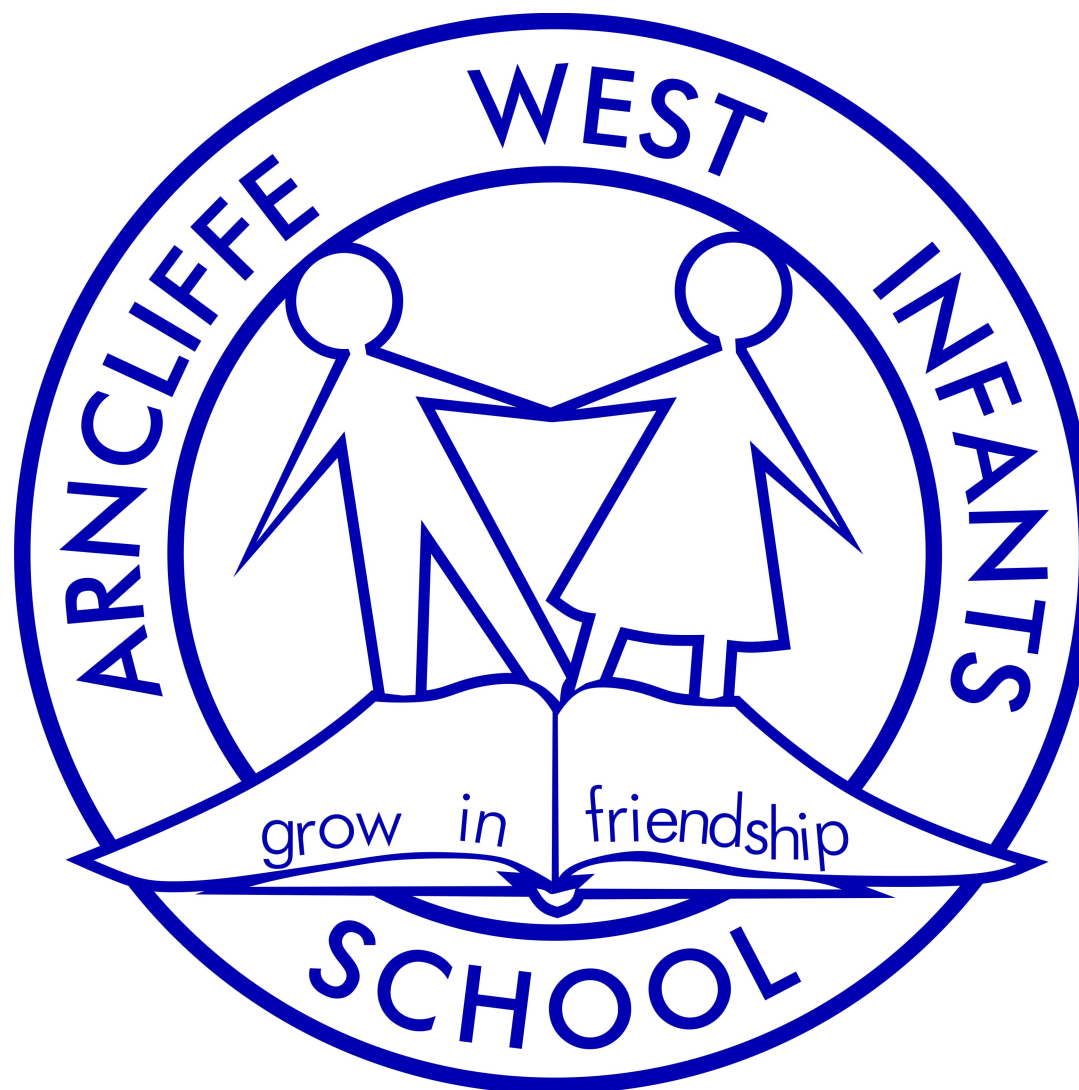


School plan 2018-2020

Arncliffe West Infants School 5103



School background 2018–2020

School vision statement

Arncliffe West Infants School aims to build strong foundations for a lifetime of learning by providing our students with the academic, social and physical skills to make positive contributions to their communities and lead a fulfilling life.

To support this aim the school will:

- Focus on Literacy and Numeracy utilizing multi media platforms
- Promote confidence, independence, compassion, leadership and physical literacy
- Develop innovative thinking, an appreciation of the Arts and a sense of adventure

School context

Arncliffe West Infants School, established in 1912, is located in the suburb of Arncliffe in Sydney's inner west. The urban renewal process has recently changed the suburb profile with a marked increase in high-rise residential developments.

