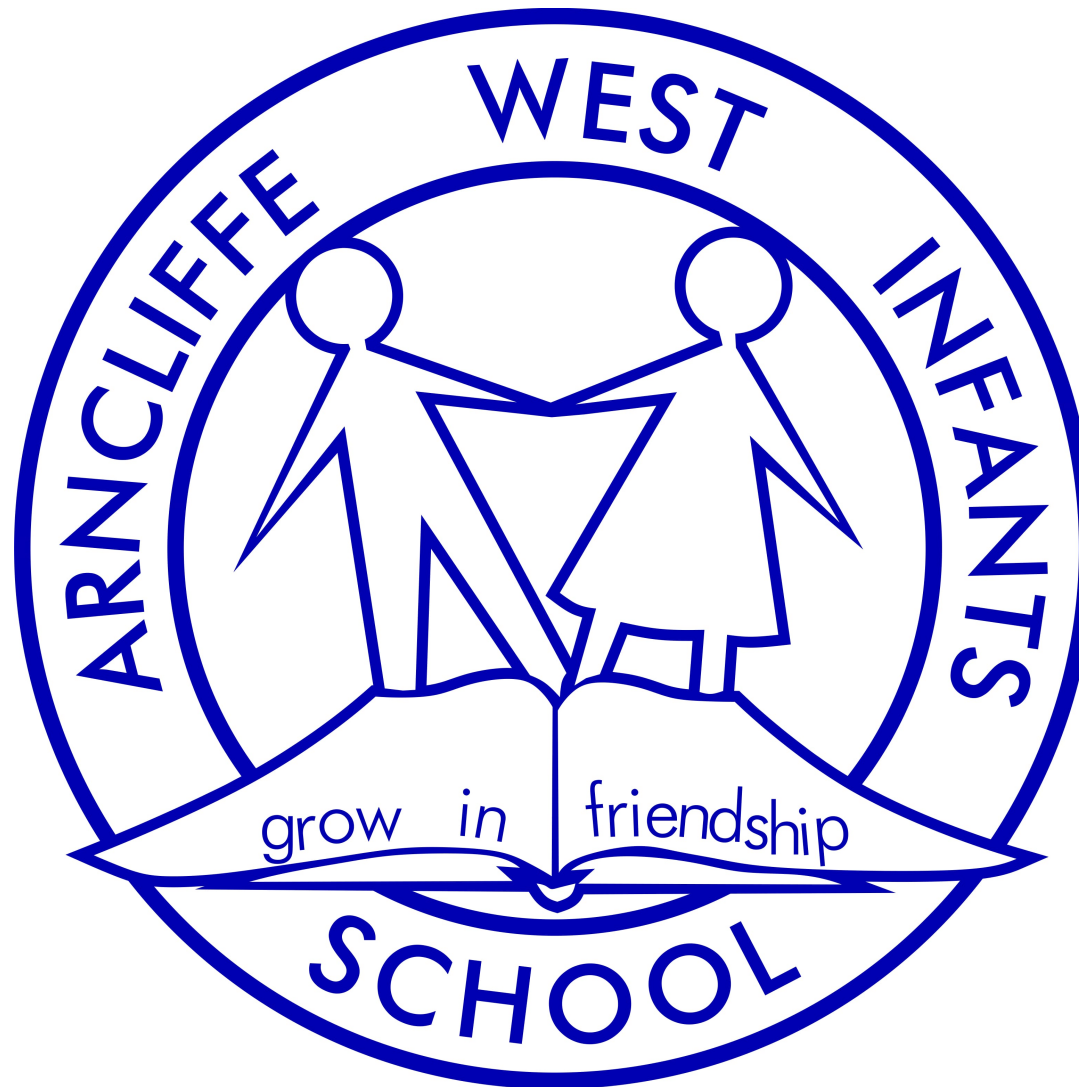


School plan 2015-2017

Arnccliffe West Infants School 5103



School background 2015–2017

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 in the 21st Century and beyond.

To support this aim the school will:

- Focus on Literacy, Numeracy and employ 21st Century technology
- 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 Arncliffe 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 very multicultural mix. 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 focussed foundational learning.

The school offers extensive green space and 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.

The school has an active parent group that organise many social activities for the students and engages in many supportive relationships with community stakeholders. There are a range of volunteers donating time to the school to support language, music and the Library.

