

# Strategic Improvement Plan 2022-2026

## Frank Partridge VC Public School 4581



# School vision and context

## School vision statement

**OUR BEST ALWAYS** - Empowering future generations.

Frank Partridge VC Public School is a learning community where all stakeholders have a voice, educational opportunities are valued and we strive for excellence. Students engage as they are continually challenged to learn, in a culturally sensitive environment that embraces every students' strengths and needs. We have a culture of high expectations, in which every teacher and every leader improves every year, by collaborating and learning together. We deliver future focused learning and teaching underpinned by cultural awareness and respect, to build knowledge and understanding.

Every student is supported academically, socially, culturally, emotionally and physically as they are known, valued and cared for by every educator. Student wellbeing is paramount as we develop the whole child in a caring environment with staff working authentically with every student beyond classroom walls, building relational trust, self esteem and social competence. Teaching and learning programs are differentiated for every student to inspire and challenge students to reach their full potential.

This vision is supported through strong community partnerships, recognising the value of education, culture and the development of every person in our learning community.

## School context

### Towards 2026

Frank Partridge VC Public School is situated on the Mid North Coast of New South Wales in the spectacular Nambucca Valley, proudly on Gumbaynggirr homelands. The school has a current enrolment of 239 with our Aboriginal students continuing to make up approximately 50% of our school population.

The school currently has a Family Occupation and Education Index (FOEI) of 165 and consists of two Kindergarten, K/1 class and nine stage-based classes. We incorporate three Learning Hub (special education) classes into our K-6 structure and use various funding streams to maintain K-6 classes of less than 22 students. This initiative is strongly embedded and valued by our entire school community. There is a mix of beginning and experienced staff within our school who each demonstrate a sound knowledge of the curriculum and extra curricular activities. Staff, parents and carers work together to achieve the best possible outcomes for students, which includes utilising the school staff and community's strengths, skills and expertise to complement internal educational initiatives. Initiatives primarily enhance the cultural, sporting and musical opportunities for students.

Authentic cultural activities are a strong presence throughout the school in all key learning areas, enabling every child to participate in our Gumbaynggirr Language program led by specialist language teachers from the local Aboriginal Education Consultative Group (AECG). The AECG also works with our Aboriginal Education Officer (AEO) to meet our community's needs. Our school proudly displays wonderful local artwork and we have a purpose-built Yarning Circle and Bush Tucker garden which are enjoyed by the whole school community.

Frank Partridge VC Public School staff are rigorously engaging in the Curriculum Reform and the Teacher Expert Networks (TENS), Accelerated Adopter School initiative and staff work closely with our Assistant Principals of Curriculum and Instruction (APCI) to improve students' literacy and numeracy outcomes. All classes are supported by our AEO, Indigenous Educators, School Learning Support Officers (SLSOs), a School Guidance Officer and Learning and Support Specialist Teachers.

Over the coming four years, the staff will focus on improved knowledge and understanding of the new syllabus documents with a focus on engagement, literacy and numeracy outcomes for all students through best practice underpinned by the elements of the *What Works Best* document. The *School Excellence Framework* will inform our self-assessment and planning. Staff, students and our wider school community are our partners as we implement the Strategic Improvement Plan 2022-2026.

# Strategic Direction 1: Student growth and attainment - Miindala

## Purpose

### Students becoming clever together - Miindala

To ensure every student is empowered to do their best to achieve their academic, social and emotional, physical and cultural potential.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

### System negotiated targets

Attendance - The number of students who are attending school 90% of the time will increase from the baseline by at least 6%

### Reading growth

Achieve by year: 2023

Years 4 and 6 students within Frank Partridge VC Public School achieve expected, or above expected, annual growth in Reading as measured through the system Check-In Assessment and when compared to Statistically Similar School Groups (41.7) and State Averages (55.6).

### Numeracy growth

Achieve by year: 2023

Years 4 and 6 students within Frank Partridge VC Public School achieve expected, or above expected, annual growth in Numeracy as measured through the system Check-In Assessment and when compared to Statistically Similar School Groups (44.1) and State Averages (59.6).

## Initiatives

### Attendance

Purpose: Increase students time at school.

- Refine school policy and practices for school wide attendance.

