



# Forrest Primary School Strategic Plan 2016-2019 South Weston Network

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## Endorsement by School Principal

Name: Christine Pilgrim

Signed

Date:

2/5/2016

## Endorsement by School Board Chair

Name: Sally Troy

Signed

Date:

5/5/2016

## Endorsement by School Network Leader

Name: Wayne Prowse

Signed

Date:

2/5/2016

## School Profile

Forrest Primary School is well-situated in the Parliamentary Triangle with the iconic flagpole dominating the landscape. It speaks of grandeur, strength and a positive future. The school has a long history in Canberra as it was established in 1958. As an International Baccalaureate (IB) school we seek to bring hearts and minds together as internationally minded people that make a difference in the World. In order to achieve this we focus on inquiry learning so that children develop skills in higher order and conceptual thinking. We have a differentiated based inquiry programme that is challenging, significant, relevant and engaging. Our school is acknowledged by the wider community for its commitment to quality learning.

The school was candidated as an IB School delivering the Primary Years Programme (PYP) in December 2012 and hopes to become authorised as an IB World School in 2016. As an International Baccalaureate school we adopt the IB Learner Profile (LP). Through this profile, we aim to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

In 2015 the school participated in the Validation process in alignment with the Education and Training Directorate's (the Directorate's) School Improvement Cycle. This rigorous process of self-evaluation and external examination provided the school with the opportunity to reflect on the achievements of the last four years and to formalise plans for the next strategic plan.

As part of the Validation process, Forrest undertook a self-evaluation against the progress made over the life of the current school plan. The school utilised both system and school data to monitor student performance and evaluate programme effectiveness. Reflection was facilitated regularly with staff using the Annual Operating Plan (AOP) as a guide. The Executive team and classroom teachers used the National School Improvement Tool (NSIT) to reflect on the work done with the school and the areas for future development.

The Validation panel then provided a report to the school. The panel recommended Forrest Primary School pays attention to the following opportunities for improvement during the next planning cycle.

1. Create and communicate the School Plan highlighting the school's commitment to becoming an accredited PYP school. This can assist all stakeholders to share in the explicit improvement agenda and develop a cohesive approach to implementation across all areas of teaching and learning.
2. Develop an evidence-based professional learning model and systemic approach to help build an expert teaching team and embed practice. This will enable the leadership team to work as instructional leaders in order to improve the school wide commitment to the development of effective pedagogical practices.
3. Embed a whole school assessment 'for' learning plan that informs the literacy and numeracy teaching and learning cycle. This will enable the school to develop a strategy based on triangulation, ongoing analysis and use of a range of data to assist teachers to address differentiation in a formative manner.
4. Develop and review strategies to address the complexities of having a transient student population enabling the school to strengthen the school wide processes to improve all student outcomes. To work in partnership with schools and access community resources in order to meet the needs of the diverse group of students.
5. Strengthen the Information Communication Technology (ICT) plan to enhance and support the targeted use for both learning and communication. This will enable teachers to build professional knowledge, improve pedagogical practices and deliver a coordinated approach to parent communication.

The Executive team and teaching staff deconstructed the report, reflecting on the school's achievements over the last four years and identified future areas of development. From this it became apparent that the priorities of the school fell into three main categories. Staff then identified short term and long term goals which were written as Key Improvement Strategies in alignment with the NSIT.

**Strategic Priority 1: Embed all elements of the Primary Years Programme (PYP) across the whole school community.**

**Outcomes to be achieved**

- Staff, students and parents can articulate the core elements of the PYP.
- The schools explicit and coherent curriculum delivery plan (PYP) is implemented across the school.
- Community partnerships are effective and contribute to improving student outcomes.

**Targets**

**By the end of 2019**

- 88% of students agree they are getting a good education at Forrest Primary School from 86% in 2015 . (Data Source- System School Satisfaction Survey)
- 86% of parents agree they are satisfied with their child's education at Forrest Primary School from 83% in 2015 . (Data Source- System School Satisfaction Survey)
- 95% of teaching staff will have attained formal qualifications to teach the Primary Years Programme (PYP) from 82% in 2015. (Data Source-In School PL register)

Key Improvement Strategies	Key Performance Indicators
Deepen understanding of and communicate the PYP Standards and Practices with staff	<ul style="list-style-type: none"><li>• Staff have participated in Professional Learning to deepen their understanding of PYP as evidenced by PL attendance records and individualised staff feedback surveys</li><li>• Staff show evidence of their knowledge of the PYP Standards and Practices through analysis of team meeting minutes, classroom environment and planners</li></ul>
Embed systematic curriculum delivery across the school	<ul style="list-style-type: none"><li>• High proportion of students agree they are receiving a good education as reflected in system survey</li><li>• Essential Elements of the PYP are visible in planners, in policies, school wide documentation and in classrooms</li></ul>
Promote and communicate the teaching and learning in the context of PYP with community stakeholders	<ul style="list-style-type: none"><li>• Level of parent knowledge of the teaching and learning in PYP as noted in school and system surveys</li><li>• High proportion of parents agree community partnerships are valued as reflected in system survey</li><li>• Impact of networking opportunities is visible in classrooms through formal observations and team meeting minutes</li></ul>

**National Quality Standard Area covered by this priority**

QA1 Education Program and Practice

## Strategic Priority 2: Improve student outcomes in literacy and numeracy by embedding an explicit learning agenda driven by data analysis

### Outcomes to be achieved:

- Staff are experts in using data to inform teaching and to reflect on best practice to improve student outcomes.
- Differentiation is based on assessment of need and the teaching and learning programme is accessible, engaging and challenging for all students.
- There is a focus to ensure all students are proficient in literacy and numeracy.
- The school actively works with the community to achieve the best outcomes for students.
- Professional knowledge and pedagogical practices are improved through targeted use of Information Communication Technology (ICT).

