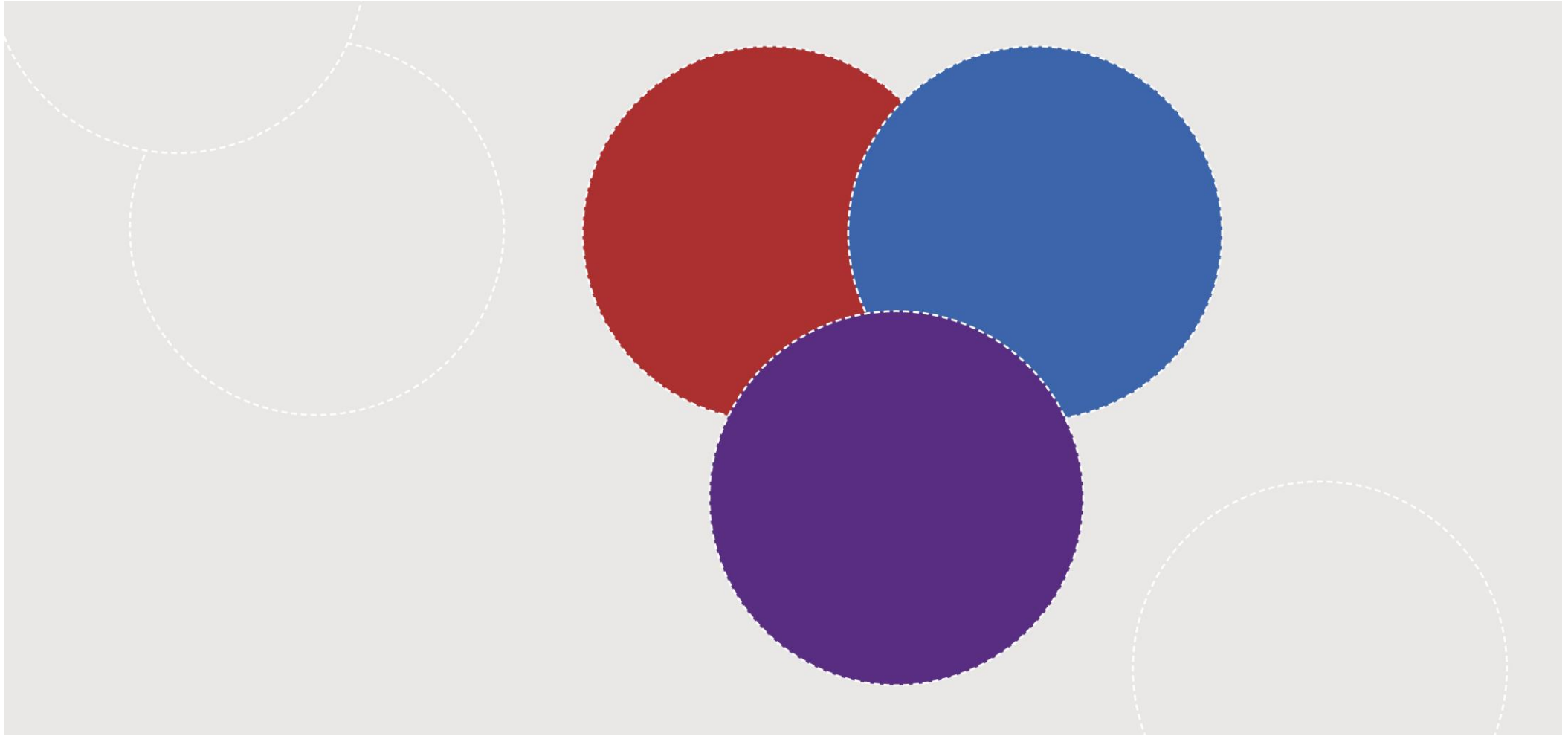


School plan 2015 – 2017



FORSTER PUBLIC SCHOOL

School background 2015 - 2017

SCHOOL VISION STATEMENT

Forster Public School provides a quality teaching and learning environment. We engage with our community to develop the academic, social, emotional, physical and spiritual needs of each child. We promote equity, excellence and opportunities for all.

