

Strategic Improvement Plan 2023-2026

Fern Bay Public School 3996



School vision and context

School vision statement

To provide a high-quality, inclusive educational experience that nurtures wonder, ignites passion, and builds pathways for lifelong learning, preparing students for meaningful employment and effective future citizenship.

School context

Fern Bay Public School is located in the Port Stephens suburb of Fern Bay and has strong partnerships with both the Port Stephens and Newcastle network of schools. The school has a current enrolment of 156 students. Fern Bay Public School is in the enviable position of being in the Port Stephens Network of Principals and also a part of the Newcastle Network. This is because the school is positioned on Worimi land in Port Stephens and our students transition to Newcastle High School. We are therefore a part of both the Youyoong and Muloobinba Aboriginal Education Consultative Groups, which we represent with pride. In 2023, 15% of Fern Bay students identified as either Aboriginal or Torres Strait Islander. Fern Bay Public School has 7% of students identify as using English as an additional dialect. Dedicated and passionate staff ensure our students enjoy a wealth of cultural, sporting and educational opportunities within and beyond Fern Bay Public School.

Fern Bay Public School is a Positive Behaviour for Learning (PBL) school. Our values of being respectful, responsible and inclusive are embedded in our school culture and PBL focus lessons.

Planning, programming, assessment and using data for teaching and learning are areas of focus. The school will continue to develop systems to monitor and review its curriculum provision to meet the changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure there is ongoing student and school-wide improvement. Staff are committed to quality teaching and learning that nurtures and inspires students to achieve their individual potential. In 2023 Fern Bay Public School teachers began the year with the support of an Assistant Principal Curriculum Instruction, to assist teachers and students through the new curriculum reforms.

A strong student voice exists within our Student Representative Council. In 2023, the introduction of K-6 student focus groups will lead to student identified initiatives being enjoyed by the school community. 2023 will see the introduction of a Junior AECG, enhancing collaborative leadership opportunities for Aboriginal students. Genuine partnerships exist between the staff and our dedicated P&C, contributing to the positive school culture at Fern Bay Public School.

Technology is used effectively at Fern Bay Public School to enhance student learning and engagement. STEM lessons that incorporate coding, robotics, virtual reality and 360 degree cameras, further develop students' understanding and application of digital technologies. 2023 has seen Fern Bay Public School enjoy the support of a Digital Contact Officer, to further enhance our school-wide digital capabilities.

Our school community is committed to working collaboratively to effectively plan, lead and evaluate the implementation of Fern Bay Public School's strategic directions. Following a thorough situational analysis, we have identified the following focus areas to inform the initiatives within our strategic improvement plan. These include:

School vision and context

School vision statement

School context

- Growth and Attainment
- Wellbeing and Learning Partnerships
- Collaborative Practice and High Expectations Leadership

Our school is committed to the NSW Department of Education's vision and purpose, to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

Strategic Direction 1: Student growth and attainment

Purpose

To improve learning outcomes for all students in literacy and numeracy through evidence-based practices.

Improvement measures

SEF: To improve from Delivering to Excelling in the following School Excellence Framework measures

Achieve by year: 2026

Data Skills and Use and Effective Classroom Practice

The school is 'Excelling' within the element 'Data skills and use' themes 'Data Literacy' and 'Data Analysis'.

The school is 'Excelling' within the element 'Effective classroom practice' theme 'Lesson Planning'.

Reading growth

Achieve by year: 2023

Uplift of 2% of students achieving appropriate individual growth, as measured by internal data, triangulated with external data (e.g. Check-in, PAT-R, Best Start, Phonics Diagnostic, Reading Evaluation SK and focus areas within the literacy progressions), based on baseline data.

Numeracy growth

Achieve by year: 2023

Uplift of 2% of students achieving appropriate individual growth, as measured by internal data and triangulated with external data (e.g. Check-in, PAT-N, Best Start, IfSR and focus areas within the numeracy progressions), based on baseline data.

Initiatives

Reading

To align with the Department of Education's significant curriculum reform, which is intended to take place over the next few years, there is a substantial focus on embedding new curriculum documents and effective change in pedagogy.

In Reading, we will embed whole-school practices for collecting, interpreting and collaboratively analysing assessment data to evaluate the effectiveness of our teaching.

