## SCHOOL BACKGROUND 2015-2017

<table>
<thead>
<tr>
<th>SCHOOL VISION STATEMENT</th>
<th>SCHOOL CONTEXT</th>
<th>SCHOOL PLANNING PROCESS</th>
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<tbody>
<tr>
<td><strong>S.A.G.E.</strong></td>
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<td>During 2014 a range of data and evidence was collected from all stakeholders to inform planning for future school improvement.</td>
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<tr>
<td>“Students Aim high,</td>
<td>Forestville Public School (enrolment 683 students in 2015) is a well-resourced, dynamic learning environment.</td>
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<td>Give it a go, and</td>
<td>It enjoys a strong sense of community which is actively promoted and valued. The school community and staff are committed to providing a positive, inclusive and caring environment where students are both engaged and challenged in their learning, and where there are programs which allow all students to ‘aim high.’</td>
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<td>Encourage others”</td>
<td>Differentiating learning experiences to engage all students and the extensive provision of extra curricula activities in the creative and performing arts, sport and enrichment activities are key features of the school.</td>
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The school motto underpins the school vision statement. It was a shared vision developed by the community and is clearly articulated by staff, students and parents alike.

At Forestville Public School we endeavour to provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as confident and creative life-long learners.

It is by learning in a supportive and encouraging school environment that students will develop into responsible, active and informed citizens.

In looking to the future, the school will focus on quality teaching practices supported by professional learning and engaging pedagogy to optimise the development of the whole child.

The school’s population includes 22% from language backgrounds other than English.

The school’s current focus areas include the new Literacy, Numeracy and Science NSW syllabi for the Australian curriculum, with a particular focus integrating 21st century skills into the teaching learning cycle.

Staff plan collaboratively, and share expertise and responsibilities across all roles in the school.

The school is an active member of the Warringah Community of Schools.

Feedback from student surveys in Term 4 2014 and Term 1 2015 has provided data to inform practice.

The school vision was developed through workshop sessions with the staff in consultation with community groups.

Strategic direction teams have been formed to lead and monitor school improvements.
SCHOOL STRATEGIC DIRECTIONS  2015 - 2017

STRATEGIC DIRECTION 1

PURPOSE
To develop the whole child in the context of being an autonomous and engaged 21st century learner with a strong desire to strive for improvement across all key learning areas.

STRATEGIC DIRECTION 2

PURPOSE
To maintain a culture of commitment in teaching where staff are actively reflecting on learning outcomes and utilising feedback to model effective and innovative learning practices to students, whilst maintaining high expectations and excellence in student outcomes.

STRATEGIC DIRECTION 3

PURPOSE
To strengthen community engagement to support the shared partnership and expertise of staff and parents to ensure our students become successful learners, confident and creative individual and active and informed citizens.
## STRATEGIC DIRECTION 1 – STUDENTS ARE CREATIVE AND ENGAGED LEARNERS