### Reading

- K-2 staff involvement with NESA and DoE curriculum reform projects. K-6 whole school ongoing PL to ensure all staff are involved in curriculum reform.
- Current and utilised teaching programs inclusive of assessment schedule. The school monitors and reviews its curriculum provision to meet changing requirements of the students.
- Implementation of Soundwaves (K-6) and DoE new units (K-2) to support learning.
- Professional learning and stage based RFF to ensure all teachers have a sound understanding of student assessment and data concepts to analyse, interpret and extrapolate data. Then collaboratively use data to inform planning, identify interventions and modify teaching practice.
- Minilit to support students with phonemic awareness, systematic synthetic phonics for reading and spelling and letter formation.

### Numeracy

- K-2 staff involvement with NESA and DoE curriculum reform projects. K-6 whole school ongoing PL to ensure all staff are involved in curriculum reform.
- Current and utilised teaching programs inclusive of assessment schedule. The school monitors and reviews its curriculum provision to meet changing requirements of the students.
- Implementation of Essential Assessment.
- Professional learning and stage based RFF to ensure all teachers have a sound understanding of student assessment and data concepts to analyse,

## Success criteria for this strategic direction

Comparative internal and external school data demonstrates student growth for all students.

All staff demonstrate that they know students in the school and how they learn and collaborate to maximise positive students growth with a focus towards attendance, wellbeing, reading and numeracy.

## Evaluation plan for this strategic direction

### Questions:

Do teachers, parents and the community effectively collaborate to support improvement in students' attendance?

How do we know students are meeting or exceeding expectations for reading?

How do we know students are meeting or exceeding expectations for numeracy?

### Data:

- Attendance data monitored by CRT, stage AP and principal
- Reading data from; NAPLAN, Check-In Assessment, Soundwaves assessment, Reading monitoring sheets (5 weeks).
- Numeracy data from; NAPLAN, Check-In Assessment, Essential Assessment.

### Analysis:

- Weekly collaborative practice meetings take place where data is analysed and next steps identified. Principal, APCI, APs and CRT.

### Implications:

- Adjustments and next steps are captured in implementation and progress monitoring.

# Strategic Direction 1: Student growth and attainment - Miindala

## Initiatives

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interpret and extrapolate data. Then collaboratively use data to inform planning, identify interventions and modify teaching practice.

- Maths (extension) groups to increase students in the top 2 bands for NAPLAN.

# Strategic Direction 2: Expert Teachers - Ngaalgan-Bawgaygal

## Purpose

To continue to increase staff capacity to teach the new curriculum effectively so every student is empowered to reach their potential.

## Improvement measures

### Curriculum planning and delivery

Achieve by year: 2026

100% of teaching and learning programs are reflective of new syllabus documents and pedagogical practices. They 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. 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

### Professional Learning

Achieve by year: 2026

100% of K-6 will teach with all the new syllabus documents for English, Mathematics, Science and Technology, PDPHE, HSIE and Creative Arts.

## Initiatives

### Curriculum knowledge

Purpose: All teachers working towards a deep understanding of syllabus outcomes.

- Staff involvement with NESA and DoE curriculum reform projects. K-6 whole school ongoing PL to ensure all staff are involved in curriculum reform.
- Current and utilised teaching programs inclusive of assessment schedule. The school monitors and reviews its curriculum provision to meet changing requirements of the students.
- Collaborate with local, national and international experts to innovate and build our pedagogical practices aligned to curriculum reform to engage all students in their learning journey.

### High Impact Professional Learning

Purpose: Staff engage in professional learning to improve practice.

- Professional learning and stage based RFF to ensure all teachers have time dedicated to collaborate.
- Non-teaching staff professional learning for literacy and numeracy to support teaching staff.
- Staff collaboratively review and refine programs to include ongoing use of assessment data (formative and summative).
- Empower teachers' through the Rural Access Gap ICT initiative to enhance students' learning experience and engagement.
- Empower teacher understanding of student assessment and data concepts to analyse, interpret and extrapolate data. They collaboratively use data to inform planning, identify interventions and modify teaching practice.

## Success criteria for this strategic direction

Weekly RFF is scheduled to enable stage teams to collect and analyse data to inform teaching and learning and to build a collective efficacy across the school to further improve student growth.

Weekly stage and leadership team meetings collect and analyse data to inform whole school professional learning activities.

All professional learning activities are evaluated to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Peer observations are scheduled and data collected is analysed for further professional learning opportunities.

