

Strategic Improvement Plan 2021-2024

Annandale Public School 1041



School vision and context

School vision statement

At Annandale Public School, in partnership with our community, we prepare young people for rewarding lives as engaged citizens. Together, we are committed to supporting and improving the learning and wellbeing of every student. We maintain high expectations for student growth within an inclusive environment dedicated to nurturing respectful, responsible and engaged learners.

School context

We acknowledge the Gadigal people of the Eora nation as the traditional custodians of the land on which our school is situated.

Annandale Public School is located in the inner western suburbs of Sydney and has a proud tradition of providing public education since 1886. The site comprises heritage and modern buildings, a before and after school care facility, as well as a well-equipped Learning Garden and Kitchen.

The school serves a socially and linguistically diverse community and has a student enrolment of 471 from preschool to Year 6 and includes an Early Intervention unit. Our students are from a range of socio-economic backgrounds and 28% of students have a language background other than English, with 9 students identifying as Aboriginal or Torres Strait Islander.

At Annandale Public School we are committed to developing confident and independent lifelong learners by providing all students with a range of high-quality, evidence-based teaching and learning programs in an inclusive, creative and supportive environment. The school offers a wide range of extracurricular activities in performing and creative arts and languages.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around quality implementation of formative assessment practices to differentiate the curriculum to cater for the full range of abilities.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have a steady student achievement of expected growth in reading and numeracy. A future goal is to increase the percentage of students achieving in the top 2 bands of NAPLAN.

The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and aspects of numeracy. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on professional learning to support an integrated approach to quality teaching, curriculum planning and delivery, and consistent school-wide practices for assessment to promote learning excellence which is responsive in meeting the learning needs of all students.

2. Collaborative systems for evaluative practices

When planning for improvement, the school has identified that there is a need for whole school systems to effectively monitor a range of indicators to evaluate the impact of school

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initiatives on student learning and wellbeing. Data analysis will be conducted regularly to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.

3. Wellbeing and engagement

When conducting the analysis of wellbeing measures it was evident that student sense of belonging is an area requiring further focus. From the literature, student sense of belonging at school is related to engagement with school. Engagement is linked to student interest and motivation in learning and forming and maintaining positive relationships. To support student engagement in school, work will continue on Positive Behaviour for Learning (PBL), as well as whole school social and emotional learning programs. Students will be supported through advocacy and interventions to improve literacy and numeracy skills and planning for learning will be informed by sound holistic information about student's wellbeing and learning needs in consultation with parents and carers.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will further develop and refine evidence-based teaching practices that are informed by data and responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top 2 bands of NAPLAN reading by 7.2% to school's lower bound system-negotiated target.

Target year: 2022

Increase the proportion of students achieving in the top 2 bands of NAPLAN numeracy by 8.1% to school's lower bound system-negotiated target.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN reading by 3.2% to the the school's lower bound system-negotiated target.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN numeracy by 4.5% to the the school's lower bound system-negotiated target.

Initiatives

Reading

In reading, we will promote high expectations of our students through goal setting, differentiating instruction and the use of formative assessment to provide individualised feedback in order to challenge students and encourage continuous improvement. Explicit teaching practices will draw upon research about how students learn best, and are strengthened by the collaborative sharing of evidence-informed practices. These strategies are underpinned by the What works best: 2020 update and What Works Best in Practice documents.

Goal setting

- Embed a learning culture that enables students to create and receive feedback and achieve their learning goals (WWB - High expectations).

Differentiation

- Professional Learning on use of literacy progressions to personalise learning and understanding (WWB - Explicit teaching, Assessment).

Formative assessment

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities (WWB - Explicit teaching, Assessment, Use of data to inform practice).

High Impact Professional Learning (HIPL)

- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice (WWB - Collaboration).

Numeracy

In numeracy, we will promote high expectations of our students through goal setting, differentiating instruction and the use of formative assessment to provide

Success criteria for this strategic direction

Teachers involve students and parents in planning to support learning, and share expected outcomes. The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data (SEF - Data skills and use, Effective classroom practice, WWB - Use of data to inform practice, Effective feedback).

Teaching and learning programs are adjusted to address individual student needs. Lesson planning references student information including; progress and achievement data, curriculum requirements, student feedback, and provides continuous improvement for all students across the range of abilities (SEF - Curriculum, Effective classroom practice).

Assessment as, of and for learning is use flexibly and responsively as an integral part of daily classroom instruction. Teachers routinely review learning with students to ensure that students have a clear understanding of how to improve. Feedback from students on their learning derived from assessments informs further teaching. Regular, planned summative assessment is used to monitor student progress and achievement, and reflect on teaching effectiveness (SEF - Data skills and use, Assessment, WWB - Effective feedback, Use of data to inform practice, Assessment).

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning (SEF - Learning and development, Effective classroom practice, WWB - Collaboration, Explicit teaching, Effective feedback, Use of data to inform practice).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Strategic Direction 1: Student growth and attainment

Initiatives

individualised feedback in order to challenge students and encourage continuous improvement. Explicit teaching practices will draw upon research about how students learn best, and are strengthened by the collaborative sharing of evidence-informed practices. These strategies are underpinned by the What works best: 2020 update and What Works Best in Practice documents.

