

Strategic Improvement Plan 2021-2024

Alexandria Park Community School 8556



School vision and context

School vision statement

Alexandria Park Community School, an icon for learning excellence in the community, focuses on student growth and attainment ensuring they achieve an inspiring future through continuous and uninterrupted quality future-focused educational opportunities provided from Kindergarten to Year 12.

Located on Cadigal Country, our vision is to provide a culturally nourishing school, to pay respect and honour the traditional owners of the land and celebrate our diverse community in all aspects of school life.

Our innovative learning environment supports a professional community of collaborative practice, ensures a sense of belonging for students, staff, parents and learning partners and instills a sense of pride and inspiration to succeed in all.

School context

Alexandria Park Community School is a proud and vibrant Kindergarten to Year 12 community school. Over the past four years, enrolment has increased by 23%, with enrolments surpassing 1000 students; approximately 42% of students are from families with language backgrounds other than English and 17% are Aboriginal and/or Torres Strait Islander students. The school has an Opportunity Class in Year 5 and Year 6 and a Selective Stream in Year 7 to Year 10 for high potential and gifted students. Of great importance to our school community is the Community Centre, which coordinates programs for children aged 0 - 8 years old and their families. Our transition to school program is led from our Community Centre playgroups supporting Kindergarten students and families on their first steps to school.

Alexandria Park Community School has been redeveloped and students from Kindergarten to Year 12 learn in innovative learning environments such as primary school stage-based learning hubs, flexible high school learning spaces, workshop spaces, a K-12 library, outdoor play spaces including a rooftop playground and agricultural plot, a multipurpose hall, a gymnasium and multiple sports courts. Cadigal language is used for way-finding with significant school spaces named in the Gomberee language.

We have strong and authentic links with the community. Our families are supportive and engaged in all aspects of the school. We are proud of the sustained partnerships we have with local government and non-government agencies including other educational providers such as universities and TAFE, and our local public schools. Our school receives significant support from Cultural organisations that include the Metropolitan Local Aboriginal Land Council, Tribal Warrior, NASCA (National Aboriginal Sporting Chance Academy) and The Carriageworks.

Evidence from the situational analysis reflected Alexandria Park Community School's long-term, well-established commitment to collaboration, professional learning, student wellbeing and positive relationships. It also demonstrated teachers' ongoing capacity to build high expectations for students and to develop and implement quality programs to improve student learning. The analysis showed that some areas for growth include innovative improvement measures to ensure ongoing improvement in literacy and numeracy for all students, no matter their starting point, continuity of learning from Kindergarten to Year 12, and continuing to build on and celebrate our excellent achievements in a variety of areas, including the Higher School Certificate Award. Our situational analysis also reflected our recent move into our new school and showed that teachers and students are excited about future learning at Alex Park and are committed to growing and learning together within our innovative learning spaces.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and achievement in literacy and numeracy from the early years of learning to the Higher School Certificate, through a culture of high expectations and quality teaching practice.

Improvement measures

Target year: 2022

Improvement in the percentage of HSC course results in the top two bands to the target of 43.9% or above.

Target year: 2022

Improvement in the percentage of students in the top two bands in high school numeracy and reading to be above 52% in numeracy and 34.6% in reading.

Target year: 2022

Improvement in the percentage of students in the top two bands in primary numeracy and reading to be above 58% in numeracy and 59.2% in reading.

Target year: 2023

Improvement in the percentage of high school students achieving expected growth in numeracy and reading to meet the target of 68.3% in numeracy and 73% in reading.

Target year: 2023

Improvement in the percentage of primary school students achieving expected growth in numeracy and reading to meet the target of 66.9% in numeracy and 53.1% in reading.

Initiatives

Drive a high expectations culture in the primary school through monitoring and supporting student progress and achievement

- Ensure effective strategies and processes for data analysis and reflection, including the use of the Literacy and Numeracy Progressions for responsive curriculum delivery.
- Strengthen a whole school literacy focus to regularly assess, collate and analyse student progress to inform next steps in learning.
- Establish a whole school numeracy focus to regularly assess, collate and analyse student progress to inform next steps in learning.

Drive a high expectations culture in the high school through monitoring and supporting student progress and achievement

- Strengthen a whole school focus on literacy to regularly assess, collate and analyse student progress to inform next steps in learning.
- Strengthen a whole school focus on numeracy to regularly assess, collate and analyse student progress to inform next steps in learning.
- Develop targeted Stage 6 strategies to improve student performance in HSC and/or access to further study or work.

Success criteria for this strategic direction

Teaching programs and classroom practice across all KLAs K-12 supports high expectations, demonstrating the whole school focus on improving student literacy and numeracy, with reasonable adjustments to address individual learning needs.

Valid and reliable assessment data is collected, monitored and deeply analysed in literacy, numeracy and Stage 6.

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.

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 reading, numeracy and HSC?

Data: 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:

- Scout data - Value-add, NAPLAN, HSC, Check-in
- RAP Analysis Package
- post-school destination data
- student work samples and focus groups
- literacy and numeracy PLAN2 data

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

Implications: The findings of the analysis will inform:

- future actions

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- annual reporting on school progress measures.