Arncliffe West Infants participated in the NSW pilot of the National Music Teacher Mentoring Program in 2015 which was a Federally funded initiative to promote music education in government schools in collaboration with University partners. The positive impact of this program on student confidence has led to a continued rollout through 2016 and 2017, with a school wide focus on the role of music in language acquisition.

School planning process

The school conducted surveys of parents and students to collect information regarding the current strengths of Arncliffe West Infants and to identify directions for future growth.

Teachers and support staff reflected on the previous plan and reported on strengths, weaknesses and achievements. Teachers completed an exercise on their aspirations for student outcomes.

A meeting was held with the principal of Athelstane Public School to discuss the Plan and investigate synergies between the two schools. Strategic Direction 1 was formulated within this context.

The remaining strategic directions were formulated then presented to the P&C where discussion refined the vision. Cultural considerations were discussed with our Muslim community with regard to the provision of music programs as part of Strategic Direction 2 and representatives from the P&C consulted religious leaders and approval was obtained for the programs.

During a School Development Day in Term 1, 2015 the 5P's– Purpose, People, Processes, Products and Practices were discussed and formulated. The draft Plan was subsequently distributed to the P&C for consideration and feedback.

The Principal School Leadership was consulted for expert opinion on the final draft prior to publishing on the school website.

Each year the plan is updated to reflect the progress made and implement any indicated changes in direction or provide additional resourcing requirements. The Plan is constantly monitored through a milestone document where goals are set and evaluated on a regular basis.

New areas for specific focus are identified through self-assessment of our school against the Schools Excellence Framework and strategies are developed to achieve improved outcomes.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Implement effective evidence based teaching and learning in Literacy and Numeracy

Purpose:

To improve foundational learning in Literacy and Numeracy to optimize access to future learning opportunities and maximize student potential. To improve student engagement with and responsibility for their own learning journey and become self-motivated and self-directed learners.

STRATEGIC DIRECTION 2

Produce confident and creative learners and performers.

Purpose:

To equip students for a 21st Century learning and working environment, where presentation and implementation of ideas is integral to success. To develop higher order thinking and confidence through experiential performance based programs.

STRATEGIC DIRECTION 3

Equip students with the skills and knowledge to become active and informed citizens

Purpose:

To develop Physical Literacy in students so that they are equipped with the skills and knowledge to lead a healthy, happy and productive life through the maintenance of physical, social and emotional wellbeing.

Strategic Direction 1: Implement effective evidence based teaching and learning in Literacy and Numeracy

Purpose

To improve foundational learning in Literacy and Numeracy to optimize access to future learning opportunities and maximize student potential. To improve student engagement with and responsibility for their own learning journey and become self-motivated and self-directed learners.

Improvement Measures

5% Improvement in Reading Levels and SENA testing outcomes measured quantitatively at the end of each semester and by formative assessment during the instructional period.

Qualitative assessment of student engagement and motivation will be examined in conjunction with improvements to quantitative outcomes to monitor the impact of the change in pedagogy.

People

Students

Engage students in strategies that facilitate learning and develop independence and self-motivation.

Staff

Develop capabilities through professional learning opportunities both internally and externally.

Engage all staff in personal professional learning through self-evaluation, collaboration and feedback

Parents/Carers

Build awareness in the parent/carer community through information nights and parent/teacher communication, supplying information on how to support student learning

Community Partners

Provide open days and demonstration sessions to inform and demonstrate practices and products.

Leaders

Engage in Professional Learning and research to facilitate the mentoring of teachers and educational support personnel to implement the pedagogical changes.

Processes

Students use tools based on the Literacy and Numeracy continuums to support self-assessment and student reflection on learning.

Students and teachers monitor progress and use this information to plan learning collaboratively.

Data walls for Literacy and Numeracy are used to map and display student progress along the continuums. The data walls inform goals that are set for students.

Evaluation Plan

Regular reporting against milestones by the leadership group. Longitudinal analysis of NAPLAN and PLAN data. Literacy and SENA comparisons with previous years. Student feedback surveys with regard to intentional engagement in learning.

Practices and Products

Practices

Teachers regularly review learning with each student ensuring all students have a clear understanding of how to improve their learning.

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students

Products

Increased attainments in Literacy and Numeracy outcomes measured internally

Student self-assessment increasingly matches qualitative and quantitative assessment data. This capacity will be assessed during formative teacher/student exchanges, reported qualitatively and correlated with quantitative data.

