

# Strategic Improvement Plan 2021-2024

## Armidale City Public School 1057



# School vision and context

## School vision statement

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At Armidale City Public School, we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning and collaboratively empowering all students to become confident, resilient, self-directed and successful learners.

## School context

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Armidale City Public School is located in on the northern tablelands and has a student enrolment of 453. The school culture is that of inclusion, aspiration and belonging with our diverse community working together.

Our school is home to a rich multi-cultural community. 32% of our students have a language background other than English, and 15% require some level of English as an Additional Language or Dialect (EAL/D) support, with 15% of students identifying as Aboriginal or Torres Strait Islander. Our students come from a wide range of socio-economic backgrounds.

Our high potential and gifted students are supported through a range of curricular and extra-curricular opportunities. Armidale City Public School hosts the Armidale and Northern Tablelands Opportunity Class for students identified as excelling academically. All students have access to a broad range of activities in debating, public speaking, leadership, sport, technology and creative and performing arts, which enable our students to excel through a range of different experiences. As a school, we aim to improve learning outcomes for and develop potential of all students.

As a result of a thorough situation analysis, including consultation with staff, students and parents through focus group discussions and surveys, we have identified three areas of focus for this Strategic Improvement Plan. It is important to note that this plan builds upon the work undertaken in the previous school planning cycle around learning culture, well-being and highly effective, collaborative and informed teaching.

Over the next four years, our focus will be on:

1. Student growth and attainment
2. Data informed practice, including a deep research-based dive into numeracy, formative assessment practices and data literacy use
3. Collaboration for best practice, including continuous improvement in teaching practice.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

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### Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 7.3% and in the top 2 NAPLAN reading bands by 6.7% from system negotiated target baseline.

### Target year: 2023

A variety of internal literacy and numeracy data, combined with NAPLAN data, indicate all students are achieving at or above expected growth. Increased proportion of students achieving expected growth in NAPLAN to sit above the lower bound expected for reading by 5% and for numeracy of 5.6%.

### Target year: 2022

Increase percentage of students attending school more than 90% of the time by 13.5%.

## Initiatives

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### Focus on numeracy

To identify, implement and evaluate specific numeracy and mathematics strategies which have measurable impact.

### Monitor and support student progress and achievement

Regularly assess, collate and analyse student progress to inform next steps in teaching in reading and numeracy and to support improved attendance and engagement.

## Success criteria for this strategic direction

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Teaching programs and classroom practice across all curriculum areas K-6 demonstrate the whole school focus on improving student literacy and numeracy.

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school.

English as an additional language or dialect (EAL/D) and learning support teams (LST) are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.

## Evaluation plan for this strategic direction

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### Evaluation

In order to reflect on the effectiveness or success of this Strategic Direction, an evaluative process such as QDAI will be utilised.

### Question:

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

### Data:

Data sources will include:

- Internal assessment, e.g. PLAN2

## Evaluation plan for this strategic direction

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- External assessment, e.g. NAPLAN
- Surveys
- Observation
- Focus Group
- Student voice
- Interview
- Document Analysis

### **Analysis:**

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

### **Implications:**

The findings of the analysis will inform:

- Future directions and budget allocation
- 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: Data informed practice

## Purpose

To improve learning, engagement and well-being outcomes for all students, we will develop a deeper understanding of data to inform teacher practice that meets the needs of students.

## Improvement measures

### Target year: 2024

Students can articulate and report:

- where they are at in their reading and numeracy achievement
- what they need to learn in reading and numeracy
- the next steps in their learning for reading and numeracy

### Target year: 2024

Formative assessment and regular explicit feedback drives the teaching and learning cycle so that learning is differentiated for all students.

### Target year: 2024

Teachers are confident in using a range of data, both internal and external, to reflect on the effectiveness of teaching strategies, individually and collaboratively, to support student learning.

## Initiatives

### Formative assessment

Embed formative assessment practice where feedback is flexible, responsive and integral to daily classroom teaching and learning so that we:

- provide individualised, explicit and differentiated learning opportunities
- use student assessment data to reflect on teacher effectiveness
- build teacher capacity and collective pedagogical practice through high impact professional learning

### Data literacy and use

Embed whole school processes for collecting and analysing data. The evaluation of this data will inform:

- teaching strategies to support differentiated learning
- the impact of these teaching strategies on student growth
- professional learning that supports individual and collective analysis and collaborative practice
- resource allocation

## Success criteria for this strategic direction

Data and feedback inform teaching practice and direct learners and learning.

Student assessment data is explicitly used school-wide to identify student achievement and progress and inform teaching practice.

All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills

Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies.

## Evaluation plan for this strategic direction

### Evaluation

In order to reflect on the effectiveness or success of this Strategic Direction, and evaluative process such as QDAI will be utilised.

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes through the use of data to drive teaching?

### Data:

Data sources will include:

- Internal assessment, e.g. PLAN2
- External assessment, e.g. NAPLAN
- Interview for Student Reasoning (IfSR)
- Surveys
- Observation
- Focus Group
- Student voice

### Evaluation plan for this strategic direction

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- Interview
- Document Analysis

#### **Analysis:**

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

#### **Implications:**

The findings of the analysis will inform:

- Future directions and budget allocation
- 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 3: Collaboration for best practice

## Purpose

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To improve collective efficacy of our staff in meeting the learning and well-being needs of all students, we will develop and refine teacher practice through high quality collaboration within stages and across the school.

## Improvement measures

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### Target year: 2024

All teachers report increased levels of collaboration leading to improved teaching and learning.

### Target year: 2022

*Tell them from me* data indicates an increased:

- sense of belonging, high expectations and positive relationships for students
- learning culture and collaboration for teachers
- supports learning and inclusive school for parents.

## Initiatives

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### High level collaborative practices

Embed explicit systems for effective teacher collaboration, observation and feedback to sustain quality teaching practices K-6.

### Focus on continuous improvement in teaching practice

Embed regular opportunities for school and teacher identified collaboration that leads to improved teaching.

## Success criteria for this strategic direction

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Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies.

There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

Teachers are engaged in strong collaborations to inform and support the continuity of learning for all students.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Evidence informed teaching methods optimise learning progress for all students and are embedded across the school.

Teaching staff demonstrate and share their expertise within their school.

## Evaluation plan for this strategic direction

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### Evaluation

In order to reflect on the effectiveness or success of this Strategic Direction, and evaluative process such as QDAI will be utilised.

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes through collaboration?

### Data:

Data sources will include:

- SEF-SaS
- Surveys, eg TTFM, People Matter

### Evaluation plan for this strategic direction

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- Observation
- Focus Group
- Student voice
- Interview
- Document Analysis

#### **Analysis:**

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

#### **Implications:**

The findings of the analysis will inform:

- Future directions and budget allocation
- 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).