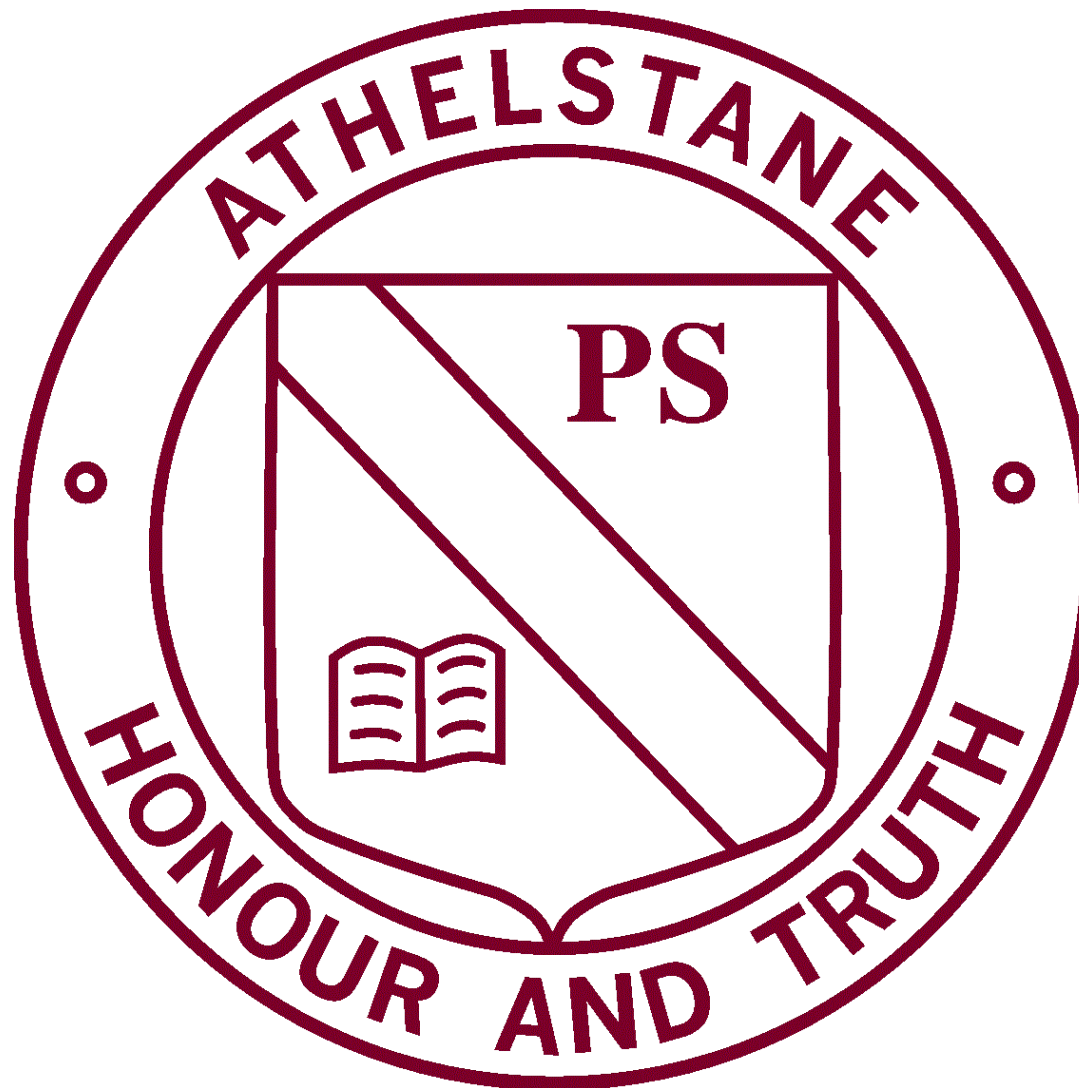


Strategic Improvement Plan 2022-2026

Athelstane Public School 3453



School vision and context

School vision statement

At Athelstane Public School we nurture, challenge, support and equip all students to become independent, successful lifelong learners who actively contribute to the community.

School context

Athelstane Public School has strong community connections with a diverse, inclusive and multi-cultural community with high expectations for success for every student. We acknowledge our school is on Gadigal country in the Eora nation. Our school is located in the metropolitan south area of Sydney and has a student enrolment of 346 students. The student population reflects this multi-cultural community with 93% of students having a language background other than English. The main language backgrounds of students are Arabic, English, Mongolian and Bengali. The Arabic Community Language Program supports students in learning and developing communicative skills and knowledge in a community language. EAL/D and New Arrival support provides students opportunities to develop skills as English language learners.