Goal setting

- Embed a learning culture that enables students to create and receive feedback and achieve their learning goals (WWB - High expectations).

Differentiation

- Professional Learning on use of numeracy progressions to personalise learning and understanding (WWB - Explicit teaching, Assessment).

Formative assessment

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities (WWB - Explicit teaching, Assessment, Use of data to inform practice).

High Impact Professional Learning (HIPL)

- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice (WWB - Collaboration).

Evaluation plan for this strategic direction

Data:

We will use a combination of data sources. These will include:

- Internal assessment PLAN2
- External assessment NAPLAN
- Survey
- Observation
- Focus group
- Student voice
- Document analysis
- PAT Reading and mathematics
- Check in assessments
- Term 3 Phonics screening check

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

* Future actions, as referenced in What Works Best Update and What Works Best in Practice documents.

* Annual reporting on school progress measures (published in the Annual Report each year).

Strategic Direction 2: Collaborative systems for evaluative practices

Purpose

In order to improve student learning outcomes we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2024

School Excellence Framework measures

Teaching: Effective classroom practice is validated as Sustaining and Growing

Target year: 2024

School Excellence Framework measures

Teaching: Data skills and use is validated at Sustaining and growing

Initiatives

Effective classroom practice

Guided by evidence provided in the What Works Best 2020 Update and What Works Best in Practice documents, teachers will use data to check and understand where their students are in their learning and plan what to do next. Effective use of data will assist teachers understand which students are progressing at an appropriate level in response to teaching approaches in classrooms, and how to best adjust practice to drive improvement for all students in their class.

- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery (WWB - Explicit teaching, Use of data to inform practice).
- School leaders work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level (WWB - Explicit teaching, Use of data to inform practice, Collaboration).

Whole school analysis of student learning to evaluate and inform best practice

Guided by evidence provided in the What Works Best 2020 Update and What Works Best in Practice documents, teachers will use a variety of methods to evaluate, measure and document the learning progress, skills acquisition, or educational needs of the students.

- Professional Learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data (WWB - Collaboration, Use of data to inform practice).
 - Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement (WWB - Explicit teaching, Assessment, Use of data to inform practice, Collaboration).
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Success criteria for this strategic direction

Evidence-based teaching strategies are systematically planned as part of a coherent program that has been collaboratively designed and evaluated. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback. Student learning is monitored, demonstrating growth (SEF - Curriculum, Effective classroom practice, WWB - Effective Feedback, Use of Data to Inform Practice, Assessment, Collaboration).

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments to monitor student progress and evaluate effectiveness of teaching programs (SEF - Assessment, Data skills and use, WWB - Use of Data to Inform Practice, Assessment, Collaboration).

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning (SEF - Educational Leadership, WWB - Collaboration).

Student progress and achievement data, and a range of other contextual information is analysed over time so that teachers can respond to trends in student achievement, at individual, group and whole school levels. (SEF - Assessment, WWB - Use of Data to Inform Practice, Assessment).

Reporting on school performance is based on valid and reliable data and analysis (SEF - Assessment, Data skills and use, WWB - Use of Data to Inform Practice, Collaboration).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of value added data?

Strategic Direction 2: Collaborative systems for evaluative practices

Evaluation plan for this strategic direction

Data:

We will use a combination of data sources. These will include:

- Internal assessment: SEF
- External assessment: Value added data
- Survey
- Observation
- Focus group
- Interview
- Document analysis
- Pat Reading and mathematics
- Value add data
- Phonics screening check

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures, and recommendations of External Validation report 2020.

Implication:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year).

Strategic Direction 3: Wellbeing and engagement

Purpose

In order to maximise student wellbeing and engagement we will develop whole school processes to support students through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

Improvement measures

Target year: 2022

Attendance measures

Increase the percentage of students attending school > 90% of the time to be at or above the lower bound system negotiated target of 90.4%

Target year: 2024

Individual learning, behaviour and attendance plans are embedded practice and achieved for identified students with ongoing monitoring and evaluation by learning support and wellbeing teams.

Initiatives

Positive behaviour

- Identify areas of strength and areas for improvement across 10 critical elements of Positive Behaviour (PBL) for Learning Tier 1 implementation: teaming, staff commitment, discipline procedures, data entry and analysis, expectations, recognition systems, lesson plans, implementation plan, classroom systems and evaluation, with a view towards moving into Tier 2 and beyond.

Personalised learning and support

- Strengthening whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated personalised learning support plans.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies

Success criteria for this strategic direction

All classrooms have learning environments which are well-managed within a consistent, school-wide approach. Well-planned teaching is taking place, so that students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning (SEF - Effective classroom practice, WWB - High expectations, Classroom management).

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF - Learning culture, WBB - High expectations).

There is school-wide, collective responsibility for student learning and success, which is shared by parents/carers and students. Planning for learning is informed by sound, holistic information about student's wellbeing and learning needs in consultation with parents and carers (SEF - Wellbeing, WWB - Wellbeing).

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

Wellbeing Framework Self-assessment pre and post data.

Attendance data

Positive Behaviour for Learning data

TTFM - Student wellbeing, family satisfaction.

Analysis:

Analyse the data to determine the extent to which the

Evaluation plan for this strategic direction

purpose has been achieved and share findings with staff to identify and map success trends and areas for greater focus.

Implication:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year).