SCHOOL CONTEXT

Forster Public School is situated on the coast only metres from the beach drawing students from a wide range of socio-economic backgrounds.

At Forster Public School we:

- have an experienced, dedicated staff committed to achieving improved student learning outcomes;
- have a Support Unit staffed with highly experienced special education teachers and learning support officers catering for student with intellectual disabilities, autism and mental health disorders;
- showcase the academic, cultural and sporting achievements of our students' at every opportunity;
- ensure our teaching and learning programs are differentiated to cater for the diverse learning needs of our students;
- are committed to our core values of "Respect, Safety and Personal Best" and explicitly teach expectations of behaviour in all classrooms;
- embrace the use of technology to enhance the learning programs of students;
- develop, in partnership with the Stephanie Alexander Kitchen Garden Foundation, practical understandings of nutrition through our state of art kitchen / garden program;
- actively engage our community in the decision making processes of the school;
- are strongly supported by a hard working P&C Association; and
- work closely with our Great Lakes Learning Community of Schools to provide our students with a vast range of extra curricula experiences and our staff with rich networking opportunities.

SCHOOL PLANNING PROCESS

The school undertook an extensive and collaborative process to inform the strategic directions for the next 3 year school plan. This process assisted the school in identifying its strengths and areas of need, the key issues impacting student learning and determining the priorities for future planning. As part of the planning process;

- Executive staff were provided with several professional learning sessions through leadership days and meetings, on the research behind the new planning tool and identifying the purpose of the plan.
- Teaching Staff participated in initial professional learning around the new school planning tool and the process. As a result, the data to be analysed was established and interested staff formed the school plan writing team, consisting of principal, executive and teaching staff.
- Data from a broad range of sources, including school based and state assessments, student, teacher and parent/community focus groups and surveys were collated, analysed and reported on in a situational analysis.
- Situational Analysis was discussed with executive and teaching staff and shared understandings established and transferred into priority goals to identify the three strategic directions to be pursued by the school. Findings were shared with the community.
- Writing team worked collaboratively to develop the 5P approach plan across all three strategic directions. The draft plan was shared with the staff to ensure collective understanding and efficacy.
- Community members were consulted and given opportunities to discuss the proposed three strategic directions and the 5P approach.



LEARNING TODAY FOR TOMORROW

To provide high quality education that caters for the diverse learning needs of all students. Students are encouraged to be confident, logical thinkers that can collaborate in teams and communicate their ideas to maximise their learning potential.

SUSTAINING A PERFORMANCE DEVELOPMENT CULTURE

To embed a culture with mutual accountability for the quality of practice that enables teachers to teach as well as they possibly can in an environment where continuous development for staff is supported by rich constructive feedback, customised professional development and regular dialogue.

ENGAGING WITH OUR COMMUNITY

To engage with parents, carers and the wider community to strengthen the partnership and ensure the community collaborates and is consulted on strategic school programs, adding significance and cultural awareness to the education of all students.

Strategic direction 1: Learning Today for Tomorrow

PURPOSE

Provide high quality education that caters for the diverse learning needs of all students. Students are encouraged to be confident, logical thinkers that can collaborate in teams and communicate their ideas to maximise their learning potential.

IMPROVEMENT MEASURE/S

- Professional Learning Matrix indicates 80% of teachers at “Wisdom” level with their understanding and implementation of PLAN.
- 80% of students at or above grade expectation in reading and writing according to syllabus / continuums and school data
- Trend NAPLAN growth data indicates 60% of students greater than or equal to expected growth.
- Increase percentage of students in top two bands in reading, writing and numeracy by 8%.
- Gifted and talented register established

PEOPLE

Students: Develop skills and capabilities in;

- Working independently cooperatively and collaboratively.
- being a quality learner in the classroom and home environment.
- demonstrating resilience and our school core values.

Staff: Ongoing professional learning to develop skills and understanding in;

- links between syllabus and continuum
- guided, modelled and independent reading and writing
- Explicit teaching of numeracy with emphasis on place value
- the needs of 21st Century learners to enable students to connect, succeed and thrive.
- use of technology
- applying the Continuum of Support and teaching resilience in students.