This rapidly changing landscape has created a diverse student population with a multicultural mix. As one of the few Infants Schools with an on-site preschool we are able to cater for students from Preschool to Year 2, offering focused foundational learning.

The school offers extensive green space with outdoor opportunities for play and sporting activities, which is of particular value to those students living in high-rise homes.

The school's motto 'Grow in Friendship' encapsulates the ethos of the school where mutual respect and compassion for others is valued.

The school has an active parent group that organises many social activities for the students and engages in many supportive relationships with community stakeholders. There are also a range of volunteers donating time to the school to support language, music and the Library.

Arncliffe West Infants participated in the NSW pilot of the National Music Teacher Mentoring Program in 2015 and continues this collaboration by rolling out the mentoring program to new teachers. The positive impact of our music program on student confidence has been especially valuable for students learning English.

School planning process

Prior to undertaking the planning process, teachers, parents and students are surveyed to collect information regarding the strengths of Arncliffe West Infants School. Subsequent analysis and correlation of feedback to the School Excellence Framework informs strategic directions by identifying areas of future growth.

The Strategic Directions are established at the beginning of the three year planning cycle in consultation with staff and community and revised annually for continued relevance. Feedback from all stakeholders is incorporated into the directions and further detailing of people, practices, products, improvement measures and evaluation is collaboratively compiled by teaching staff and executive then presented to the community for consultation. The draft plan is then submitted to the Director for endorsement prior to publication on the school website.

Staff evaluate the plan regularly through a milestone document to monitor progress toward achieving the improvement measures and self-assess against the School Excellence Framework annually to gauge growth. This self assessment is reported in the school report which is published on the school website.

The plan is revised annually and any adjustments necessary are made in consultation with the school community. Changes are based on milestone outcomes, feedback from teachers, parents/carers and students, and changes to school resourcing and/or demographics.

At the end of the three year cycle the school plan is extensively evaluated against the improvement measures and the School Excellence Framework which then informs the strategic directions for the next three year cycle and the process begins again.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Implement effective evidence based teaching and learning in Literacy and Numeracy

Purpose:

To ensure an engaging learning experience in Literacy and Numeracy subjects that caters equitably for our diverse student population, culminating in significant student progress. To facilitate student competence when using multi media platforms to express, communicate and understand ideas and information.

STRATEGIC DIRECTION 2

Improve teaching practices using evidence based strategies

Purpose:

To produce expert teachers skilled in practices and assessment techniques that employ explicit teaching and formative assessment to accelerate learning. To create an environment of high expectation and achievement that is underpinned by a differentiated and responsive curriculum to promote student learning confidence.

STRATEGIC DIRECTION 3

Support contemporary learning through effective leadership and planning.

Purpose:

To facilitate contemporary learning through efficient service delivery, long term financial planning and high quality community engagement, utilizing a range of media to communicate, plan and streamline processes and practices.

Strategic Direction 1: Implement effective evidence based teaching and learning in Literacy and Numeracy

Purpose

To ensure an engaging learning experience in Literacy and Numeracy subjects that caters equitably for our diverse student population, culminating in significant student progress. To facilitate student competence when using multi media platforms to express, communicate and understand ideas and information.

Improvement Measures

Improved programming responsiveness to student achievement and interest.

Increased proportion of students achieving expected growth in Literacy.

Increased proportion of students achieving expected growth in Numeracy.

People

Students

Students provide feedback to teachers and acquire skills in Literacy and Numeracy through targeted, interest based curriculum provision.

Staff

Teachers and Learning and Support Officers employ evidence based strategies to support student learning and engagement, creating an environment that values writing.

Leaders

The school executive facilitates a co-ordinated approach across the stages to improve student access to resources and fosters supportive mentoring relationships.

Parents/Carers

Parents/Carers support the differentiation in student homework and become active partners in their children's learning.

Community Partners

The After Skool Club supports students to complete homework.

Processes

Numeracy: Implement a whole school strategy to improve student learning in Numeracy.

Literacy: Stimulate higher order thinking by incorporating multi media platforms and student choice into creative writing programs.

Evaluation Plan

Progress toward improvement measures will be evaluated through: supervision of teaching and learning programs; analysis of internal student data and learning progression reports, supervision of teacher professional development plans and observation reports; collation and analysis of feedback from students.

Progress will be reported annually in the school report and published on the school website.

Practices and Products

Practices

Assessment is used flexibly and responsively as an integral part of daily classroom instruction providing timely and targeted feedback to students.

Students demonstrate a high level of engagement with Mathematics through the use of games and concrete materials.

Teachers involve students and parents in planning to support learning, and share expected outcomes.

Products

Differentiated homework is in place for all grades providing a range of choices for students catering to skill level and interest.

Timetables are in place to equitably share concrete materials and games for Mathematics across class groups that correlates with content being covered in class.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Strategic Direction 2: Improve teaching practices using evidence based strategies

Purpose

To produce expert teachers skilled in practices and assessment techniques that employ explicit teaching and formative assessment to accelerate learning. To create an environment of high expectation and achievement that is underpinned by a differentiated and responsive curriculum to promote student learning confidence.

Improvement Measures

Improved teacher skill in the implementation of explicit teaching, formative assessment and differentiated programming.

Increase in the quality and quantity of teacher collaborations both internally and externally.

People

Students

Participate in targeted learning based on individual performance in learning progressions and build an 'I can' mindset in students..

Staff

Teachers will build their understanding of the learning progressions through professional learning and collaborative partnerships to improve program differentiation and content delivery.

Leaders

Adopt a co-ordinated approach to the implementation of formative assessment and explicit instruction and encourage collaborative relationships with internal and external colleagues

Parents/Carers

Develop an understanding of the learning progressions through information sessions, parent teacher interviews and presentations at P&C meetings.

Processes

Differentiate learning: Implement differentiated teaching and learning programs and assess using differentiated student success criteria.

Build teaching skill: Improve pedagogy through collaborative partnerships and professional learning.

Evaluation Plan

Progress toward achieving the improvement measures will be evaluated through: monitoring staff meeting minutes for professional learning content; supervision of teacher professional development plans; evaluation of classroom environments and teacher observation records, supervision of data walls and their impact on teaching programs, supervision of teacher programs and professional learning records.

Progress will be reported annually in the school report and published on the school website.

Practices and Products

Practices

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Every teacher uses data to inform teaching by tracking student progress on the learning progressions, differentiating content and success criteria.

The school executive facilitates collaborative relationships both internally and externally and supports external collaborations with appropriate funding allocation.

Teachers employ explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and breakdown knowledge.

Products

Data walls reflect the move from the learning continuum to learning progressions.

Teacher observation reports include feedback to teachers on their use of explicit teaching and formative assessment.

Collaborative relationships and professional learning inform teaching practices through collective sharing.

Strategic Direction 3: Support contemporary learning through effective leadership and planning.

Purpose

To facilitate contemporary learning through efficient service delivery, long term financial planning and high quality community engagement, utilizing a range of media to communicate, plan and streamline processes and practices.

Improvement Measures

Increased staff competency in the use of online systems for student welfare and classroom resourcing.

Improved service delivery and community engagement.

People

Staff

Teachers undertake professional learning to build skills in the LMBR system and take responsibility for resourcing and child welfare within their classrooms.

Leaders

The executive will apportion human and financial resources in a purposeful way to maximize capital within the school and improve school performance.

Parents/Carers

Provide feedback to the school through surveys, information sessions, parent teacher interviews and P&C meetings.

Community Partners

The School Website Service will provide professional learning and support the school's migration to the new website.

Processes

Build leadership capacity: Implement strategies to develop staff leadership and planning skills.

Provide a responsive service: Employ high quality communication to improve community engagement and understanding.

Evaluation Plan

Progress toward improvement measures will be evaluated through: community feedback; self assessment of school responses to community feedback; monitoring the traffic and content on the school website; supervision of professional development plans and budgets to determine alignment with strategic directions; correlate staff use of administrative systems with service delivery.

Progress will be reported annually in the school report and published on the school website.

Practices and Products

Practices

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff and deploys human capital to optimize educational objectives.

There is a shared school-wide responsibility for quality service delivery and responsive community engagement.

All staff use available technology to streamline the administrative practices of the school undertaking responsibility appropriate to their role.

Products

Communication is enhanced through an updated school website where information is current, relevant and easily accessible and more extensive use of Skoolbag features.

Enhanced community engagement is supported through explicit procedures for collecting, evaluating and addressing feedback from parents, carers and students.

Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.