

Strategic Improvement Plan 2021-2024

Ashfield Public School 1065



School vision and context

School vision statement

It is the vision of Ashfield Public School to create the conditions for every student to learn and be successful. It is an expectation at our school that all students will develop foundation skills in literacy and numeracy, with strong content knowledge, and the ability to learn, adapt and be responsible and motivated citizens.

School context

Through the application of the School Excellence Framework (SEF) Australian Professional Standards for Teachers, Ashfield Public School provides high-quality educational opportunities for every child. Located in the Inner West of Sydney, and with an enrolment of 470 students, including 75% students from a non-English speaking backgrounds, the school celebrates a rich cultural diversity.

School leadership prioritises teacher professional learning and collaboration to improve classroom practice. A research-based approach and the analysis of data support student achievement and progress in Literacy and Numeracy across all Key Learning Areas.

A whole school approach to wellbeing supports each student to connect, thrive and succeed in a safe and nurturing environment. Inclusive and evidenced-based systems and procedures enable resources to be applied equitably so that students who are in mainstream classes, the Support Unit and the Opportunity Class program can feel known, valued and cared for, and can successfully engage in their education.

Collaboration with parents and the wider community is facilitated via proactive communication to enhance learning outcomes.

Strategic Direction 1: Student growth and attainment (PROGRESS)

The NSW Department of Education has set mandatory targets for student achievement in NAPLAN Reading and Numeracy. To attain these targets, Ashfield Public School will use regular and purposeful **whole school assessment** (SEF: Data Analysis & Instructional Leadership) and **student data cards** (SEF: Student Growth) as the basis of a collaborative decision-making process about expected growth and next steps for teaching student cohorts and individual students. Carefully selected small-group and one-to-one **interventions** (SEF: Summative Assessment) will complement high quality teaching.

Strategic Direction 2: Professional Learning (TEACHER TRAINING)

Led by instructional leaders, a cycle of coherent and continuous professional learning through **quality teaching rounds** (SEF: Collaborative practice & feedback) and **teaching sprints** (SEF: Professional learning) will improve every teacher's ability to engage in a differentiated teaching practice that meets the specific learning needs of students across the full range of abilities for ongoing progress and achievement. **General Capability Continuums** (SEF: Lesson Planning) will be used to describe the skills, understandings and capabilities that students typically acquire as their proficiency increases in a particular aspect of the curriculum over time.

Strategic Direction 3: Quality Teaching Practices (SHARED BELIEFS AND UNDERSTANDINGS)

Teachers will collaboratively evaluate how adjustments to **programs** (SEF: Teaching & learning programs), that are the result of professional learning and the analysis of data, impact on student progress and achievement. **Team teaching and collaborative**

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classrooms (SEF: Expertise & innovation) will maximise the opportunities to challenge all students through the efficient use of resources (staff time and expertise). All teachers will understand and explicitly teach **Literacy and Numeracy** (SEF: Literacy & numeracy focus) to engage students at all levels of achievement, in all subject areas, with success measured by improved student progress and achievement data.

Strategic Direction 1: Student growth and attainment

Purpose

Achieve expected growth in Literacy and Numeracy for all students, with targeted use of school resources to meet the learning needs of equity groups.

Improvement measures

Target year: 2022

1.1 Students achieving expected growth in NAPLAN (Upper bound DoE negotiated target)

75% of students achieving expected growth in NAPLAN Reading

76% of students achieving expected growth in NAPLAN Numeracy

Target year: 2022

1.2 Students achieving in the Top 2 Bands NAPLAN (Upper bound DoE negotiated target)

75% of students achieving in the Top 2 Bands NAPLAN Reading

70% of students achieving in the Top 2 Bands NAPLAN Numeracy

Target year: 2024

1.3 Students achieving higher than expected growth in Reading Age (RA)

Kindergarten 50% (RA 6.6)

Year One 50% (RA 7.05)

Year Two 50% (RA 8.03)

Year Three 50% (RA 9.09)

Year Four 50% (RA 10.06)

Initiatives

1.1 Whole School Assessment Schedule

A whole school process for analysing achievement and progress which includes comparative teacher judgement and a range of assessment tools.

1.2 Data Card

A Data Card identifies expected growth for each student in Reading, Writing, and Mathematics, and supports teachers to address barriers to learning progress.

