

Strategic Improvement Plan 2021-2024

Fingal Head Public School 1915



School vision and context

School vision statement

At Fingal Head Public School we nurture engaged global learners who aspire to achieve their full potential, whilst displaying the values of the school: Safe. Respectful. Active Learners., enabling them to understand and take ownership of their own futures and pathways to greater success and to shape our diverse community for the better.

School context

Fingal Head Public School is a small coastal, rural school with an enrolment of 32 students, situated on the Tweed Coast. The school has a family-orientated atmosphere and strong sense of community. The school fosters a culture of high expectations and high levels of community engagement. The learning programs are personalised, supporting a range of diverse learners from different cultural and linguistic backgrounds. Students have high levels of access to technology, strong social networks and a range of leadership opportunities.

Based on the outcome of our Situational Analysis, the school will continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be used for students to promote learning and wellbeing growth as well as self-directed learning.

Clear processes will be developed to support students with additional needs. Teachers will evaluate the effectiveness of their teaching practices. The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement.

Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for. Planning, programming, assessment and data use for teaching and learning are areas of ongoing improvement.

The school will develop systems to monitor and review its curriculum provision to meet 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 the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy, to meet system negotiated targets, through the delivery of balanced literacy and numeracy sessions across the school.

Improvement measures

Target year: 2022

NAPLAN top two bands

Achievement of the small schools strategy target for reading

- 1 in 3 students in years 3 and 5 achieve in top 2 bands in NAPLAN

Target year: 2022

NAPLAN top two bands

Achievement of the small schools strategy target for numeracy

-1 in 4 students in years 3 and 5 achieve in top 2 bands in NAPLAN

Target year: 2022

Progressions

At least 60% of all students achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators.

Target year: 2022

Progressions

At least 60% of 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.

Initiatives

Effective classroom practice - Numeracy

Develop and implement a "Teaching Numeracy at Fingal Head Public School (FHPS)" tool kit incorporating What Works Best (WWB) principles based on:

- researching elements of a balanced numeracy session
- using learning progressions to track growth, improvement and targeted intervention
- resource audit
- implementation of number of the day and number talks
- continued involvement in the Maths Action Research Project (MARP)
- numeracy professional learning including Jo Boaler's Maths dispositions
- inclusion of numeracy expectations on school based yearly assessment schedule

Effective classroom practice - Reading

Develop and implement a "Teaching Reading at FHPS" tool kit incorporating WWB principles based on:

- researching elements of a balanced literacy session
- using learning progressions to track growth, improvement and targeted intervention
- resource audit
- using benchmarks to monitor and compare reading levels
- adding reading expectations to the school based yearly assessment schedule
- PL around text complexity and effective reading
- tracking reading levels every 5 weeks

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment).

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. (SEF - Effective classroom practice).

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use).

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development).

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

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

Data:

We will use a combination of data sources to monitor impact. These will include:

* Internal assessment, PLAN2, Essential Assessment, Check-in assessments

* External assessment, NAPLAN

Evaluation plan for this strategic direction

- * Survey
- * Observation
- * Focus group
- * Student voice
- * Interview
- * Document analysis

Analysis:

Ongoing analysis will be embedded within the initiatives through progress and implementation monitoring. The school will regularly review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- * Future actions

Strategic Direction 2: Quality teaching - Student engagement and wellbeing

Purpose

In order to maximise the learning outcomes for every student, all staff will use assessments and data to understand the learning needs of individual students and inform differentiated teaching for all students.

Improvement measures

Target year: 2024

Data

All teachers have a clear understanding of student assessment and of the strategies and tools available to utilise student data.. They collaboratively analyse student data and support students to set individual learning goals.

All teachers confidently use the literacy and numeracy progressions to consistently collect and monitor student data.

Target year: 2024

SEF

SEF element 'Data skills and use'- demonstrates excelling

SEF element 'Assessment' - demonstrates excelling

Target year: 2024

Assessment

Assessment is used flexibly and responsively by all staff across the whole school as an integral part of daily classroom instruction to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. Students and parents understand the assessment approaches used by the school.

Target year: 2022

Positive attendance strategy

Initiatives

Data skills and use

Access professional learning to build teacher capabilities to ensure data is collected and used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

Systematic analysis and use of the Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students as well as track progress and growth.

Assessments

Regular expert use of Essential Assessment data provides summative and formative assessments in literacy and numeracy.

Develop and implement whole school assessment schedule.

Positive attendance strategy

Use SCOUT attendance data to assess student attendance and inform parents each term.

Regular communication with parents regarding the importance of attendance at school.

Success criteria for this strategic direction

Initiative 1: Data skills and Use

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement. Goal setting for all students occurs at 5 weekly intervals and is tracked through the Literacy and Numeracy Progressions in PLAN2 and Personalised Learning Plans closely aligned to the school's scope and sequence.

Initiative 2: Assessments

All teachers use Essential Assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.

All teachers follow the whole school assessment schedule.

Initiative 3: Positive attendance strategy

Increase in student attendance >90% across the whole school by at least 20% based on the 2019 levels.

Evaluation plan for this strategic direction

To what extent are the learning outcomes for every student maximised using assessment and data to understand learning needs and inform differentiated teaching?

Data

- Student progress checked and monitored against progressions and syllabus standards using PLAN2
- Network NAPLAN data
- Teaching programs show evidence of assessments used and the data informing classroom practice with ongoing adjustments
- Student work samples demonstrate personalised

Strategic Direction 2: Quality teaching - Student engagement and wellbeing

Improvement measures

The school data in SCOUT will show a minimum of 20% increase in the number of students who attend >90% of the time based on 2019 levels.

Evaluation plan for this strategic direction

success criteria and build on prior learning

- PLPs to give evidence that student learning goals are updated regularly (termly)

Analysis

Ongoing analysis will be embedded with the initiatives through progress and implementation monitoring. The school will regularly review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- future actions

Strategic Direction 3: SD 3

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
