Strategic Improvement Plan 2022-2026

Figtree Heights Public School 4462

School vision and context

School vision statement

Figtree Heights Public School is built on a strong sense of community and a culture of caring for one another. We ensure that we provide a highly supportive and inclusive environment that challenges all students to strive to meet their individual potential.

At Figtree Heights Public School we value our students' academic ability, and also their social, emotional and personal growth. It is a place to foster positive relationship skills, build resilience, establish a growth mindset and become equipped with the skills necessary to adapt to our ever changing world.

School context

Figtree Heights Public School (est.1972), is located at the base of the Illawarra escarpment between Mount Kembla and Mount Keira. The current school population comprises of approximately 200 students from a range of cultural, religious and socio-economic backgrounds. Over the past 3 years 17-20% of our students have a language background other than English and students who identify as Aboriginal have accounted for 1-3% each year.

Our small school fosters a culture of belonging in a supportive and inclusive community. This is achieved by nurturing the social, emotional and academic success of each individual and maintaining a positive and caring learning environment. Our school's long standing values are Excellence, Integrity, Care, Responsibility, Respect and Fairness. We are supported by a positive community and an active P&C. Additionally, we are supported by an on site Out of School Hours (OoSH) service. Our 2022 staffing allocation caters for 8 classes, 2 library days, 3 days of an Assistant Principal, Curriculum and Instruction, 2.5 days of a Learning and Support Teacher and a 1.5 days per fortnight counsellor. The 2022 *Family Occupation and Education Index* (FOEI) for Figtree Heights Public School is 0.49, having previously been 0.50 in 2021.

Educational partners, including parents, staff and students, were involved in discussions relating to our Situational Analysis, leading to the development of our Strategic Improvement Plan (SIP). In our SIP we have included systems based targets, specifically in the areas of increasing student growth in reading and numeracy as well as our constant drive for improved attendance. Within the area of student growth we will be narrowing our focus to enhance our use of data driven practices, explicit teaching and continual development of teacher capacity to best best support such growth.

Another area of focus will include goal setting, feedback and setting high expectations as we promote skills required for students to develop into self-motivated and directed learners. The third area identified for improvement is that of positive student wellbeing and overall mental health, given the data to support how this affects academic achievement and pro-social and responsible lifestyles later in life (ACU and Erebus International 2008; CESE 2019; O'Connor et al. 2019).

Therefore our strategic targets for this Situational Improvement Plan are:

- Student growth and attainment
- Self-directed learners
- Wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

To enable every student to reach their learning potential through improved student growth and achievement in literacy and numeracy. This is driven through a culture of continuous school improvement and evaluative practice.

Improvement measures

Reading growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Building teacher capacity

Ensure a culture of school wide improvement in teaching practice and, therefore, student results. Building the capacity of every teacher will be achieved through:

- *High impact professional learning using What Works Best, with Explicit Teaching* embedded and established observation, targeted feedback and mentoring practices.

- Professional reading circle devoted to building the knowledge and understanding of staff to be able to collaboratively develop contextual solutions.

- Transferring knowledge to practice from evidence-based research with collaboration planning days for programming, differentiation and consistent teacher judgement.

- Professional learning and support in new curriculum implementation planning and preparation to implement new syllabuses *(What Works Best - Explicit Teaching, pg 11).*

Being data wise

Create and embed the systems and structures that are manageable and sustainable to support the ongoing collection, analysis and use of data to drive planning and teaching *(What Works Best)*. This will be achieved through:

- Instructional Leadership providing the expertise to facilitate manageable and sustainable data practices.

- Professional learning undertaken by all teaching staff in tracking progress against the Literacy and Numeracy Progressions.

- Teachers collaboratively collect, analyse and interpret data to support and inform teaching and learning.

- Explicit processes to measure achievement on internal and external student and school performance data.

Success criteria for this strategic direction

Lessons are systematically planned and collaboratively designed with accommodations and adjustments made to provide continuous improvement for all students, across the full range of abilities. (SEF-Teaching-ECP/LP)

Teachers employ evidence-based effective teaching strategies with distributed instructional leadership and effective methods identified, promoted and modelled. (SEF-Teaching-ECP/ET)

All teachers have a sound understanding of student assessment and data concepts. They collect, analyse and interpret data, then collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF-Teaching-DS&U-DL)

Systematic and reliable assessment information is used to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. Processes are in place to support teachers' consistent, evidence based judgement and moderation of assessments.(SEF-Learning-A-WSMoSL)

Evaluation plan for this strategic direction

Question: How effective have the implemented initiatives been in supporting every student reaching their learning potential?

Data: NAPLAN, SCOUT, student work samples, SEF SaS, PAT tests, student PLPs and IEPs, PLAN2, Check-in assessments.

Analysis: The evaluation plan will involve regular analysis of data sources to track our progress in achieving the improvement measures and professional discussions relating to progress, SEF and meeting our success criteria.