### Targets

#### By the end of 2019

- 86% of Year 3 students exceed the National Minimum Standard in spelling from 81% in 2015 (Data Source-NAPLAN Results)
- 71% of Year 5 students will reach or exceed the expected growth in reading from 68% in 2015. (Data Source-NAPLAN Results)
- 63% of students will reach or exceed the expected growth in numeracy from 60% in 2015. (Data Source-NAPLAN Results)
- Maintain the percentage of students reaching end of year Reading PM Benchmarks at 89% in 2015 (+/- 5 %) (Data Source-In School PM Benchmark testing data)

Key Improvement Strategies	Key Performance Indicators
Develop and embed structures and processes that build 'data literacy skills' to strengthen teaching and learning.	<ul style="list-style-type: none"> <li>• Staff have participated in professional learning in data analysis</li> <li>• Staff use a broad range of student achievement data, including system data, to inform teaching and track student progress as evidenced by school data tracking Excel spreadsheets and formal opportunities in Professional Learning Communities (PLC)</li> </ul>
	<ul style="list-style-type: none"> <li>• Quality assessment tools are created and used as noted in the planners</li> <li>• There is rigor within the moderation of assessment tasks within teams as noted in team meeting minutes</li> </ul>
Align curriculum documents and classroom practices ensuring differentiation and engagement are explicit	<ul style="list-style-type: none"> <li>• Evidence of coherence of curriculum documents to the Australian Curriculum (AC)</li> <li>• Teaching programs show evidence of differentiated learning</li> <li>• Observations of the delivery of planned curriculum in classrooms noting differentiation responsiveness</li> <li>• Parents agree their child's learning needs are being met through system survey</li> </ul>
Communicate and promote explicit teaching and learning agenda for	<ul style="list-style-type: none"> <li>• Proportion of families that participate in curriculum events</li> <li>• Observation of reports which show progress over time and</li> </ul>

literacy and numeracy	<ul style="list-style-type: none"> <li>provide guidance for parents to support their child's learning</li> <li>• Evidence of a commitment to early intervention</li> </ul>
Develop a plan and embed structures to support improved pedagogy in Information Communication and Technology (ICT)	<ul style="list-style-type: none"> <li>• High proportion of staff use technology in their teaching practice</li> <li>• Evidence of improvement of learning outcomes with the use of technology through the implementation of Independent Learning Plans (ILP), differentiation on planners and in classroom practice</li> </ul>

### National Quality Standard Area covered by this priority

QA1 Education Program and Practice

QA6 Collaborative partnerships with families and communities

### Strategic Priority 3: Promote success in learning and maintain positive and caring relationships with all stakeholders to enhance the school's environment and culture

#### Outcomes to be achieved:

- The school's improvement strategies are guided by research and best practice.
- Collaboration and teamwork are evident across the school.
- There is a systematic approach to developing and capitalising on staff skills.
- School resourcing and facilities support and enhance teaching and learning.
- A strong mentoring and coaching programme is operational.
- Ongoing support is provided to students and families
- Parent communication is strengthened through effective use of Information Communication Technology (ICT).

#### Targets

By the end of 2019:

- 88% of teachers agree that the learning needs of students are being met from 86% in 2015 (Data Source- System School Satisfaction Survey)
- 75% of teachers agree they receive useful feedback about their work from 73% in 2015. (Data Source- System School Satisfaction Survey)
- 70% of teachers feel their professional achievements are celebrated from 66% in 2015 (Data Source- System School Satisfaction Survey)
- 92% of parents agree that the school works with parents to support their student's learning from 90% in 2015 (Data Source- System School Satisfaction Survey)

Key Improvement Strategies	Key Performance Indicators
Construct, implement and sustain a Forrest Professional Learning Community (PLC) Model	<ul style="list-style-type: none"> <li>• Core learning priorities are evident across the school as evidenced through NAPLAN, school wide assessments and observation of classroom practice</li> <li>• Sharing of effective practice by classroom teachers through modelling, collaboration and data analysis as evidenced by termly reflections</li> <li>• Staff agree that they are well supported at the school evidenced through system survey</li> </ul>
	<ul style="list-style-type: none"> <li>• Staff agree that they receive useful feedback about their performance as evidenced through system</li> </ul>

Develop an expert teaching team	<p>surveys</p> <ul style="list-style-type: none"> <li>• High quality instruction is demonstrated across the school and student engagement is high measured through student welfare records</li> <li>• Students agree that their teachers motivate them to learn noted in system surveys</li> </ul>
Embed a culture that promotes learning	<ul style="list-style-type: none"> <li>• Minimal behavioural problems, high rates of school attendance and engagement as sourced from school data</li> <li>• Staff morale is positive which can be observed in the high participation of wellbeing initiatives</li> </ul>

**National Quality Standard Area covered by this priority**

QA 3 Physical Environment

QA 5 Relationships with children

QA7 Leadership and Service Management