

Strategic Improvement Plan 2021-2024

Annandale North Public School 1042



School vision and context

School vision statement

Our vision is to empower and enable students to become engaged life long learners who have the capacity to contribute creatively, collaborate effectively and communicate thoughtfully. ANPS students will have an understanding of the diverse world around them and the importance of engagement with the needs of others.

School context

Annandale North PS is situated in Annandale in the inner west of Sydney. The area is rich in history and known for its beautiful homes, historic buildings and churches, and wide tree-lined streets. The school occupies a small site bounded by three streets and the majority of students walk, cycle or scooter to school. Annandale North is a learning community where the involvement and participation of the whole community is valued. The community values and recognises the importance of the acquisition of knowledge and skills, along with the development of kindness and integrity as central to the development of the whole child.

Students are encouraged to develop independent learning skills and to accept responsibility and direction for their own learning. Time each week is dedicated to students pursuing their own inquiry in a structured manner. Teachers assess students regularly to ensure learning is challenging and not repetitive; group learning is a feature of the school's learning program. A strong wellbeing program runs throughout the school with students meeting weekly in cross stage groups to encourage inclusivity and connectedness. Leadership opportunities are offered throughout the school, with extended opportunities across a variety of areas in Year 6 for all who are willing. The school has a diverse range of extra curricular activities including a well established and flourishing Band and Strings program, debating, public speaking, LEGO robotics and choir. All students in K-6 learn Italian. P&C meet regularly and facilitate a range of fundraising and social activities for the parent and student community.

A balanced, stimulating and safe environment promotes an optimal learning climate for the needs of all students.

Through our situational analysis, we have identified three main areas of focus:

1) Literacy and numeracy comprehension strategies need revisiting to strengthen students success in interpreting what is read. While reading results remain high, closer analysis of data shows that depth of understanding and the ability to critically analyse needs further focus.

Similarly, mathematical skill levels are high but understanding of questions needs development. Comprehension of text and analysis of question requirements in a mathematical context will be a focus.

2) Over the last year we have introduced a structured guided inquiry process into the K-6 program. This provides students with a structure to developing their own inquiry question and creating their own learning pathway. We are interested in broadening the student's scope of understanding and developing a wider and deeper real world context by introducing mentors and outside experts from within the school and beyond into the program. Connecting the students to the wider world will develop a greater understanding of diversity and opportunity.

3) Developing a more collaborative approach to the learning program will develop a stronger collective efficacy amongst staff. Research tells us that this is the most effective way to increase student learning. Embedding the Smiling Minds program across the school

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and a restarting our pastoral care Forte program based on personal strengths will support student engagement and connectedness. We are developing our connection with our Aboriginal community, ensuring the Reconciliation Action Plan is implemented.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes, staff will focus on strengthening comprehension skills in reading and numeracy. This will enable students to develop a deeper understanding of their world and support their independent learning.

Improvement measures

Target year: 2022

Achievement of 2022 system-given targets:

Increase in the number of students in Year 3 and Year 5 in the top 2 bands (or equivalent) in NAPLAN reading (uplift) by 6%.

Target year: 2022

Increase in students in Year 3 and Year 5 in the top 2 bands (or equivalent) in NAPLAN numeracy (uplift) of 5%.

Target year: 2023

An increase of 4% of Year 5 students achieving expected growth in NAPLAN reading. (Lower bound system negotiated target)

Target year: 2023

An increase of 4% of Year 5 students achieve expected growth in NAPLAN numeracy. (Lower bound system negotiated target)

Initiatives

Super Six Strategies of comprehension

Teachers will use explicit instruction to teach the strategies of comprehension. Each strategy will be a target focus for a series of weeks to ensure deep learning has time to happen. Teachers will look at data in collaboration meetings to track student progress. Targeted students will be tracked on PLAN 2.

Teachers will attend professional learning about comprehension strategies. Teachers share best practice through regular classroom observation of peer teachers.

Comprehension in mathematics

ANPS students have good mathematics skills and need to develop deeper analysis skills when problem solving.

A consistent problem solving strategy will be introduced across the school so that students can develop a deeper understanding of the process as their methodology improves. Newmans Prompts will be used as a foundation of the strategy, complimented by in-depth problem solving strategy lessons weekly.

Parents will also be introduced to the methods used at school. Maths Investigations will continue to used and assessment of strategies incorporated into the assessment rubrics.

Success criteria for this strategic direction

Improved NAPLAN results as per improvement measures.

Teaching programs and practices effectively develop the knowledge, understanding and skills of all students in comprehension strategies in Literacy and Numeracy. (SEF Curriculum)

Teachers employ evidence-based effective teaching strategies and provide explicit, specific and timely feedback ensuring all students have a clear understanding on how to improve skills in comprehension strategies in Literacy and Numeracy. (SEF Effective Classroom practice)

Teachers analysis and use student assessment data to understand the learning needs of their students in order to identify gaps and monitor progress. (SEF - Data skills and use)

Professional learning is differentiated with a dedicated focus on improving teaching methods in comprehension skills in Literacy and Numeracy, with professional learning opportunities focused on building teachers understanding of comprehension. (SEF - Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement (SEF - Leadership)

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?

