

Strategic Improvement Plan 2021-2024

Artarmon Public School 1061



School vision and context

School vision statement

At Artarmon Public School, we foster positive respectful relationships and aim to develop each individual's full potential; striving for personal growth, celebrating progress and valuing cultural diversity.

The school's motto 'Learn to Live' underpins all that we do. We set high expectations for all, providing rich learning environments that foster positive well being, promote collaboration and the development of resilient, self regulated learners. We are committed to developing and maintaining positive partnerships with all members of the educational community to promote shared responsibility over student learning and development.

We have a strong commitment to continuous improvement and work relentlessly to ensure that every student, every teacher and every leader improves every year.

School context

Artarmon Public School is located on the lower north shore and has a student enrolment of 1275. The school culture is that of high expectations, reflected by the attainment of excellence in academic achievement. As part of the total enrolment population at Artarmon PS, there are 4 Opportunity Classes, of 30 students, totaling 120 students. Our school is supported through a strong and vibrant multi-cultural community, with over 85% of our students having a language background other than English. There are currently 3 students who identifies as Aboriginal or Torres Strait Islanders at Artarmon PS.

Artarmon Public School has a large and diverse teaching staff who provide teaching and learning opportunities that contribute to the development of self-evaluative, resilient life long learners. Capacity building of all staff through distributive practices enables teachers to engage in high quality professional learning, grounded in evidenced based research to improve both teacher and student learning. Students have the opportunity to become involved in a range extracurricular activities that support the development of the whole child, with a particular emphasis on the creative arts.

There are strong links between the school and community, with an energetic P&C, consisting of parents, caregivers and the wider community who support the school with a number of initiatives to provide additional resources for students. .

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

- Student Growth and Attainment
- Community Connection and Collaboration
- Assessment Analysis and Action

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provisions for every student is underpinned by evidence informed strategies and embedded evaluative practices.

Improvement measures

Target year: 2022

Increase to 82.80% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy. (Lower bound system-negotiated target).

Target year: 2022

Improvement in the percentage of students achieving in the top two bands in NAPLAN reading to be above the school's lower bound system-negotiated target of 84.50%

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 76.90%

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 72.30%

Target year: 2024

All staff have the capacity to differentiate teaching and learning, catering for all students through the effective collection and analysis of data. Teaching and learning in reading and numeracy will be underpinned by evidence informed practices and will be verified through classroom observations, feedback, teaching and learning programs, supported through high quality professional learning and a school-wide culture of high expectations.

Target year: 2022

Initiatives

Reading

Embed the use of explicit teaching in reading, informed by formative assessment and quality school wide data collection, while maintaining a culture that fosters high expectations and student goal setting.

-High impact professional learning to build teacher capabilities in the explicit teaching of reading and comprehension underpinned by evidenced informed practices.

-Expertly use student assessment data to reflect on teacher effectiveness and provide individualised explicit differentiated and responsive learning opportunities in reading.

Numeracy

Embed a sustainable whole school process for collecting and utilising numeracy assessment data to track student growth and allow all teachers to expertly deliver quality, differentiated numeracy lessons informed by a cycle of continuous formative assessment.

-High impact professional learning around the delivery and analysis of formative and summative assessments, leading to the development of responsive teaching and learning programs.

-Consistent analysis of assessment data collected to inform teaching and learning programs, leading to differentiated learning goals for students in numeracy.

Success criteria for this strategic direction

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data / Check In Assessments
- Scout Data
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- Student work samples.
- Staff feedback through surveys
- Student voice evidenced in goal setting, knowledge and understanding of LISC.

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the percentage of Aboriginal students achieving in the top 2 NAPLAN bands in reading and numeracy to equal non-Aboriginal students.

Evaluation plan for this strategic direction

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes

Strategic Direction 2: Community Connection and Collaboration

Purpose

To build a positive and inclusive educational community that works collaboratively to improve student progress, achievement and wellbeing. We will embed authentic community engagement across a range of school-related activities, resulting in a connected and collaborative community, in which there is a strong sense of belonging by all.

Improvement measures

Target year: 2022

Increased (uplift) percentage of students attending school more than 90% of the time by 3.9% or above.

Target year: 2022

TTFM wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 89.80%.

Target year: 2024

As measured through the School Excellence Framework SEF S-aS annual evaluation, there is evidence to demonstrate a shift from Sustaining and Growing towards Excelling in the area of Community engagement, so that the school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Initiatives

Positive and Inclusive Educational Community

Embed school-wide practices to ensure that all community members (students, staff and parents) feel valued, connected and supported, through a strong sense of positive relationships and well being.

-Feedback data from students analysed to create and embed procedures for authentic inclusion, promoting student voice and student well being practices.

-Target professional learning to cater to teachers at all stages of their career and support them when engaging parents and the wider community to improve understanding of student learning.

Building Family - School Partnerships through Collaboration

Ensure that family-school partnerships are authentic collaborative relationships, that empower positive parent engagement to enrich student learning and well being.

-Feedback data from parents and the wider community used to inform, create and embed opportunities to support and welcome the community into collaborative relationships with the school.

-Collaborative partnerships with the community are built through shared information on student learning progress with a focus on strengthening student outcomes.

Success criteria for this strategic direction

- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
- Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- TTFM Student, Staff and Parent Survey
- Attendance Data - Scout
- Data triangulation from Target Teams
- Community and Focus Groups
- SEF - SaS
- Staff survey mapped against the Wellbeing Framework

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving

Strategic Direction 2: Community Connection and Collaboration

Evaluation plan for this strategic direction

the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning, provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Assessment - Analysis and Action

Purpose

In order to maximise the learning outcomes for every student, we will develop and embed consistent school-wide formative and summative assessment practices that are effective, purposeful and analysed by teachers to explicitly target student learning needs. We will use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

Improvement measures

Target year: 2024

100% of staff effectively record and measure student growth in Literacy, supported through the administration of formative and summative assessment, along with strong and consistent data analysis practices to inform teaching.

Target year: 2024

100% of staff effectively record and measure student growth in Numeracy, supported through the administration of formative and summative assessment, along with strong and consistent data analysis practices to inform teaching.

Target year: 2024

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Target year: 2024

All staff have knowledge of and the ability to utilise a whole-school consistent tracking system that enables the tracking of student achievement and growth longitudinally.

Initiatives

Professional Learning

Create and sustain a whole school commitment to professional learning that enables a consistent approach to student assessment, where there is a collective responsibility for student learning and success. This will be achieved through:

- Ongoing professional learning to develop teacher knowledge and skills in responsive teaching
- Professional learning to develop teacher capacity in the consistent approach to effective formative and summative assessment practices
- Promote and demonstrate professional learning in data concepts, analysis and use of student assessment data and tools.

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis
- 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..
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

Question - To what extent has our professional learning and improved data analysis improved student outcomes?

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

- Internal assessments
- External assessments
- Assessment tracking systems / documents
- Teaching and learning programs

Analysis - analysis will be embedded within the initiatives through progress and implementation monitoring.

Strategic Direction 3: Assessment - Analysis and Action

Evaluation plan for this strategic direction

Annually, the school will review progress towards the improvement measures

Implications - The findings of the analysis will inform:

- Future actions

- Annual reporting on school progress measures published in the Annual School Report.