

Improvement plan for Felixstow Community School

2019 to 2021

School name

Felixstow Community School

Vision statement

FCS students are self-directed, socially aware learners striving to achieve their full potential.

FCS students are creative, critical thinkers contributing as collaborative and engaged global citizens.

FCS provides a positive, flexible and collaborative learning environment encouraging strong academic, social and emotional growth for every student.



Felixstow
COMMUNITY SCHOOL



Government
of South Australia
Department for Education

Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice
Learner Disposition: To improve learner disposition, perseverance and cognitive engagement in learning.	In 2019 improvement in WEC 'learning readiness' data by 5% - Perseverance from 33% - 38%; Cognitive engagement from 39% - 44%; Academic Self-Concept 55% - 60%.	If each educator implements deep questioning and feedback strategies (HITS) students will provide evidence in their dialogue of increased meta cognitive understanding in learning and improved learner dispositions as measured by a qualitative tool to be decided and improved learner readiness data in the WEC.
	In 2020 improvement in WEC 'learning readiness' data by additional 5% - Perseverance from 38% - 43%; Cognitive engagement from 44% - 49%; Academic Self-Concept 60% - 65%. I	
	In 2021 improvement in WEC 'learning readiness' data by additional 5% - Perseverance from 43% - 48%; Cognitive engagement from 49% - 54%; Academic Self-Concept 65% - 70%.	
Writing : To increase student ability and sophistication in writing.	By end of 2019 All students (yr 2- 7) can demonstrate they understand the text structure of a paragraph and can organise their writing into 'paragraphs mainly focused on one idea' in a range of genres with supports, identified through writing criteria.	If each teacher implements an agreed consistent 'balanced writing program' and provides purposeful practice opportunities and purposeful feedback and reflection opportunities, students will demonstrate improved knowledge of the writing process and increase writing achievement as measured against an agreed writing criteria and achievement in NAPLAN writing equal to or above other NAPLAN assessed areas.
	In 2020 an increase in year 5 & 7 achievement in writing in NAPLAN for continued students (2018 yr 3 & 5 students)	
	in 2021 increase in year 3, 5 & 7 writing achievement as assessed in NAPLAN to be equal to or above other assessed areas.	
Numeracy: To strengthen student skill in manipulation of number and understanding of sequential number skills.	In 2019 overall increase in year 2 - 5 PAT Maths achievement scores in number strands.	If each teacher strengthens their understanding and use of the advice provided in the 'Big ideas in number' to teach number sense sequentially, students will demonstrate a deeper understanding of number and improvement in manipulation of number skills as measured by the NAPLAN and PAT M assessments.
	In 2020 increase in year 5 & 7 students in NAPLAN high bands in maths as compared to tracked 2018 yr 3 students in NAPLAN high bands (58%) in Maths.	
	In 2021 increase in percentage of students in high bands from 2018 baseline data in year 2-5 PAT Maths achievement scores in number strands and NAPLAN scores in numeracy (yr 3,5 & 7)	