Parents: Provide opportunities for parents/carers to engage in workshops to improve learning opportunities for students.

Community partners: To work with the GLLC to enhance opportunities for students. (see Strategic Direction 3)

Leaders: Ongoing professional learning to develop skills and understanding in;

- mentoring, observing and providing quality feedback to colleagues
- analysing data and implementing innovation and change to improve student outcomes.

PROCESSES

- K-6 teachers engage in professional development around assessing, plotting and using PLAN and class data to differentiate teaching and learning in the classroom.
- K-6 teachers are trained and supported in explicitly teaching guided reading and writing, encompassing fluency, stamina and volume, with an emphasis on differentiation and L3 pedagogy (K-2).
- K-6 teachers are trained and supported in explicitly teaching numeracy with an emphasis on place value.
- Grade teams engage in ongoing professional learning and collaborative planning to cater for the 21st century learner with a specific focus on G & T.
- Scope & sequence developed to support the implementation of a resilience and well-being program.
- PBL team meet twice per term to implement action plan targets for non-classroom settings.
- Kidsmatter action team established and trained.

Evaluation plan:

Analyse a range of data to track student learning progressions in literacy and numeracy.

Stage rubrics developed for writing aligned with DEC resources.

PRODUCTS AND PRACTICES

Products:

- 80% of students at or above grade expectation in reading and writing according to syllabus / continuums and school based data.
- Evidence of data driven planning to inform teaching programs and interventions to cater for individual learning needs through reasonable adjustments.
- Evidence of flexible grouping practices and collaborative learning opportunities to develop problem solving, critical thinking, curiosity, technology skills & identification of and catering for G & T students.
- Staff explicitly teach expectations of behaviour and fully utilise universal strategies to enhance the social and academic outcomes of students.

Practices:

- Greater alignment at all meetings to focus on and monitor progress towards achieving milestones.
- Explicit literacy and numeracy teaching that is data driven and differentiated to meet identified learning needs of students.
- Instructional leaders and mentors continue to drive innovation and change.
- PBL practices embedded
- Appoint a G & T representative for each stage to collaborate and support staff.

Strategic direction 2: Sustaining a Performance Development Culture

PURPOSE

To embed a culture with mutual accountability for the quality of practice that enables teachers to teach as well as they possibly can in an environment where continuous development for staff is supported by rich constructive feedback, customised professional development and regular dialogue.

IMPROVEMENT MEASURE/S

Performance Development Matrix indicates the following growth:

- Induction programs from level 3 to level 4
- Teacher individual professional learning plans from level 2 to level 3
- School uses multiple sources of feedback from level 2 to level 3
- Belief the school has a performance development culture from level 3 to level 4
- Evidence from the PDP process indicates 80% of teachers feel their individual learning plan targets have been met

PEOPLE

Staff will develop a deep understanding of:

- The Australian Professional Standards for Teachers and associated teacher accreditation procedures
- their own professional learning needs
- the links between syllabus and continuums
- differentiation strategies
- problem solving steps and strategies
- the needs of 21st Century learners
- The Wellbeing Framework and targeted school policies

Leaders will:

- develop a capacity to lead innovation and change
- provide effective, continuous and constructive feedback
- facilitate accreditation processes for their team

PROCESSES

- Executive staff engage in ongoing professional learning to increase understanding and capacity to lead the AITSL accreditation and maintenance procedures.
- Teachers engage in ongoing professional learning to continuously reflect on and improve programming and pedagogy.
- Teacher professional learning plans and TPL matrixes are reviewed and actioned each term as part of the PDP process
- Induction process is regularly monitored by senior executive (including visitors)
- Senior executive create and monitor events on MyPL
- Teachers are supported and mentored through the Australian Standards and teacher accreditation and maintenance processes
- Staff engage in professional learning around The Wellbeing Framework .