Reading data will be used purposefully to;

Build whole school community understanding of the research underpinning the pedagogy shift in the new syllabus

Consolidate whole school community understanding of the key components of evidence-based effective reading instruction including phonemic awareness, phonics, fluency, vocabulary and comprehension

Measure the impact that current teaching programs and strategies are having on student achievement

Establish areas of development for teacher professional learning to build teacher capacity and collective pedagogical practice

Inform whole school planning to ensure all students are effectively supported through strategic differentiation, intervention or extension

Numeracy

To align with the Department of Education's significant curriculum reform, which is intended to take place over the next few years, there is a substantial focus on embedding new curriculum documents and effective change in pedagogy.

In Numeracy, we will embed whole-school practices of formative and summative assessment and ensure there is

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data, collaboratively using this to inform planning, identify interventions and modify teaching practice (SEF - Teaching Domain - Data Skills and Use - Data Literacy)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Learning Domain - Curriculum - Teaching and learning programs)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers. (SEF - Learning Domain - Assessment - Formative Assessment)

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (Learning Domain - Assessment - Summative Assessment)

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 - Assessment - Student engagement)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of outcomes in literacy and numeracy?

Data:

We will use a combination of data sources. These will include;

Strategic Direction 1: Student growth and attainment

Initiatives

a consistent and collaborative school-wide approach to active and collaborative teaching and learning.

Numeracy data will be used purposefully to;

Inform collaboration session focus areas where teachers use formative and summative assessment data to monitor student growth over time, differentiate practice and design future teaching programs

Consolidate whole school community understanding of evidence-based effective numeracy instruction including number sense, trusting the count, place value, additive and multiplicative thinking, partitioning, proportional reasoning and generalising

Inform clear and transparent numeracy goals at the whole school, classroom and individual level

Inform collaborative, conceptual planning in mathematics so students can see the connections between areas of learning

Evaluation plan for this strategic direction

Internal Assessment

Phonics Screener, Phonological Awareness Diagnostic Assessment, Reading Evaluation - SK, IfSR

Focus areas within the literacy progressions

Surveys - PL Exit Slips, Google Form Community Understanding Pulse Checks

Observation - Walk-throughs

Focus Groups - student, staff, parent

Interviews

Document Analysis

External Assessment

Best Start, NAPLAN, PAT-R, PAT-M, Check in Assessment

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring.

Implications:

The findings of the analysis will inform future directions.

Strategic Direction 2: Wellbeing and Learning Partnerships

Purpose

To create an inclusive school environment where students have a strong sense of belonging and where effective partnerships support students to connect, succeed, thrive and learn.

Improvement measures

Attendance >90%

Achieve by year: 2023

Proportion of students attending >90% of the time

>90% of students attending 85% of the time or more.

Wellbeing

Achieve by year: 2026

A score that shows that Fern Bay Public School is equal to or better than statistically similar school groups and greater than the state norm. This will be represented by students reporting expectations of success, advocacy and a sense of belonging at school, when compared to baseline data as informed by Tell Them From Me and triangulated internal data.

SEF: To improve from Delivering to Excelling in the following School Excellence Framework measures

Achieve by year: 2026

Wellbeing and Learning Culture

The school is 'Excelling' within the element 'Learning Culture' themes 'Attendance' and 'High Expectations'.

The school is 'Excelling' within the element 'Wellbeing' themes 'A planned approach to wellbeing' and 'Individual Learning Needs'.

Initiatives

Learning Partnerships

Family and community partnerships are fostered to improve lifelong learning and engagement for all students. The school implements evidenced-based attendance strategies and processes that result in measurable improvements in student engagement. The school is responsive to and provides regular opportunities for school community feedback related to students' learning, wellbeing and cultural goals.

Aboriginal Education

There is a school-wide, collective responsibility to demonstrate commitment to the goals outlined in the 2020-2030 Partnership Agreement and the focus areas within the Strong Strides Together document.

A Junior AECG and Reconciliation Action Team will be established to promote positive and culturally responsive relationships whilst engaging with students, their families and communities.