Athelstane Public School students come from a wide range of socio-economic backgrounds and are provided with a range of opportunities across all Key Learning Areas to develop holistically and promote engagement. A strong focus on literacy and numeracy utilising evidence based teaching practices promotes individualised learning. Instructional Leadership is a vital component in supporting reflective, evidence based practices of teachers and developing leadership capacity for continuous improvement to maximise outcomes for students.

Our situational analysis and school wide reflection using the School Excellence Framework has supported the identification of strategic directions to plan whole school improvement. The strategic directions identified are student growth and attainment, collaborative learning culture and wellbeing and engagement. These strategic directions will ensure the use of data driven practices support and enable personalised learning for all students. Data will be analysed to monitor the progress of every student. Collaborative practices will support teachers to reflect and work together to share evidence informed practice and strengthen consistency of teacher judgement across stage and whole school teams. Assessment and evaluative practices will be supported through a focus on the use of inquiry conversations, feedback and reflective practices. Positive learning environments and a consistent school wide approach, which engages all stakeholders, will ensure targeted support for students.

Consultation with the school community and input into the strategic improvement plan occurred through actively seeking feedback to support partnerships between home and school. The school culture of inclusion, support and challenge for all students through engagement and connectedness will ensure continued improvement and high expectations to achieve excellence. Partnerships will be strengthened through students, staff, parents and the wider community working together in a collaborative learning community.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy utilising effective data driven teaching practices that are responsive to individual learning needs.

Improvement measures

Reading growth

Achieve by year: 2023

Check-in Assessment: Reading

An increase in the percentage of questions answered correctly in Year 5 Check-in Assessment, compared to 2021, Year 3 cohort data (57.9%).

Numeracy growth

Achieve by year: 2023

Check-in Assessment: Numeracy

An increase in the percentage of questions answered correctly in Year 5 Check-in Assessment, compared to 2021, Year 3 cohort data (58.2%).

Internal measures

Achieve by year: 2024

- An increased % of students meeting grade based expectations using Literacy and Numeracy Progressions

Internal data

Achieve by year: 2026

- An increased % of students meeting grade based expectations using Literacy and Numeracy Progressions

Internal measures

Achieve by year: 2026

- All student progress is monitored and tracked utilising two or more elements of both the Literacy and Numeracy Progressions to differentiate teaching and learning

Initiatives

Personalised Learning

Teachers promote high expectations of their students that both challenge and support student learning needs, through appropriate curriculum differentiation.

Data driven practice

Teachers use data to check and understand where students are in their learning and plan what to do next. Teachers analyse data to monitor student learning and progress to make teaching decisions.

Success criteria for this strategic direction

- All teaching and learning programs across the school show evidence they are adjusted to address individual student needs.
- All students are challenged and adjustments lead to improved learning.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievements.
- Teachers analyse internal and external student progress and achievement data to inform and develop learning goals with students.
- All students articulate their learning goals.
- All students understand how to improve and achieve their learning goals in literacy and numeracy.
- Teachers clearly explain to students why they are learning something.
- Teachers clearly explain how learning connects to what students already know.
- Teachers clearly explain what students are expected to do and how to do it.
- Teachers clearly explain what it looks like when students have succeeded.
- All teaching and learning programs demonstrate opportunities for guided and independent practice.

Evaluation plan for this strategic direction

The school will regularly analyse;

To what extent have we maximised students learning outcomes in reading and numeracy through personalised learning?

To what extent have we maximised student learning outcomes in reading and numeracy through data driven practice?

Analysis of these data sources;

- NAPLAN

Strategic Direction 1: Student growth and attainment

Improvement measures

Evaluation plan for this strategic direction

- SCOUT value added
- Check in Assessment
- Student work samples
- PLAN 2 data for literacy and numeracy
- Student PLP's
- School based traffic light data
- Student focus groups

The evaluation framework of Question, Data, Analysis and Implementation will be utilised. The evaluation plan will involve;

- Regular review of data sources to assess whether we are on track for achieving intended improvement measures via Pause Point meetings and Stage team meetings
- Regular professional discussion based on School Excellence Framework elements and themes and analysis of evidence
- Executive and whole staff reflective feedback professional learning sessions

Analysis of data to determine the future direction in next SIP planning cycle.

Strategic Direction 2: Collaborative learning culture

Purpose

To maximise student outcomes through developing a sustainable, collaborative learning culture through effective assessment and collaborative practices.

Improvement measures

Collaborative practices

Achieve by year: 2024

- An increased % from 2023 of staff capacity in the area of collaborative inquiry as measured by internal measures

Assessment practices

Achieve by year: 2024

- An increased % from 2023 of staff effectively analysing assessment data to challenge and support all students based on internal school data

Collaborative practices

Achieve by year: 2026

- Collaborative whole school processes are utilised to facilitate professional dialogue which drives continuous improvement in teaching practice and student outcomes

Assessment practices

Achieve by year: 2026

- Consistent school wide practices are used by staff to analyse, monitor, plan and report on student learning to challenge and support all students utilising external and internal school data

Initiatives

Collaborative practices

Teachers collaborate and work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Teachers use effective collaborative practices to develop adaptive expertise and improve teacher quality.