Evaluation plan:

- Ongoing monitoring of staff matrixes and teacher professional learning plans
- Curriculum leaders monitoring and evaluating GTIL action plans
- Completed induction overviews submitted to principal

PRODUCTS AND PRACTICES

Products:

- Whole school TPL matrix demonstrates growth in all areas
- 100% teachers have an agreed, documented performance development plan to customise professional learning linked to Australian Teaching Standards
- Evidence of GTIL impacting on teaching and learning programs
- Curriculum leaders' mentoring plans reflect school plan and professional learning needs of staff.
- 100% new staff formally inducted to the school

Practices:

- Meeting structure refined to enable greater focus on strategic directions and targeted professional learning in grade curriculum teams
- Action Plans implemented by grade curriculum leaders K – 6
- Teachers committed to ongoing, professional learning and reflection on classroom practice
- Timely, frequent and development focused feedback supports teachers' efforts to improve their practice
- All induction programs to be signed off by the Principal
- Staff collaborate with external agencies where required.

Strategic direction 3: Engaging with the Community

PURPOSE

- Engage with parents, carers and the wider community to strengthen the partnership and ensure the community collaborates and is consulted on strategic school programs, adding significance and cultural awareness to the education of all students.

IMPROVEMENT MEASURE/S

Increased parental attendance at workshops (as per sign on sheets)

10% increase of visits to the 'Skoolbag' app by parents per term

50% of Worimi digital cultural resource site completed by the end of 2015

80% of staff at WISDOM level in their understanding of the six steps of problem solving and application in the classroom

OT/Speech interventions in place for identified Kindergarten students.

PEOPLE

We will develop capabilities of our students through:

- regular lessons in the six steps and strategies of problem solving
- providing learning opportunities that reflect "8 Ways of Learning"

We will develop capabilities of our staff through:

- TPL in the six steps and strategies of problem solving
- TPL in '8 Ways of Learning' and Worimi resource at mgoals.com
- new staff participation in cultural awareness tour

We will develop capabilities of our parents/community through:

- participation in parent workshops in literacy / numeracy
- active engagement in the strategic planning processes of the school
- familiarisation and use of *School Bag* to enhance communication

We will develop capabilities of our community partners through:

- collaboration of Principals in determining GLLC strategic directions
- support of Worimi elders in the development of mgoals.com resource

Leaders will:

- engage in and contribute to collegial leadership network meetings.

PROCESSES

- Worimi mgoals.com resource regularly updated, shared and communicated by Aboriginal Education team
- TPL for K – 6 staff in "8 Ways of Learning" (Wayne Anderson)
- Years 3 – 6 high performing students acknowledged at GLLC Academic Assembly in Term 3
- Years 5 & 6 Aboriginal students to engage in Years 5 – 8 ANC in Term 2
- Parent feedback / reflection sessions to share strategic planning progress
- Parent workshops (1 per term including Tobwabba) in supporting students with literacy and numeracy at home. Feeder preschool staff / parents invited to attend
- Forster PS *Skoolbag*, newsletter and website regularly updated
- Aboriginal Cultural awareness tours for new staff entering the GLLC
- All Aboriginal students have a personalised learning plan
- Quicksmart mathematics implemented for at risk students
- Chaplaincy program established to provide pastoral care and connect with the school and wider community

Evaluation plan:

- Term analysis of parent surveys and feedback / information sessions
- Attendance of parents / preschools at workshops and analysis of evaluation sheets
- Survey of parents to determine effectiveness of the Skoolbag app on the school community.

PRODUCTS AND PRACTICES

Products:

- Parents informed and able to support student learning at home
- Links with feeder preschools strengthened
- Parents informed of upcoming school events through range of media
- Enhanced opportunities for parents to be involved in strategic decision making
- Digital Worimi resource developed and accessed by teachers, students and community
- Staff introduced to the "8 Ways of Learning"
- New staff have increased awareness of Worimi culture through cultural tour
- GLLC embraces opportunities for students to develop skills and understandings in mathematics problem solving steps and strategies

Practices:

- Forster PS 'Skoolbag' maintained
- GLLC continue to celebrate academic achievement of students
- Aboriginal Numeracy Competition for Years 5 – 8 in Term 2
- '8 Ways of Learning' introduced in teaching and learning programs
- Problem solving strategies taught K – 6 supported by GLLC resource