Wellbeing and Learning Culture

'Ready to Learn' plans, written collaboratively by students, teachers and parents, inclusive of Personalised Learning Pathways for Aboriginal students, provide regular opportunities for the community to demonstrate aspirational expectations of learning progress and achievement for all students.

Whole School Wellbeing Practices

There is a strategic and planned approach to enhance whole school wellbeing practices that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Attendance

Teachers, parents and the community collaboratively work together to support a whole school approach to monitor, encourage and improve student attendance.

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning Domain - Learning Culture - Attendance)

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 - Learning Culture - High Expectations)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Learning Domain - Wellbeing - A planned approach to wellbeing)

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. (SEF - Learning Domain - Wellbeing - Individual learning needs)

Evaluation plan for this strategic direction

Question:

To what extent do collaborative partnerships, evidence-based attendance strategies and social and emotional learning ensure optimum conditions for student learning?

Data:

We will use a combination of data sources. These will include;

Internal Assessment

Surveys - PL Exit Slips, Google Forms

Strategic Direction 2: Wellbeing and Learning Partnerships

Initiatives

Social and Emotional Learning

A planned approach to wellbeing that includes professional learning, resourcing and systems around building resilience, strengthening peer relationships and building social emotional skills.

Evaluation plan for this strategic direction

Observation - Walk-throughs

Focus Groups - student, staff, parent

Interviews

Document Analysis

School attendance records

School wellbeing records

External Assessment

Tell Them From Me Surveys - student, staff, parent

Scout data analysis

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring.

Implications:

The findings of the analysis will inform future directions.

Strategic Direction 3: Collaborative Practice and High Expectations Leadership

Purpose

To establish a model of effective collaborative practice that supports teachers to actively contribute to a whole school explicit teaching model within a culture of high expectations and continuous improvement.

Improvement measures

SEF: To improve from Delivering to Excelling in the following School Excellence Framework measures
Achieve by year: 2026

Effective Classroom Practice

The school is 'Excelling' within the element 'Effective Classroom Practice' theme 'Explicit Teaching'.

Learning and Development

The school is 'Excelling' within the element 'Learning and Development' themes 'Collaborative practice and feedback' and 'Coaching and mentoring'.

SEF: To improve from Delivering to Excelling in the following School Excellence Framework measures
Achieve by year: 2026

Educational Leadership

The school is 'Excelling' within the element 'Educational Leadership' themes 'Instructional Leadership' and 'High Expectations Culture'.

Initiatives

Evidence-based Pedagogy

All teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

A consistent, school wide explicit teaching model will be embedded to ensure all teachers are providing students with quality instruction and effective feedback.

All teachers will collaboratively plan lessons which are differentiated based on effective data informed practice, designed to engage students and improve their achievement of outcomes.

High Expectations Leadership

All teachers will be provided with regular opportunities to build capacity working shoulder to shoulder with the leadership team, including aspiring leaders, so that every student makes measurable learning progress.

Instructional leadership will be used regularly to establish and embed whole-school practices for teaching and learning, inspiring a culture of high expectations and ensuring lessons are engaging, authentic and inclusive.

A whole school mentoring and coaching model will be established to ensure a strong pipeline of leadership exists to support teaching and learning within and beyond Fern Bay Public School.

Success criteria for this strategic direction

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 employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Teaching Domain - Effective classroom practice - Explicit teaching)

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. (SEF - Teaching Domain - Learning and development - Collaborative practice and feedback)

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. (SEF - Teaching Domain - Learning and development, Coaching and mentoring)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Leading Domain - High expectations culture)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Leading Domain -Instructional Leadership)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate high quality collaborative practice and high

Evaluation plan for this strategic direction

expectations leadership are positively impacting student outcomes in literacy and numeracy?

Data:

We will use a combination of data sources. These will include;

Internal Assessment

Phonics Screener, Phonological Awareness Diagnostic Assessment, Reading Evaluation - SK, IfSR

Focus areas within the literacy progressions

Surveys - PL Exit Slips, Google Form Community Understanding Pulse Checks

Observation - Walk-throughs

Focus Groups - student, staff, parent

Interviews

Document Analysis

External Assessment

Best Start, NAPLAN, PAT-R, PAT-M, Check in Assessment, TTFM

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring.

Implications:

The findings of the analysis will inform future directions.