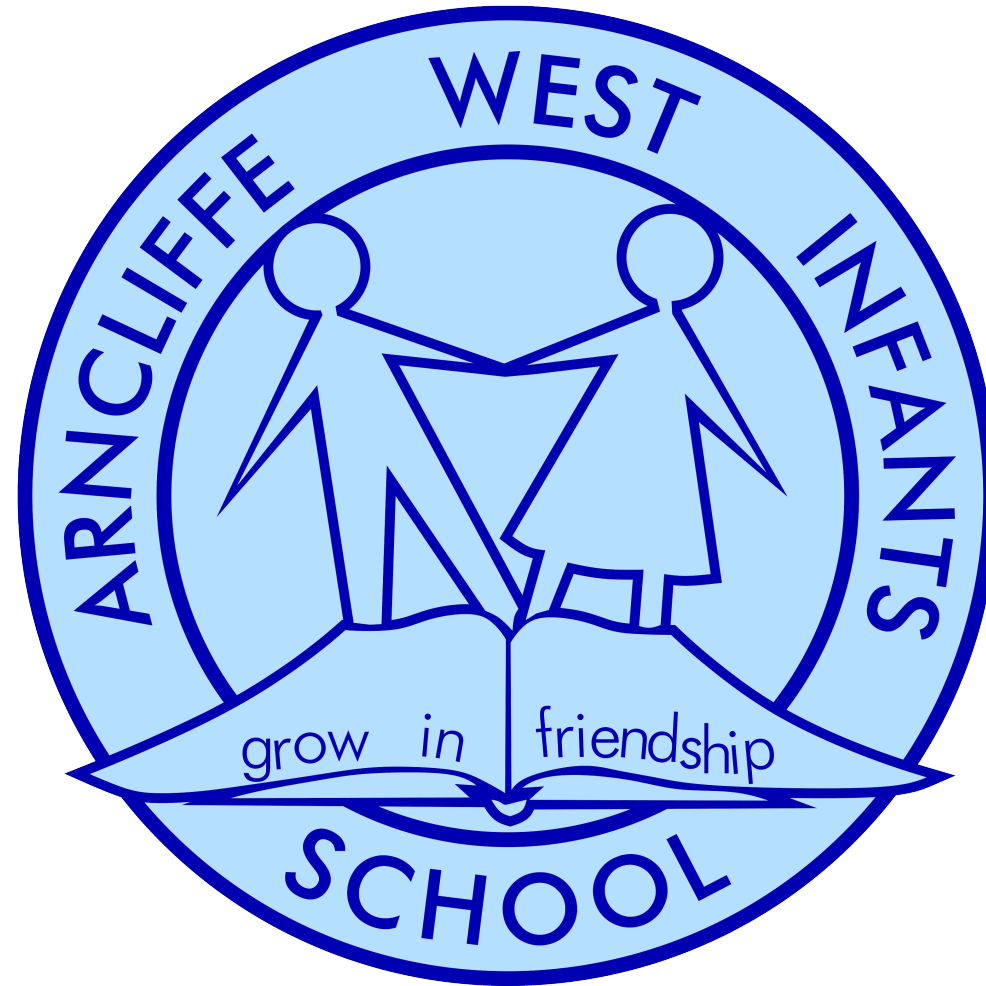


Strategic Improvement Plan 2021-2024

Arncliffe West Infants School 5103



School vision and context

School vision statement

Arncliffe West Infants School aims to build strong foundations for a lifetime of learning by providing our students with the academic, social and physical skills to make positive contributions to their communities and lead a fulfilling life.

To support this aim the school will:

- Focus on Literacy and Numeracy utilising multi media platforms
- Promote confidence, independence, compassion, leadership and physical literacy
- Develop innovative thinking, an appreciation of the Arts and a sense of adventure

School context

Arncliffe West Infants School, established in 1912, is located in the suburb of Turrella in Sydney's inner west. The urban renewal process has recently changed the suburb profile with a marked increase in high-rise residential developments.

This rapidly changing landscape has created a diverse student population with a multicultural mix. 96% of our student have a language background other than English with the predominant cultural groups being 68% Mongolian, 12% Arabic, 3% Russian, 3% Spanish. We have 2 students who identify as Aboriginal.

As one of the few infants schools with an on-site preschool we are able to cater for students from Preschool to Year 2, offering focused foundational learning. The school offers extensive green space with outdoor opportunities for play and sporting activities, which is of particular value to those students living in high-rise homes.

The school's motto 'Grow in Friendship' encapsulates the ethos of the school where mutual respect and compassion for others is valued.

Arncliffe West Infants School collaborates closely with National Music Teacher Mentoring Program ensuring that music is an integral part of all teacher programming. The impact of our music program on student confidence and language acquisition plays a vital role in the success of our students.

Our 2020 Situational Analysis highlighted the absence of rigorous data for tracking school performance over the longer term. The available NAPLAN data for students who move on to other schools in year 3 is scant and incomplete. Consequently, the school is required to assess performance on internal measures.

Given the variability of the student cohort year-on-year, tracking student outcomes against expected student growth targets was identified as the most meaningful measure of student, teacher and school performance. To cater for the above mentioned equity groups it was evident that expected student growth needed to be moderated for expertise with English language and student ability.

The 2021-2024 school plan will address the identified gaps by setting individualised expected student growth targets mapped to the learning progressions for reading, additive strategies and writing. Teachers will track attainment using formative and summative assessments, analysing the data collected to assess the impact of programming and teaching practices on student outcomes.

By targeting individualised expected student growth we will simultaneously coalesce attention on the collection of rigorous data and a high expectations culture. It is envisaged that the data will underpin teacher reflection and the school's self assessment against the Schools Excellence Framework to drive performance improvement.

Strategic Direction 1: Student growth and attainment

Purpose

To build strong academic foundations which maximise student outcomes in literacy and numeracy by deploying data driven teaching practices tailored to individual student need.

Improvement measures

Target year: 2024

VALUE ADD is at Sustaining and Growing for at least 2 consecutive years

Target year: 2024

Increase number of students in top bands for numeracy to 46%.

Target year: 2024

Increase number of students in top bands for reading to 50%.

Initiatives

High expectations culture

1. Embed a learning culture that is driven by high expectations and differentiated programming.

- Individualised expected student growth targets for literacy and numeracy are monitored and adjusted using formative and summative assessment data.
- Align expected student growth targets to the learning progressions and track progress in PLAN2
- Expertly analyse expected student growth data to inform programming and targeted support programs to maintain each student in the zone of proximal development.

Targeted support delivers equivalent growth across equity groups

2. Foster equity through a shared commitment to ensuring growth and achievement for all students no matter where they live or what kind of learning challenges they face.

- Embed a culture that targets improvement for every child every year.
- Establish individualised expected student growth targets for reading, additive strategies and writing.
- Monitor and reflect on student achievement data to ensure equitable progress towards expected student growth targets across equity groups.

Success criteria for this strategic direction

1. Embed a learning culture that is driven by high expectations and differentiated programming.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data

2. Foster equity through a shared commitment to ensuring growth and achievement for all students no matter where they live or what kind of learning challenges they face.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve parents to support learning and share expected outcomes.

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

All lessons are systematically planned as part of a coherent program that has been collaboratively designed with accommodations and adjustments made to suit needs as they arise.

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 literacy and numeracy

Data: We will use a combination of data sources.

These will include:

- Internal assessment (formative & summative)

Evaluation plan for this strategic direction

- Observation
- Expected student growth targets
- NAPLAN data from feeder school
- Teacher reflection and feedback

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:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website)

Strategic Direction 2: Quality teaching and assessment

Purpose

To generate and interrogate relevant data sets that focus on individual student growth in order to self assess school performance independent of student cohort variability.

Improvement measures

Target year: 2024

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. SEF element 'Data skills and use' has improved to excelling.

Target year: 2024

All teacher programs show significant responsiveness to valid and relevant student expected growth data and teachers participate in evidence based collaborative self reflection to improve practice.

Initiatives

Data informed practice improves school performance

Build teacher capabilities to ensure data used to track teacher and school performance over the longer term is rigorous and independent of student cohort variability.

- Establish and implement individualised expected student growth targets and track achievement progress using PLAN2, formative and summative assessment.
- Analyse student progress data against expected growth targets to inform programming and personalise learning.
- Measure school and teacher performance by tracking attainment of expected student growth year on year.

Collaborative practice and mentoring underpins a high impact professional learning strategy

Professional development is driven by collaborative practice and mentoring to improve teacher expertise and classroom practice.

- Develop middle leadership and collaboration by supporting teachers to lead curriculum delivery in areas of expertise such as music, art and writing.
- Embed Quality Teaching Rounds and mentoring programs to drive high impact professional learning.
- Executive lead collaborative discussion to moderate teacher judgement and modify teaching practice.

Success criteria for this strategic direction

Initiative 1: Data informed practice improves school performance.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collections of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

Lesson planning references student information including progress and achievement data.

Initiative 2: Collaborative practice and mentoring underpins high impact professional learning. All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions, moderate teacher judgement and modify teaching practice.

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 level.

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 literacy and numeracy

Data: We will use a combination of data sources.

These will include:

- Professional Development Plans

Strategic Direction 2: Quality teaching and assessment

Evaluation plan for this strategic direction

- Teacher feedback on QTRs
- Analysis of expected student growth targets
- Teacher programs
- SEF SaS

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvements measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website)