Strategic Direction 2: Excellence in Teaching

Purpose

To strive for excellence in teaching where teachers implement effective evidence-based teaching strategies and demonstrate high levels of professionalism and personal commitment to quality teaching, as articulated in the Australian Professional Standards for Teachers.

Improvement measures

Target year: 2024

School evidence and external validation demonstrates that all 'excelling' descriptors of the School Excellence Framework in the domain of Teaching are met.

Target year: 2024

Within the school there is a strong body of teachers (approximately 70%) practicing at various descriptors of High Accomplished Teacher and Lead levels of the Australian Professional Standards for Teachers

Initiatives

Targeted, innovative pedagogies K-6

- Use of Professional Standards for Teachers and Performance and Development Plans (PDPs) to guide teacher growth and development, leading to excellence in classroom practice.
- Development of a range of sustainable expert practices for supporting development of teachers through school-based professional learning communities.
- Professional learning K-6 in purposeful, innovative pedagogies to target areas of need including co-teaching, play-based learning and project-based learning.
- Further develop collaborative practice conferences to enhance effective co-teaching within and across learning hubs to meet the needs of future-focused learners.
- Development and enhancement of specialist creative arts teaching and learning programs.

Targeted, innovative pedagogies 7-12

- Use of Professional Standards for Teachers and Performance and Development Plans (PDPs) to guide teacher growth and development, leading to excellence in classroom practice.
- Development of a range of sustainable expert practices for supporting development of teachers through school-based professional learning communities.
- Professional learning 7-12 in purposeful, innovative pedagogies to target areas of need including co-teaching, assessment, effective feedback and project-based learning.
- Further develop collaborative practice conferences to enhance best practice and promote instructional leadership.

Success criteria for this strategic direction

All teachers work collaboratively to successfully utilise evidence-based and innovative practices which are documented in teaching and learning programs and assessment and feedback practices. Teachers ensure the most effective evidence-based teaching methods to optimise learning progress for all students.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective evidence-based teaching methods and ongoing improvement, so that every student makes measurable learning progress.

All staff engage in Performance and Development Plans explicitly demonstrating a focus on genuine improvement in teacher practice and data literacy skills.

All teachers participate in formal and/or informal professional learning communities, facilitated through expert teachers to enhance their practices.

Evaluation plan for this strategic direction

Question: Is the school developing expertise in all teachers, with improved capacity in assessment, feedback and data literacy through professional learning communities that improve student outcomes?
Data:

- PDPs and Australian Professional Teaching Standards
- Annual internal and external validation
- Lesson observations and learning walks and talks
- Professional learning evaluation surveys

Analysis: Analysis will be embedded through implementation and progress monitoring and the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform

- future professional development directions

Strategic Direction 2: Excellence in Teaching

Evaluation plan for this strategic direction

- budget and whole school strategic planning

Strategic Direction 3: A proud school community

Purpose

The whole school community demonstrates a great sense of pride in our school's history and the uniqueness and diversity of our dynamic and exciting school. As a proud school community, we are proud of ourselves, our families, our cultures and Alexandria Park Community School.

Improvement measures

Target year: 2022

Improvement in the percentage of overall attendance (attending, on average, more than 9 days per fortnight) in the primary school to 82.4%

Target year: 2022

Improvement in the percentage of overall attendance (attending, on average, more than 9 days per fortnight) in the high school to 70.8%

Target year: 2024

School evidence and external validation demonstrates excellence in the themes of High Expectations, Attendance, Community Engagement and Community Satisfaction of the School Excellence Framework.

Target year: 2024

The school experiences a 10% increase in the areas of advocacy at school, expectations for success and sense of belonging through the Tell Them From Me student survey.

Initiatives

Growing a proud and inclusive school community with high expectations

- strengthen and streamline feedback process to track and evaluate impact of wellbeing and learning programs
- strengthen our recognition, reward and celebration strategy, to be more inclusive of our diverse community
- strengthen opportunities for students to engage with and co-construct educational goals and experiences
- Improve communication and promotion strategies

Attendance strategy

- improve systematic processes to monitor, improve and reward student attendance
- strengthen opportunities for students to engage with and co-construct educational goals and experiences

Success criteria for this strategic direction

There is school-wide, collective responsibility for student learning and success through improved attendance, which is shared by parents, students and staff. Respectful and positive relationships are evident between students, staff and parents.

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.

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement is informed by holistic information. Improvement in Student Advocacy is demonstrated through increased participation in leadership and extracurricular opportunities.

Evaluation plan for this strategic direction

Question: Is there a positive consensus among students, staff, parents and community regarding wellbeing, learning and engagement?

Data:

- Tell Them From Me
- Sentral Wellbeing and Attendance data
- Student voice surveys
- Parent/carer feedback survey
- Survey feeder primary schools and pre-schools
- Community engagement/perception survey

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification. The school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform: future professional development directions

Strategic Direction 3: A proud school community

Evaluation plan for this strategic direction

- budget allocations
- whole school strategic planning.