Assessment practices

Teachers utilise assessment practices which provide students with learning opportunities to reflect on their progress to inform future learning goals.

Success criteria for this strategic direction

- All staff engage in whole school professional discussion of data to improve teaching and learning.
- All teachers provide explicit, specific and timely formative feedback related to defined success criteria.
- All teachers' feedback supports improved student learning.
- Teachers practise formative assessment expertly in a flexible and responsive way that is part of daily instruction.
- All teachers share criteria for student assessment with students.
- All teachers provide opportunities for students to receive feedback on their learning.
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages or for particular student groups.
- All teachers engage in negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- Teachers are provided with formal mentoring or coaching to improve teaching and develop aspiring leaders.
- Teachers identified as in need of support or request support engage in formal mentoring or coaching to improve.
- Teachers provide students with annotated work samples and exemplars that explicitly show features of proficient and very proficient so students can self-assess their own work.

Evaluation plan for this strategic direction

The school will regularly analyse;

To what extent have we maximised student learning outcomes through the use of collaborative practices?

Strategic Direction 2: Collaborative learning culture

Evaluation plan for this strategic direction

To what extent have we maximised student learning outcomes through the use of effective assessment practices?

Analysis of these data sources;

- TTFM survey
- School based teacher survey
- School based focus groups
- NAPLAN
- Check In Assessment
- SCOUT
- Student work samples
- Student learning goals
- Internal student data - traffic lights

The evaluation framework of Question, Data, Analysis and Implementation will be utilised. The evaluation plan will involve;

- Regular review of data sources to assess whether we are on track for achieving intended improvement measures via Pause Point meetings, Stage team and whole school meetings
- Regular professional discussion based on School Excellence Framework elements and themes and analysis of evidence
- Executive and whole staff reflective feedback, professional learning sessions
- Learning walks in classrooms
- Consistent teacher judgement team meetings, cross stage and whole school moderation of work samples

Analysis of data to determine the future direction in next SIP planning cycle.

Strategic Direction 3: Student wellbeing and engagement

Purpose

To provide targeted support to maximise student engagement and wellbeing through whole school practices that promote social, emotional, behavioural and intellectual engagement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

- An uplift 3.1% of students attending school above 90%

Wellbeing

Achieve by year: 2023

- An increase of 2.7% of students achieving wellbeing targets

Initiatives

Positive learning environments

Teachers initiate strategies to build positive relationships and safe stimulating environments through the use of response classroom management strategies.

Teachers proactively teach healthy coping strategies, resilience and self-regulation skills.

Targeted support

Teacher practices support a whole school approach to ensure student engagement and connectedness. Teachers work with students and parents to establish partnerships and create individualised strategies to support learning and wellbeing.

Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement.
- Students, staff and the community co-develop expectations of behaviour which are designed to ensure effective conditions for learning.
- All staff explicitly, consistently and supportively apply behaviour expectations across the school.
- All staff engage in whole school approaches to monitor student wellbeing and engagement.
- Teachers engage parents to actively participate in supporting and reinforcing student learning.
- All staff regularly monitor attendance and take prompt action to address issues with individual students.
- All staff regularly analyse attendance data and utilise a personalised attendance approach to improve regular attendance rates for all students, including those at risk.
- The school community celebrates regular and improved attendance.
- Teachers work with students and parents to create and regularly review personalised learning plans which include individualised strategies to support learning and wellbeing.
- All teachers foster positive, respectful relationships among students, staff and parents.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Evaluation plan for this strategic direction

The school will regularly analyse;

To what extent have we maximised student engagement

Strategic Direction 3: Student wellbeing and engagement

Evaluation plan for this strategic direction

through whole school practices?

To what extent have we maximised student wellbeing through whole school practices?

Analysis of these data sources;

- TTFM survey
- School based focus groups
- SCOUT attendance data
- Semester attendance data collections
- Student learning goals
- Internal student data - traffic lights
- SAS survey for PBL
- Learning walks
- Spiral of inquiry
- Evaluations of teaching and learning programs
- Learning and Support Team referrals
- Behaviour data,
- School welfare policy

The evaluation framework of Question, Data, Analysis and Implementation will be utilised. The evaluation plan will involve;

- Regular review of data sources to assess whether we are on track for achieving intended improvement measures via Pause Point meetings, Stage team and whole school meetings
- Regular professional discussion based on School Excellence Framework elements and themes and analysis of evidence
- Executive and whole staff reflective feedback, professional learning sessions.

Analysis of data to determine the future direction in next SIP planning cycle.