

Strategic Improvement Plan 2021-2025

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

Reading growth

Achieve by year: 2023

1.1 An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

1.1 An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

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)

Year Five 62% (RA 11.06)

Year Six 66% (RA 13)

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 Tracking

Data tracking 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 is 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 Assess the effectiveness and impact of implementing a whole school process for analysing achievement and progress, which includes comparative teacher judgement and a range of assessment tools.

1.2 Assess the capability of the school's Data Tracking systems to support informed decisions about instructional strategies, resource allocation, and learning support.

1.3 Assess the impact of each intervention to achieve the desired outcomes for the identified equity group.

Questions

1.1 How consistent and accurate are teacher judgments when assessing and comparing work samples?

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

1.3 Are targeted interventions narrowing the gaps for equity groups?

Data

Data will come from Essential Assessment, Multitilt Decodables, PM Benchmark, Star Reader, Writing Band

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Tool.

Data will be managed via Excel and a Data Wall.

Google Surveys, Professional Learning and Observations. will provide insights on the process.

Analysis

Analysis will focus on understanding the impact of the school's system for collecting, analysing and responding to data on student growth and attainment.

Implications

Consider how school systems 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

Achieve by year: 2025

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%)

Achieve by year: 2025

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 develop quality teaching practices that differentiate instruction and have a high impact on improving student outcomes.

2.2 Quality Teaching Rounds

Quality Teaching Rounds improve teaching practice as measured by student engagement and achievement.

2.3 General Capability Continuums & ESL Scales

The ACARA General Capability Continuums and ESL Scales are used by teachers to create individualised student support plans.

Success criteria for this strategic direction

2.1 Identifiable improvements to teaching practices indicate the positive impact of each Teaching Sprint.

2.2 Participation in Quality Teaching Rounds enables teachers to use the Quality Teaching Framework to develop a shared understanding of best practice.

2.3 General Capability Continuums and the ESL Scales identify student knowledge, understanding and skills, and next steps for learning.

Evaluation plan for this strategic direction

2.1 Assess the growth and development of teachers' skills, knowledge, and confidence in delivering differentiated instruction.

2.2 Assess changes in teaching practices and their impact on student outcomes.

2.3 Assess the effectiveness of individualised student support plans to meet the specific learning needs of students with special needs and/or a disability.

Questions

2.1 How are teachers supported to implement differentiated teaching practices that engage students according to their needs?

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

2.3 What is the impact of the ACARA General Capability Continuums and ESL Scales on identifying individual student achievement and planning for next steps?

Data

Data will come from the ACARA General Capability Continuums, ESL Scales, Google Surveys, the Tell Them From Me Survey, staff feedback via Google Forms,

Strategic Direction 2: Professional Learning

Improvement measures

Achieve by year: 2025

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

documentation of professional discussions and observations.

Analysis

Analysis will focus on understanding the impact of High Impact Professional Learning, including the use of the ACARA General Capability Continuums and ESL Scales to improve quality teaching practices.

Implications

Consider the effectiveness of professional learning to address student need and improve 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

Achieve by year: 2025

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)

Attendance (>90%)

Achieve by year: 2023

3.2 Portion of students::

Attendance target: attending school >92% of the time

Wellbeing target: portion of students reporting expectation for success, advocacy and sense of belonging at school 95%

Achieve by 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 that respond to student progress and achievement.

3.2 Team Teaching & Collaborative Classrooms

Cooperative planning and teaching enable students who experience a disability to access the curriculum within inclusive learning environments.

3.3 Embedded Literacy and Numeracy across KLA's

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

Success criteria for this strategic direction

3.1 Stage meetings provide a time for collaborative teacher discussions and subsequent changes to programs.

3.2 Students who experience a disability access learning within inclusive learning environments.

3.3 Rich tasks across key learning areas involve students applying Literacy and Numeracy skills to develop deep understanding and think innovatively.

Evaluation plan for this strategic direction

3.1 Assess the process of Stage meetings as a time to facilitate professional discussion about the ongoing modification of programs to meet student needs.

3.2 Assess and compare student achievement between Collaborative Classes and other classes to understand impact on progress.

3.3 Assess if rich tasks (K-6) successfully embed Literacy and Numeracy outcomes and enable students to apply knowledge and skills to new situations.

Questions

3.1 Do discussions at Stage meetings result in adjustments to programs with teachers being supported to implement these changes?

3.2 Are Collaborative Classrooms and team teaching providing rich learning environments that support students to make higher than expected growth?

3.3 How is the Common Grade Scale used to understand achievement when assessing rich learning tasks?

Data

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

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

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 best practice, to improve the educational outcomes of students.