## Evaluation plan for this strategic direction

### Question

How do we ensure that our teaching staff are experts with the curriculum.

How do we ensure assessment data indicates that students are achieving expected growth in literacy.

How do we build teacher capacity to teach students to read?

How do we build teacher capacity to use reading data to inform reading programs.

How do we build teacher capacity to teach students to mathematics?

How do we build teacher capacity to use reading data to inform mathematics programs.

### Data

Teaching programs

PL minutes

## Strategic Direction 2: Expert Teachers - Ngaalgan-Bawgaygal

### Evaluation plan for this strategic direction

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Learning walks students/staff

Team teaching opportunities

Engagement in DoE PL sessions

Data to include; TTFM, Sentral entries, NAPLAN, Check in Assessment, Essential Assessment.

#### Analysis

Weekly collaborative meetings to collate data in stage and exec groups. Data is synthesized across identified data sources, analysed for improvements and recommendations made through peer modelled lessons, professional learning, team teaching opportunities and further collaborative practices as identified during the year.

#### Implications

Adjustments and next steps are captured in implementation and progress monitoring.

# Strategic Direction 3: Community - Girrwa-Ngaarra

## Purpose

To enhance policies and processes to enable the community to positively impact every student to achieve their academic, social and emotional, physical and cultural potential.

## Improvement measures

### Building community and identity

Achieve by year: 2026

Celebration with strong collaborations between students, parents and the community that inform and support continuity of learning for all students at all stages of their educational journey is embedded in school culture.

### Parent engagement

Achieve by year: 2026

To improve in the areas that relate directly to parent engagement as measured in the School Excellence Framework based on the school's Self-Assessment.

\* From the baseline of 'Delivering' to consolidating 'Excelling' practices in the area of Parent Engagement.

## Initiatives

### Transitions

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

### Whole school community engagement

Purpose: It takes a village to raise a child. Students, teachers, parents, carers, support workers, and the community are all leaders with a significant role to play in a student's education, health and wellbeing.

FPVCPS is continually building strong relationships with a number of partners in order to support educational activities, innovations and successes for our whole school community.

- Collaborate with local experts from a variety of fields to innovate to enhance the educational journey for all students.
- Develop a mutually supportive, collaborative and trusting relationship with the community to ensure they maintain a strong engagement in the life of the school.
- Transition points are planned for and supported by partner in learning including pre-schools, high schools and other schools.
- Playgroup to support transition to school in partnership with parents.
- Access and space for Allied Health Workers to work in partnership with FPVCPS to enhance students learning journey.
- A create and use a yarning circle that is a harmonious, creative and a collaborative way of communicating to encourage responsible, respectful and honest interactions between participants, building trusting relationships.
- Foster accountability and provide a safe place to be heard and to respond

## Success criteria for this strategic direction

- Build a bank of local experts to enhance student educational outcomes.
- Timetabled allied health workers working in partnership with FPVCPS.
- Playgroup to support transition to school by 2023.
- Preschool to school transition - Kick Start in Term 4
- Primary to High School transition - ES1 & S1 - one structured visit to NHHS per year; S2 - one structured visit to NHHS per semester; S3 one structured visit to NHHS per term.
- The school is seen as a leader within the community of schools for using the yarning circle.

## Evaluation plan for this strategic direction

### Questions

- How do we include the community so all stakeholders gain a greater perspective of the importance of education?
- How do we support inclusive transition programs and involve kids, parents and the broader community?
- How can we use a community playgroup to enhance proactive engagement with parents/ carers and the broader community.?
- How do we use the Yarning Circle as an outdoor classroom that is valued by the whole school community?
- How do we develop a high expectations mutually supportive, collaborative and trusting school environment to support student and community engagement?
- Do our school policies and procedures reflect effective community partnerships?

### Data

- Talking and listening to local, national and international experts.

## Strategic Direction 3: Community - Girrwa-Ngaarra

### Initiatives

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- Promote interactions and community connections.
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### Evaluation plan for this strategic direction

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- Photos
- TTFM
- Student and parent voice
- Facebook engagement data
- Attendance to events
- Attendance to transitions.
- Community interactions
- Anecdotal notes from meetings

#### Analysis

- Pre and post SEF evaluations at exec and whole staff meetings.
- Executive staff meetings
- Staff/stage meetings

#### Implications

Adjustments and next steps are captured in implementation and progress monitoring.