<table>
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<tr>
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<th>PROCESSES</th>
<th>PRODUCTS AND PRACTICES</th>
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| *To develop the whole child in the context of being an autonomous and engaged 21st century learner with a strong desire to strive for improvement across all key learning areas.*  
*This will include the integration of 21st century skills areas including critical and creative thinking, problem solving and the use of digital literacy as a tool to connect with the global learning community.* | **Students:**  
*Develop set of 21st century skills through learning opportunities both within school and externally through connections.*  
*Develop own learning goals.*  
**Staff:**  
*Engage in high quality professional learning to develop rich task projects in line with Australian curriculum areas.*  
*Extend the learning opportunities for gifted and talented students.*  
**Parents and carers:**  
*Engage in information sessions to enrich understanding and pedagogy of project based learning, differentiation and creative problem solving utilising 21st century skill set to support student learning.*  
*Assist in classrooms to develop a shared understanding of school expectations.*  
**Whole school Concert 2015 & 2017**  
**Community members:**  
*Support from community volunteers will be strengthened by training, modelling and feedback to enhance outcomes of learning support programs.*  
**WCoS will provide enrichment learning opportunities for students.**  
**Leaders:**  
*Facilitate professional learning utilising best practice.*  
*Provide opportunities for staff to engage in peer observation, professional dialogue and collaboration – buddy teacher program.* | **Teaching and Learning programs**  
*Will incorporate the expansion of challenging learning tasks requiring intellectual rigour and learning intention and provide opportunities for innovative classroom projects across all KLAS. Focus*  
1. 2015 Science; Writing; Debating  
2. 2016 ICT, History; Geography  
3. 2017  
**Development of digital challenge** – an annual film and media challenge initially school based, leading to wider WCoS expo.  
**SRC leadership strategy** – a tool to drive and expand leadership, democracy & sense of advocacy across Years 2 - 6 to validate ‘student voice’.  
**Responsible and successful learners project**  
*Stage 3 students work with teachers to set goals, determine milestones and reflect on progress and outcomes.*  
**Gifted and talented workshops** - WCoS; High School projects  
**Implementation of revised LaST procedures** to target individual needs K-6 to include explicit measurement tools. Use of data to inform practice.  
* Whole school concert | **Products:**  
* Literacy and Numeracy improvement measures include 100% Year 5 students achieving ‘expected growth’ or ‘above’ in NAPLAN tests by 2017.  
*Evidence of increased student engagement and empowerment in own learning to 85%+ through data from ‘Tell Them From Me’ survey tool, particularly in higher performing students.*  
*Individual and collaborative rich project based learning tasks related to learning goals are developed.*  
*Improved ‘value added’ score from 82 to similar school score of 88.6 as per School Excellence Framework data.*  
*Increased number of students in Years 3 and 5 in top 2 proficiency bands of NAPLAN Literacy and Numeracy.*  
*Individual and collaborative rich project based learning tasks related to goals are developed.*  
*Big Writing rubrics focus on desired outcomes and provide incentive for improvement.*  
**Practices:**  
*Students can articulate their progress against personal goals and demonstrate confidence and responsibility as learners.*  
*Students engage in rich collaborative learning tasks that utilise problem solving.*

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*Increased student engagement, and empowerment in own learning to 85%+, particularly in higher performing students.

*Improved ‘value added’ score from 82 to similar school score of 88.6 as per School Excellence Framework data.

*Increased number of students in Years 3 and 5 in top 2 proficiency bands of NAPLAN Literacy and Numeracy.

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2016 update
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<td>*Use of data from Learning Bar “Tell them from Me” survey to monitor progress.</td>
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<td>*Regular collection of data and evidence through assessment, presentations, students-teacher conferences and surveys.</td>
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<td>*Evaluation and analysis of external data - PLAN; NAPLAN</td>
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<td>*Weekly LAST meeting to track intervention and needs of students.</td>
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### STRATEGIC DIRECTION 2 – TEACHERS ARE DYNAMIC LEADERS OF LEARNING

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| *To maintain a culture of commitment in teaching where staff are actively reflecting on learning outcomes and utilising feedback to model effective and innovative learning practices to students, whilst maintaining high expectations and excellence in student outcomes.* | Students:  
*Engage students in being a quality learner by determining learning goals, then working on feedback to teachers about their own learning and the pedagogy that enables optimum learning.*  
Staff:  
*Broaden professional learning of the educational curriculum in order to extend student learning in 21st Century skillsets.* | Target teams for Comprehension and Big Writing projects  
*Embed QT Practice*  
*Consolidating the implementation of new Australian curriculum by incorporating quality teaching, differentiation, rich tasks and innovative learning technologies as learning tool- use of target teams to lead.* | Products:  
*100% of teaching programs explicitly embed elements of the QTF and classroom pedagogy, resulting from collaborative professional learning, reflects this.*  
*100% of teaching staff develop learning goals and reflect on their professional growth through learning journals.* |
|  |  | Improving pedagogy through shared best practice  
*Integration of new DEC policies into practice through strategies including ‘buddy’ project providing time and structures to implement mentor coaching to enrich teacher practice, modelling of research based best practice, shared reflection and collaborative learning programs.*  
Shared best practice ‘buddy’ project through Visible Learning project  
*Provision of time and structures to implement mentor coaching to enrich teacher practice, modelling of best practice, shared reflection and collaborative programs (ref. Hattie’s work)* |  | |
| IMPROVEMENT MEASURES |  | *Data project*  
Administration and teaching staff improve assessment and reporting through use of Sentral to record and track adjustments for student learning to develop a student profile reflecting the holistic learning of each child over time.*  
*New student reports through Sentral* |  |  |

*100% of teaching programs explicitly embed elements of the Quality Teaching Framework (QTF) and classroom pedagogy, resulting from collaborative professional learning, reflects this.*

*100% of teaching staff develop learning goals and reflect on their professional growth through learning journals.*

*To ensure all teachers meet BOSTES accreditation standards, and increase number of teachers seeking accreditation at highly accomplished level and engage in leadership roles.*

*100% of teaching programs explicitly embed elements of the QTF and classroom pedagogy, resulting from collaborative professional learning, reflects this.*

All teachers meet BOSTES accreditation standards, and an increase number of teachers seek accreditation at highly accomplished level and engage in leadership roles.