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

- Internal assessment, eg. PLAN2
- External assessment, eg. NAPLAN PAT assessments
- Survey

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Observation
- Focus group
- Student voice

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:

- Teachers will use assessment data to inform the teaching and learning program
- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year, and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: Connect and Inquire

Purpose

Developing students who can think critically and creatively to evaluate information independently supports the school's vision to create lifelong learners. Embedding the guided inquiry process K- 6 will give students the structure and skills to pursue their own learning. Through sustained community engagement students will develop a great connections to the wider community, build a greater understanding of their world and establish lifelong learning relationships.

Improvement measures

Target year: 2024

A 5% increase in students in Years 4 to 6 who are interested and motivated by their learning as indicated by the Tell Them From Me Survey.

Target year: 2024

5% uplift in parents being more positive, supportive and informed when talking about schoolwork with their child.

Base data from Connected Parents survey LES.

Initiatives

General Capabilities - Critical and Creative thinking

All students need to be challenged and engaged in order to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs. Critical thinking skills can be taught and applied in complex situations, and need to be developed through a deep and rich knowledge of content in each of the curriculum learning areas.

Team of teachers participating in PL focussing on General Capabilities, specifically Critical and Creative Thinking, to develop deeper thinking skills and a shared language from K-6.

Guided Inquiry

All classroom teachers follow the formal Guided Inquiry process, establishing a consistency of language across all classes to develop inquiry skills. The Teacher Librarian collaborates with classroom teachers to develop inquiry units, incorporating research skills into the program.

A consistent school wide approach will be developed to allow students to become familiar with the Guided Inquiry process and build upon existing skills each year.

Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (SEF - Curriculum)

The parent community are more engaged with the school and have a deeper understanding of what is prioritised by teachers in the learning process. Parents are more engaged with the learning process at school.

All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF - Learning and Development)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - Learning Culture)

Evaluation plan for this strategic direction

Question: How effective is guided inquiry as a means of engaging learning?

Data: We will use a combination of data sources:

- Tell Them from me survey - Term 2/4
- Survey data from the Good Collaboration Toolkit post test - Term 4
- People Matter Survey results - Term 3
- Time spent on collaboration + meeting minutes - Term 3
- Attendance data - ongoing

Analysis: This will be reoccurring throughout the plan cycle, as results from the data sources are made available.

Strategic Direction 2: Connect and Inquire

Evaluation plan for this strategic direction

Implications: After analysis of the data the school will make adjustments to:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring

Strategic Direction 3: Care and Collaborate

Purpose

Embedding a more structured approach to collaboration, will improve the collective efficacy of teaching and learning. Embracing consistent structure whilst being inclusive of different teaching styles will ensure greater student engagement, leading to improved student outcomes..

Taking a collaborative approach to student wellbeing ensures students are cared for and supported throughout their learning journey.

Improvement measures

Target year: 2024

Collaboration practices of teachers are improved by 10% as reported in the Good Collaboration Survey

Teachers participate in structured collaboration time.

Target year: 2024

An uplift of 5% students reporting a positive sense of belonging in the TTFM survey

Target year: 2024

An uplift of 3% of students attending >90% of the time

Initiatives

Collaborative Programming

Professional collaboration allows best practice to be identified and shared across classrooms. Effective collaboration explicitly aims to improve teacher practices and student outcomes.

Teachers will work collaboratively and draw upon the collective expertise within the school to develop and enhance existing teaching programs. Dedicated fortnightly sessions are scheduled to allow staff the time to discuss and review existing student data to inform future teaching practices.

In addition, teachers will meet with colleagues across three other schools to share expertise in a range of areas.

Teachers will attend professional learning around improving collaborative practice based on The Good Collaborative Toolkit.

Teachers attend professional learning based around learning Microsoft 365. This will be used as the collaborative tool for programming and continual refinement of existing units of work.

Care and Wellbeing

Whole school programming of wellbeing based on a combination of the 'Growing Strong Minds ' character strengths education, relaxation techniques through Smiling Mind programs and incorporating community and global events.

Students will participate in weekly class based lessons around a central theme or character strength before joining a mixed K-6 'Forte group' to further develop their understanding of the topic. Weekly whole school wellbeing sessions allows students to build relationships across the school as well as giving opportunities for students to have a voice and develop an ongoing teacher connection.

In addition students in Stage 2 will be targeted to develop

Success criteria for this strategic direction

All lessons are systematically planned as part of a coherent program that has been collaboratively designed.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. (SEF - Effective Classroom Practice)

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 between teachers (SEF - Learning and Development)

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 between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (SEF -Learning and Development)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Wellbeing)

Evaluation plan for this strategic direction

Question: To what extent does the school use collaborative practices?

Data: We will use a combination of data sources:

- Tell Them from me survey (TTFM)- Term 2/4
- Survey data from the Good Collaboration Toolkit post test - Term 4
- People Matter Survey results - Term 3
- Time spent on collaboration + meeting minutes - Term 3
- Attendance data - ongoing

Initiatives

their connectedness with the school.

Collaboration and Reconciliation

The school community will work on enacting the school's Reconciliation Action Plan. Students, teachers and the community are connected to their school and Country.

Students will develop a deeper understanding of Aboriginal culture through teaching and learning programs, and exposure to, an ongoing connection to the local community.

Evaluation plan for this strategic direction

Analysis: This will be reoccurring throughout the plan cycle., as results from the data sources are made available.

Implications: After analysis of the data the school will make adjustments to:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring