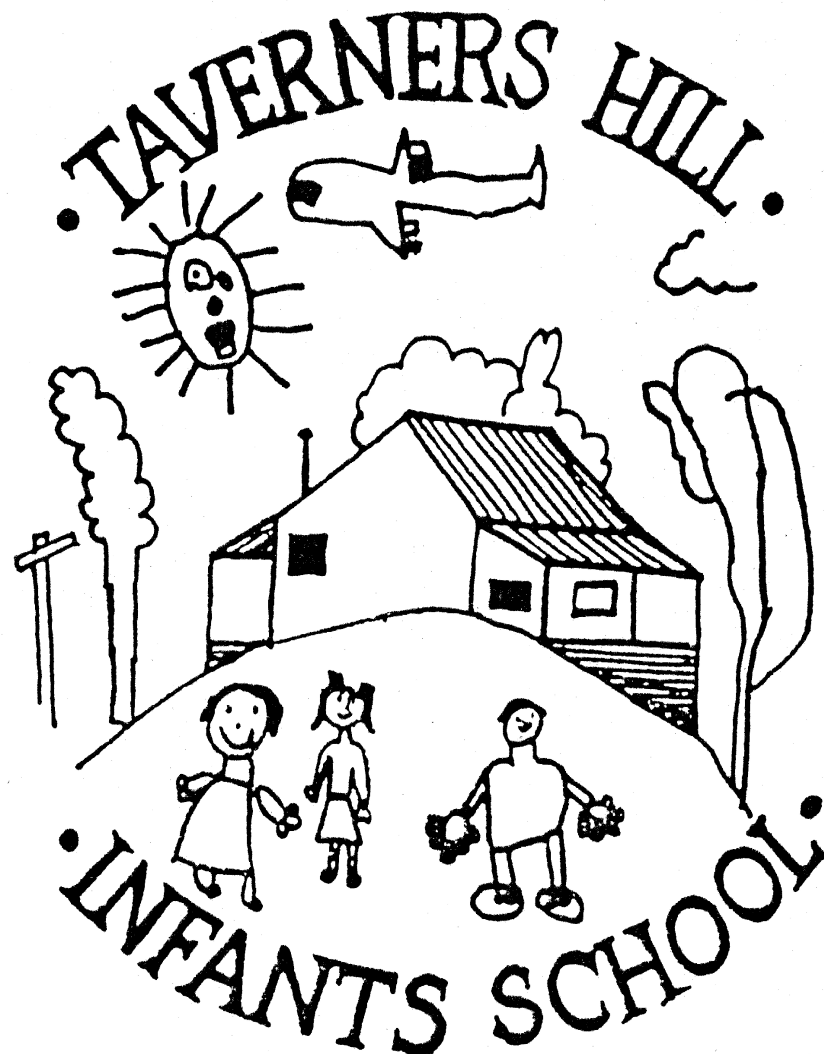


Strategic Improvement Plan 2021-2025

Taverners Hill Infants School 5112



School vision and context

School vision statement

At Taverners Hill Infants School our vision is to foster enthusiasm for learning whilst challenging and supporting each young student to maximise their individual potential.

Teachers and parents work in partnership to maintain high expectations in an inclusive, respectful and nurturing environment where every student is known, valued and cared for.

School context

Taverners Hill Infants School is a small Kindergarten-Year Two school located in the inner west suburb of Petersham, 8km from the Sydney CBD. Two of our students identify as Aboriginal background. Our families come from a variety of cultural backgrounds. The majority of our students come from a high socio economic background.

Taverners Hill has an inclusive family orientated atmosphere and a strong sense of community. The school fosters a culture of high expectations and high levels of community engagement. Staff and parents work in partnership to meet the needs of all our students.

In 2021 we have utilised equity funding and other school funds to establish three classes across the school to better support our students in small targeted groups.

Through our thorough situational analysis, we have identified the need to build the capacity of all staff in collecting, analysing, interpreting and using data to drive teaching and learning and to evaluate school performance. We will ensure valid and measurable assessment strategies and processes are in use throughout the school. Continual monitoring of student performance data will determine areas of need and success at a class and school level.

The school is committed to delivering quality professional learning to all staff. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data use, consistency in teacher judgement and quality teaching practices to support individualised and differentiated learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy 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

Achieve by year: 2025

Progressions

All Kindergarten students will achieve within the expected end of year progressions for

- Understanding texts 6
- Phonemic knowledge and word recognition 5
- Quantifying numbers 6
- Additive strategies 2

All students K-2 will achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators.

Achieve by year: 2025

Reading Levels

Year 2 - maintain 100% of students achieving at or beyond expected reading level.

Year 1 - 90% of students achieving at or beyond expected reading level.

Kindergarten - 85% of students achieving at or beyond expected reading level.

Attendance (>90%)

Achieve by year: 2023

Attendance

Maintain the proportion of students attending greater than

Initiatives

Data skills and use

Build teacher capabilities to collect, analyse and use authentic and relevant data to differentiate curriculum and inform teaching for maximised student learning

- Professional learning in data literacy, data analysis and data use in teaching for all staff
- Use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities
- Embed a culture of data driven practice across all teaching areas

Assessment strategies

Ensure effective assessment strategies and processes are in use throughout the school

- Professional learning for staff in assessment strategies and tools
- Review current practices of assessment across the school
- All teachers using Formative Assessment strategies in their teaching

Attendance

Embed a whole school approach to positive school attendance

- Update whole school attendance processes to ensure monitoring, analysis and evaluation of student attendance
- Engage with school community and promote the social and educational outcomes of positive school attendance levels

Success criteria for this strategic direction

Initiative 1: Data Skills and use

Assessment data is collected in numeracy and reading on a regular and planned timetable and used responsively as an integral part of classroom instruction.

Valid and consistent teacher judgement is evident across the school.

Data and feedback inform classroom teaching programs and practices.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.

Teachers use data effectively to evaluate student understanding of lesson content.

Initiative 2: Assessment Strategies

Valid and measurable assessment practices and tools are used to monitor and track student progress.

Learning intentions, Success Criteria and Feedback are embedded practices across all learning spaces

The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

Initiative 3: Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

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

Strategic Direction 1: Student growth and attainment

Improvement measures

90% of the time to be at the system negotiated lower bound target of 94.20%

Evaluation plan for this strategic direction

purpose and improvement measures of the Strategic Direction

- Literacy and numeracy progressions PLAN 2 data
- Internal assessment measures
- Student work samples
- Community / Teacher/ Students surveys and focus groups
- Teaching programs
- School Excellence Framework
- Student attendance data

Our evaluation will involve

- Regular review of data sources to provide clarity around if we are on track to achieve improvement measures
- Term by term review of data to establish the effectiveness of data collected and analysed to indicate progress towards intended improvement measures
- Whole staff reflection and discussion around School Excellence Framework
- Regular monitoring of whole school, class and individual attendance data.

Strategic Direction 2: Quality teaching

Purpose

Improvement measures

Achieve by year: 2025

100% of teachers demonstrate Proficient level or above against the Australian Professional Standards for Teachers in Professional Practice and Professional Knowledge

Achieve by year: 2025

100% of teachers use PLAN 2 learning progressions to track student progress and plan teaching and learning programs

Achieve by year: 2025

Student progress reports are trending towards Excelling against the School Excellence Framework in the learning domain

Achieve by year: 2025

Data indicates that collaborative practice and feedback is trending towards Excelling against the school Excellence Framework

Initiatives

Professional Learning

Build teacher capacity to plan and implement well structured learning and teaching programs that engage students and promote learning

- Whole school and teacher identified professional learning in curriculum knowledge, assessment and teaching strategies incorporated into PDP's
- Regular and planned collaborative practice and professional sharing
- Formal PDP processes demonstrate teachers self-reflection against Australian Professional Standards for Teachers
- Develop consistency in teacher judgement

Learning Progressions

Implement the use of the progressions across the school to assess student progress in literacy and numeracy, develop teaching and learning programs and individual student learning goals

- Professional learning for teachers
- Student progress report reviewed and incorporate Learning Progressions
- Individual student learning goals established

Success criteria for this strategic direction

Initiative 1 - Professional Learning

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

There is high level professional learning which is focused on continuous improvement of teaching and learning

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Initiative 2 - Learning Progressions

Use of Learning Progressions is embedded into classroom practice

Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

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

- Teaching programs
- Assessment data and strategies
- PDP's

Strategic Direction 2: Quality teaching

Evaluation plan for this strategic direction

- Student work samples
- Teacher identified evidence aligned with Australian Professional Standards for Teachers
- Student progress reports

Our evaluation will involve

- Whole staff reflection on professional learning
- Analysis of student engagement, growth and attainment data