Implication: Post-evaluation analysis will drive 'where to next' goals to facilitate our commitment to continuous improved student growth and achievement in literacy and numeracy.

Strategic Direction 2: Self-directed Learners

Purpose

To foster a shared commitment to aspirational expectations of learning progress so that students are actively challenged, engaged and responsible for the achievement of their personal best.

Improvement measures

Achieve by year: 2026

Increased performance in the Tell Them From Me student survey in the measure 'students with a positive growth orientation'.

Achieve by year: 2026

Internal measures indicate an increased percentage of students able to articulate their learning goals in literacy and numeracy to improve learning outcomes.

Initiatives

Goal setting

Establish a culture of students being challenged to strive to achieve personal goals to further their learning. This will be achieved through:

- Whole staff evidence-based book research study, *eg Making Thinking Visible* (Ritchhart, Church & Morris), used to design responsive systems and processes to ensure student challenge.
- Establishing common scaffolds and metalanguage to support consistent language and expectations (*What Works Best in Practice, High Expectations pg 8).*
- Learning intentions and success criteria (LISC) being introduced and made visible at the start of each lesson and unit of work (*What Works Best in Practice, High Expectations pg 7).*
- Teachers modeling goal setting strategies and co-develop individual learning goals with students (*What Works Best in Practice, High Expectations pg 7),* gradually releasing control to strive for autonomy.
- Utilising progressions data to determine 'where to next' for learning goals.

Feedback

Embed practices of feedback into the teaching and learning cycle ensuring that students understand how to improve. This will be achieved through:

- Utilising *What Works Best - Effective Feedback,* to reflect and communicate about the learning task with students and provide detailed and specific feedback.
- Establishing different ways of delivering feedback. For example, giving specific feedback based on success criteria, teacher to student, student to student and/or student to teacher.
- Facilitating effective student self-reflection utilising tools such as, rubrics - plus 1, marking guides and work samples (*What Works Best in Practice, Effective Feedback pg 14).*

Success criteria for this strategic direction

A shared commitment to high expectations of learning progress, with actively challenged, engaged students who are responsible for achieving their personal best.

Student learning goals are informed by analysis of progress and achievement data. Progress towards goals monitored through collection of valid and reliable data. (SEF-Teaching-DS&U-DA)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. (SEF-Teaching-ECP-F)

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. (SEF-Learning-A-SA)

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF-Learning-LC-HE)

Evaluation plan for this strategic direction

Question: How effective have the implemented initiatives been in building a shared commitment to learning through students actively being challenged, engaged and responsible for the achievement of their personal best?

Data: Pre and post assessments, student work samples, goal tracking data, TTFM

Analysis: Regular analysis of data sources to track progress in achieving the improvement measures, and professional discussions relating to progress, SEF and meeting our success criteria.

Implication: Post-evaluation analysis will drive 'where to next' goals to facilitate our commitment to continuous improved student growth and achievement in literacy and numeracy.

Strategic Direction 3: Wellbeing

Purpose

To provide a supportive, inclusive learning environment that encourages students to be engaged, resilient, successful learners and active citizens.

Improvement measures

Achieve by year: 2026

Improvement in the element of 'Wellbeing' to the level of Excelling as measured by the School Excellence Framework.

Attendance (>90%)
Achieve by year: 2023

Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 91.7%.

Wellbeing
Achieve by year: 2023

Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 87.6%.

Initiatives

Wellbeing and Inclusion

To provide a supportive, inclusive learning environment that encourages students to be engaged, resilient, successful learners and active citizens.

This will be achieved through:

- Utilising *What Works Best - Wellbeing,* to develop practices that promote social, emotional, behavioural and intellectual engagement.
- Promoting a supportive environment by fostering positive relationships across the school community.
- Promote whole school programs to proactively teach healthy coping strategies, sense of belonging, advocacy, self reliance and resilience, eg Smiling Minds, Zones of Regulation, PAX Good Behaviour Game and mentoring.

Success criteria for this strategic direction

Teachers are committed to identifying, understanding and implementing the most effective wellbeing strategies to promote a high sense of belonging, advocacy and expectations for success.

Students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF-Learning-W-CFS)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF- Learning-W-APATW)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. (SEF- Learning-W-ILN)

Positive, respectful relationships are evident and widespread among students and staff, promoting student wellbeing to ensure optimum conditions for student learning. (SEF- Learning-W-B)

Evaluation plan for this strategic direction

Question: Have the implemented initiatives effectively provided an environment that encourages engaged, resilient, successful learners and active citizens?

Data: Tell Them From Me (TTFM), Student surveys, SEF SaS, Student PLPs, Sentral

Analysis: Regular analysis of data sources to track our progress in achieving the improvement measures with allocated time for professional discussions relating to progress, SEF and meeting our success criteria.

Implication: Post-evaluation analysis will drive 'where to next' goals to facilitate our commitment to providing a supportive, inclusive learning environment that encourages students to be engaged, resilient, successful learners and active citizens.