

Forbes Primary School Strategic Plan

RESPECT RESPONSIBILITY OPTIMISM HONESTY UNDERSTANDING

“NEVER LESS THAN YOUR BEST”

KEY PRIORITIES 2016-2019

Priorities	Objectives	Targets/Goals
Literacy & Numeracy	<ul style="list-style-type: none"> Continual improvement of student achievement against agreed Literacy & Numeracy measures High level intervention processes are implemented, documented and consistent across R-7 All learner’s growth is monitored and reviewed each term and this data used to inform ‘what’ support, ‘when’, ‘how’ and by ‘whom’ 	<ul style="list-style-type: none"> All children meet NAPLAN national minimum standard and 85% of students meet DECD minimum education achievement 85 % of all students meet DECD educational achievement standard in PAT-R & PAT-M Increase the number of students in Higher Bands (Reading, Writing, Numeracy) and improve Higher Band Retention rates Running Record levels exceed DECD SEA for ALL students
Wellbeing	<ul style="list-style-type: none"> Continue to support the social & emotional wellbeing of all students to ensure engagement in all learning opportunities is not ‘at risk’ because of SEW 	<ul style="list-style-type: none"> Continual improvement of Attendance data Continual improvement of SEW data (ACER test every two years) Kids Matter Framework (See targets & goals from KMF)
Pedagogy	<ul style="list-style-type: none"> Consistent planning, reporting and assessment procedures are common against Australian Curriculum High level intervention programs and processes for identification based on achievement data are enacted Success Criteria, Learning Intentions are common language and consistently applied 	<ul style="list-style-type: none"> Performance Development processes support staff with SIP priorities Meeting structures support staff with monitoring reviewing SIP Intervention programs demonstrate rapid growth in learner achievement data

2016 ACTION PLAN

Priorities	Targets/Goals	ACTIONS
Literacy & Numeracy	<ul style="list-style-type: none"> • MARKiT software program being used by all teachers to record achievement and analyse growth • 2016 Improvement Cycle enacted and beginning to become standard practice • Standardised tests and associated achievement levels targets are publicised to staff, parents and students • 2017 Annual Plan targets and Action Plan devised in draft form • Intervention processes and programs are enacted and data informed • Homework Policy to support L&N learning devised and implemented 	<ul style="list-style-type: none"> • Further training in MARKiT • Implementation of Year Level Teams and SIP Action Plan Teams to analyse data and make recommendations • Meeting structure enables improvement planning each term • Planning Day in Term 4 utilised to plan 2017 based on findings from 2016 data • Achievement Standards are made public, as is progress towards these targets • Action Plan for 2017 devised based on 2016 progress • Introduce reading intervention program and process for entry into program • Devise Homework Policy to support and extend Literacy & Numeracy learning and system of accountability and support to complete this work – gain GC approval
Wellbeing	<ul style="list-style-type: none"> • Achieve goals against Component 3 KMF: Social and Emotional Learning are met • Identify Students At Risk (STAR) and document needs and intervention • ACER survey indicates high level of SEW • Attendance data continues to improve with plans for high level absentees enacted and documented 	<ul style="list-style-type: none"> • Staff training in KMF Component 3 led by Wellbeing Team • STAR team meet regularly and easy process for referral from teachers devised, documented and implemented • Attendance Policy reviewed and ratified by GC. Process explicit about high level absenteeism and follow up (taking responsibility and accountability from classroom teachers)
Pedagogy	<ul style="list-style-type: none"> • Planning, Assessment, Moderation and Teaching practices are supported by school structures and informed by data • Consistent approached to Reading intervention are implemented across R-7 • <i>Learning Intentions, Success Criteria</i> and <i>Goal Setting</i> are widely used and become common vocabulary with students 	<ul style="list-style-type: none"> • Meeting structures allows teamwork for assessment, planning, pedagogy and moderation • Reading intervention Policy devised, enacted and forms part of Teams core business • Further training on what <i>Learning Intentions, Success Criteria</i> and <i>Goal Setting</i> looks like at Forbes and how and when we use this