### Practices:

*Classroom programs reflect QTF.*

*Teachers develop a professional learning plan and utilise a reflective learning journal.*

*Teachers collaborate to deliver QTF programs and engage in regular reflection and use formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice.*

*Integration of professional reading into staff meetings.*

*Paper-free student tracking systems.*

*Effective use of Sentral system for communication, tracking and reporting.*

*Grade and stage teams regularly engage...*
leadership projects. 
**Leaders:**
*School leadership team will develop capacity through mentoring and coaching of staff to reflect, respond, evaluate and develop their practice*

*Staff capacity building initiative*
Through distributed leadership staff can support personal learning goals toward accreditation and leadership in alignment with the school plan- ref. target teams; projects

*Introduction of new Performance Development Plans (PDP) and protocols to focus on teacher learning, both shared and individual.*

*Beginning Teacher support program to include school based mentor program; wider school networks WCoS & NTN (New Teacher Network)*

**EVALUATION PLAN**

*Professional learning plans- monitor MyPL*

*Monitoring of Class programs*

*Embed practice of electronic student tracking system- LAST team to monitor*

*Differentiation evident in all classroom teaching-learning programs*
## Strategic Direction 3 – Collaborative Community Partnerships to Develop a Culture of Excellence

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<tr>
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<th>Processes</th>
<th>Products and Practices</th>
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| *To strengthen community engagement to support the shared partnership and expertise of staff and parents to ensure our students become successful learners, confident and creative individual and active and informed citizens.* | Students:  
- Develop and raise awareness of ‘student voice’ through expansion of SRC role towards school improvement projects and the coaching of students in the planning processes of initiating school based improvement projects.  
- Integrate the Wellbeing Framework for Schools  
Staff:  
- Strengthen reporting to parents through revised reporting strategies and format (Sentral)  
- Integrate School Excellence Framework into school culture, programs and expectations.  
Parents and carers:  
- Involved in establishing learning goals for students; feedback about progress.  
- Proactively engage in school life.  
Community members:  
- Staff to forge stronger connections with staff across Warringah Community schools.  
- History project KHHS  
Leaders:  
- Ensure the management of the school budget and time is provided to support the range of staff needs during the ‘change process.’  
- Promote leadership excellence from within all domains of the school community. | Improved systems communication  
- Using centralised school wide (Sentral working towards LMBR) for tracking attendance patterns, adjustments to learning and student progress and communication  
Establish Technology Target Team  
- Use of experts to support and broaden learning eg Scope IT; Robotics;  
Discovering History project  
- Develop ongoing connections with Macquarie University re. academic partner and KHHS History experts; State Library History projects.  
- Parent education sessions  
Work Health and Safety accountability  
- School community works collaboratively to ensure legislation and DEC policy is understood and in place.  
Community Partnerships  
- Proactive mutual support of all school based activities to build a ‘learning community.’  
- Parent forums | *30 % + increase in parent attendance at P&C meetings and associated community school activities*  
- All staff engaged and proficient in new school-wide systems management including student tracking, WHS, resource and financial management tools.  
- Establishment of community connections to expand learning opportunities for staff, students and parents/carers.  
- Effective reporting and communication tools that engage and connect parents and cares to their child’s learning.  
- Attainment and sustainability of the new organisational, communication and WHS systems within the school.  
- Effective communication practices that foster student learning and excellence.  
- Staff collaborates with parents and carers to assist in both classroom and community events.  
Staff led parent education forums are regular, well attended and meet the needs of attendees. |
**IMPROVEMENT MEASURES**

*30% increase in parent attendance at P&C meetings and associated community school activities*

*To ensure all staff engage, and are proficient, in new systems management school wide including WHS, resource and financial management.*

*Establishment of community connections to expand learning opportunities for staff, students and parents/carers.*

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**EVALUATION PLAN**

*Feedback and data collection as to staff successfully engaging in new management systems*

*Effectiveness measured by P&C survey tools and class parent network.*

*Monitor data received re use of FPS App and school website ‘hits’.*