1.3 Learning Interventions

Targeted teacher and SLSO time and expertise enable ongoing learning interventions that narrow the achievement gaps between equity groups.

Success criteria for this strategic direction

1.1 Comparative teacher judgement and assessment tools used by all teachers to analyse summative assessments throughout the school year in Reading, Writing, and Mathematics.

1.2 Data Cards used by all teachers to identify expected growth by tracking and comparing progress of each student within a grade level and longitudinally across the school.

1.3 Effective and high-impact learning interventions help to narrow gaps between equity groups in Literacy and Numeracy.

Evaluation plan for this strategic direction

1.1 Understand the reliability and effectiveness of the Whole School Assessment Schedule to give a more in-depth view of student progress.

1.2 Survey teachers about Data Card to build understanding of what is meant by expected growth and higher than expected growth.

1.3 Monitor assessment data to determine the growth of equity groups and determine the impact of targeted Literacy and Numeracy interventions.

Questions

1.1 How has the data collection process impacted on the integrity of the data and its effectiveness to understand student achievement?

1.2 How do teachers plan to support students achieve expected, and higher than expected growth?

1.3 Are the targeted interventions narrowing the gaps for equity groups?

Data

Data will come from Essential Assessment, PM

Strategic Direction 1: Student growth and attainment

Improvement measures

Year Five 62% (RA 11.06)

Year Six 66% (RA 13)

Evaluation plan for this strategic direction

Benchmark, Star Reader, Writing Band Tool.

Data Card, Google Surveys, Professional Learning and Observations.

Analysis

Analysis will focus on understanding the impact of Data Cards, as a tool that improves effective planning and teaching.

Implications

Consider how Data Cards inform best practice and create effective partnerships in learning with parents, so that students are motivated and can achieve expected growth.

Strategic Direction 2: Professional Learning

Purpose

Improve quality teaching practices through continuous professional learning which focuses on enhancing the progress and achievement of every student.

Improvement measures

Target year: 2024

2.1 Students achieving higher than expected growth in Number & Algebra

Kindergarten 65% (>100%)

Year One 84% (>50%)

Year Two 84% (>100)

Year Three 84% (>50%)

Year Four 84% (>100%)

Year Five 86% (>50%)

Year Six 66% (>100%)

Target year: 2024

2.2 Students achieving higher than expected growth in Measurement & Geometry

Kindergarten 65% (>100%)

Year One 88% (>50%)

Year Two 88% (>100)

Year Three 88% (>50%)

Year Four 88% (>100%)

Year Five 88% (>50%)

Year Six 68% (>100%)

Initiatives

2.1 Teaching Sprints

Teaching Sprints and the ACARA Literacy and Numeracy Progressions are used to develop quality teaching practices that address student needs and provide an understanding of where the student is at and where the student needs to go next.

2.2 Quality Teaching Rounds

Led by an Instructional Leader, constructive feedback between colleagues improves teaching practice with a positive impact on student understanding, participation, engagement and achievement.

2.3 General Capability Continuums

The ACARA General Capability Continuums support targeted teaching by articulating the typical learning phases for all students of all ability.

Success criteria for this strategic direction

2.1 The ACARA Literacy and Numeracy Progressions measure the positive impact of each Teaching Sprint with identifiable improvements to teaching practices.

2.2 Participation in Quality Teaching Rounds enable consistent and comparable judgments of student achievement, including assessment of students on the Common Grade Scale.

2.3 General Capability Continuums identify specific aspects of student knowledge, understanding and skills, and are used to precisely show next steps for learning.

Evaluation plan for this strategic direction

2.1 Identify the impact of each Teaching Sprint on Literacy or Numeracy Progressions, with increasingly precise teaching that narrows the learning gaps of individual students.

2.2 Monitor the implementation and effectiveness of Quality Teaching Rounds through ongoing anecdotal conversations with stage supervisors and through periodic teacher surveys.

2.3 Monitor consistent use of the General Capability Continuums to understand the specific learning needs of students across the full range of abilities.

Questions

2.1 How are the Literacy and Numeracy Progressions used to understand student achievement and identify next steps?

2.2 What aspects of quality teaching are most challenging to plan for and implement within a differentiated teaching program?

