation

Strategic Direction 3: High Expectation Culture

Purpose

The school will ensure distributive instructional leadership to create a culture of high expectations, effective classroom practice and ongoing improvement.

Improvement measures

- 90% of teachers always use a range of data from different types of assessments to plan, modify and deliver lessons to meet the learning needs of students.
- 90% of teachers are engaging in collaborative analysis of data with colleagues
- 100% of teachers establish clear and consistent expectations for learning and behaviour

Target year: 2022

SEF

Educational Leadership is validated at Sustaining and Growing

Targets

- The school achieves a minimum of 89.9% for wellbeing
- The school achieves a minimum of 91.6% for student attendance

Target year: 2022

TTFM

80% of students indicate they are interested and motivated in their learning.

Initiatives

Teaching staff proactively seek to improve their performance

- Embed and use professional learning models to build teacher capacity and collective pedagogical practice
- Develop a comprehensive and ongoing staff professional learning program to continue to build teacher capacity.
- Deliver professional learning around personalised learning and support plans
- Monitoring performance and development plans to ensure they explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills
- School leaders ensure teacher practice is evident through classroom observations and impacts learning progress and improvement in student engagement and achievement

The leadership team ensures that teacher performance and development is embedded in a culture of high expectations for every staff member

- Increase the capabilities of staff to analyse student performance data and effectively collaborate to improve teacher practices and student outcomes.
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- The leadership team drives professional learning through distributed instructional leadership to sustain a culture of ongoing improvement.
- The leadership team will support teachers to increase expertise in teaching students with complex trauma and or behaviour difficulties
- Teachers demonstrating increased expertise in teaching students with complex wellbeing need.
- The leadership team monitors high functioning

Success criteria for this strategic direction

- Professional learning emphasises effective instructional leadership, management skills and leadership attributes which facilitate whole school improvement.
- The leadership team has developed processes to collaboratively review teaching practice to affirm quality.
- The leadership team engaged in a process of planning, implementation, monitoring and self-assessment and actively supported change that led to improvement.
- The school demonstrates a high- performance culture, with a clear focus on student progress and achievement.
- Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of internal measures.
- Each PLP and PLSP will identify goals, actions and measures of success that will result in positive engagement for every student.

Evaluation plan for this strategic direction

Questions:

Have we achieved our purpose and created a culture of high expectations where teachers demonstrate effective classroom practice, leading to improved student outcomes?

Data:

- What works best survey
- PAT Data
- NAPLAN Data
- Lesson Observations
- Literacy and Numeracy PLAN 2

Strategic Direction 3: High Expectation Culture

Initiatives

learning and support processes which guide and assist teachers to actively support students.

- Review all current wellbeing programs inline with the data from Wellbeing Framework SEF to establish focus areas around whole school wellbeing reform.
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Evaluation plan for this strategic direction

Analysis:

Data regularly reviewed to inform whether classroom practice is having a positive impact on student outcomes, demonstrating growth and achievement.

Implication:

Future actions which could include:

- additional professional learning on planning, programming and effective feedback.
- Continued demonstration and modelling of quality lessons
- Continue to increase teacher capabilities of staff to analyse data to improve teacher practice