2.3 What has been the impact of using ACARA General Capability Continuums to identify individual student achievement and plan for next steps?

Strategic Direction 2: Professional Learning

Improvement measures

Target year: 2024

2.3 Students achieving higher than expected growth in Space & Probability

Kindergarten 65% (>100%)

Year One 90% (>50%)

Year Two 90% (>100)

Year Three 96% (>50%)

Year Four 96% (>100%)

Year Five 96% (>50%)

Year Six 92% (>100%)

Evaluation plan for this strategic direction

Data

Data will come from the ACARA General Capability Continuums, Google Surveys, the Tell Them From Me Survey, staff feedback via Google Forms, documentation of professional discussions and observations.

Analysis

Analysis will focus on understanding the impact of Professional Learning, including the use of the ACARA Literacy and Numeracy Progressions and ACARA General Capability Continuums, to improve quality teaching practices.

Implications

Consider the effectiveness of Professional Learning for responding to student need and improving student progress and achievement.

Strategic Direction 3: Quality Teaching Practices

Purpose

Support all students to achieve substantial growth through collaborative and evidence-based teaching practices.

Improvement measures

Target year: 2024

3.1 Students achieving expected growth in Writing Band (WB)

Kindergarten 66% (WB 2)

Year One 66% (WB 3)

Year Two 70% (WB 4)

Year Three 70% (WB 5)

Year Four 68% (WB 6)

Year Five 68% (WB 7)

Year Six 68% (WB 8)

Target year: 2022

3.2 Portion of students::

Attendance target: attending school >90% of the time

Wellbeing target: portion of students reporting expectation for success, advocacy and sense of belonging at school 93.9%

Target year: 2022

3.3 Percentage of students who feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

46% percentage of students feel they have high skills and have high challenge SNAPSHOT ONE

Initiatives

3.1 Adjustment of Programs

Consistent and comparative teacher judgments during weekly Stage meetings, with ongoing adjustments to programs in response to student progress and achievement.

3.2 Team Teaching & Collaborative Classrooms

Cooperative planning and teaching that support the development of personal and social capabilities and engage the specific learning needs of students across the full range of abilities.

3.3 Embedded Literacy and Numeracy across KLA's

Explicit teaching of English and Mathematics across the curriculum, with the Common Grade Scale used to measure achievement and progress.

Success criteria for this strategic direction

3.1 Meeting minutes of weekly Stage meetings provide a written explanation of collaborative teacher discussions and subsequent changes to programs.

3.2 Student self and social management is tracked on the ACARA Personal and Social Capability learning continuum and shows the positive impact of team teaching and collaborative classrooms.

3.3 Rich tasks that incorporate multiple Key Learning Areas, enable students to develop well-formed arguments, and present reasoned and innovative solutions.

Evaluation plan for this strategic direction

3.1 Discuss at Stage meetings how to implement interventions and modify teaching practices, with meeting minutes used as annotation for programs to show evidence of ongoing revisions.

3.2 Analyse student progress on two of the interrelated elements of the ACARA Personal and Social Capability learning continuum to understand the self- and social-management capabilities of students.

3.3 Identify exemplars of effective rich tasks (K-6) that embed Literacy and Numeracy outcomes and enable students to apply knowledge and skills to new situations.

Questions

3.1 Are Stage meetings an effective time for collaborative practice and using data to plan for, and understand the impact of interventions on student achievement?

3.2 Are Collaborative Classrooms and team teaching providing rich learning environments that develops the self- and social management skills of students?

3.3 How have rich tasks impacted on student achievement in Literacy and Numeracy?

Strategic Direction 3: Quality Teaching Practices

Improvement measures

48% percentage of students feel they have high skills and have high challenge SNAPSHOT TWO

Evaluation plan for this strategic direction

Data

Data will come from the whole school assessment schedule, Google Forms, student work samples, Student Report, minutes from Stage meetings, and observations.

Analysis

Analysis will focus on understanding the impact of collaborative practices to build a school-wide, professional team of highly able teachers, who have a shared responsibility for student learning and success, and a mindset for continuous professional improvement.

Implications

Consider the effectiveness of team teaching, which is informed by feedback and analysis of current research and practice, to improve the educational outcomes of students.