Student self-assessment increasingly matches qualitative and quantitative assessment data. This capacity will be assessed during formative teacher/student exchanges, reported qualitatively and correlated quantitative data.

Strategic Direction 2: Produce confident and creative learners and performers.

Purpose

To equip students for a 21st Century learning and working environment, where presentation and implementation of ideas is integral to success. To develop higher order thinking and confidence through experiential performance based programs.

Improvement Measures

Students are able to sing, interpret and create basic musical ideas using simple notation. Measured by analysis of data from the National Music Teachers Mentoring Program.

Improvement in student confidence measured through successful public performance for peers and/or community. Achievement measured through audience feedback, student reflection and qualitative teacher assessment.

People

Students

Students will use singing, listening and composing to learn about musical ideas and notation and stimulate higher order thinking.

Staff

Teachers undertake professional learning by participating in the National Music Teacher Mentoring Program and share that learning with staff.

Parents/Carers

Parents/carers engage with the creative process through production support and audience participation.

Community Partners

Undertake professional learning and gain the required approvals to enable them to participate in school projects.

Leaders

Undertake Professional Learning and research to support creativity across the school and foster collaborative partnerships. Organise extra-curricular creative opportunities to inspire students and teachers.

Processes

Extend the expertise in music teaching across the school through a mentoring program.

Implement a whole school program that is focussed on the provision of creative opportunities in a range of modalities.

Engage with external stakeholders to provide extracurricular learning experiences for students

Evaluation Plan

Data will be collected by external collaborators and evaluated in conjunction with mentors from the National Music Teachers Mentoring Program. Data will also be collected internally in 2016/17.

Student, staff and parent surveys will be conducted for feedback and reflection on performances.

Confidence will be qualitatively assessed and reported on by teachers.

Practices and Products

Practices

Students are able to sing, interpret and create musical ideas using simple notation.

Extra curricular learning opportunities support student development, and are strongly aligned with the school's vision, values and priorities.

Teaching practices include significant experiential education components and opportunities for creative expression through a variety of modalities

Products

Students confidently create presentations and perform for audiences.

Higher order thinking is stimulated and contributes to improvements in Literacy and Numeracy

Strategic Direction 3: Equip students with the skills and knowledge to become active and informed citizens

Purpose

To develop Physical Literacy in students so that they are equipped with the skills and knowledge to lead a healthy, happy and productive life through the maintenance of physical, social and emotional wellbeing.

Improvement Measures

5% improvement in aerobic fitness and Fundamental Movement Skills measured using age appropriate tests and baselines.

10% reduction in referrals to the Positive Behaviour Program.

Lunchbox content indicates a greater proportion of healthy foods.

People

Students

Students are empowered to make healthy lifestyle choices by engaging in learning and experiential opportunities for wellbeing. Students participate in sports and fitness activities where possible.

Staff

Engage in professional learning, collaborative opportunities and mentoring to facilitate the delivery of programs.

Parents/Carers

Access educational information to support healthy lunchbox choices and other wellbeing initiatives. Support students at sporting activities.

Community Partners

Will incorporate school demographics, special needs and wellbeing policy information to facilitate tailored delivery of externally provided programs.

Leaders

Engage in professional learning, networking and research to ensure delivery of programs is evidence based. Liaise with Community of Schools partners to organise combined Sports Carnivals.

Processes

Educate and engage the students and the school community in nutritional improvement programs.

Include breathing and mindfulness activities in the Social Skills Program to support student behaviour.

Promote and provide both in school and extra curricular fitness opportunities.

Evaluation Plan

Evaluation of scope and sequence implementation by leadership team. Monitoring of lunchbox content and student understanding with regard to healthy eating. Data analysis from physical fitness measures. Regular discussion and assessment of playground and classroom behaviour and data analysis from Positive Behaviour Program.

Practices and Products

Practices

Students care for self and contribute to the wellbeing of others and the wider community.

Students understand the prerequisites for human wellbeing and are able to demonstrate this through their attitudes and behaviours at school.

Products

The school has in place a comprehensive and inclusive framework to support the emotional, social and physical wellbeing of students, which measurably improves individual and collective wellbeing.

Students are self-aware and build positive relationships with peers and teachers.

Improvement in physical fitness characteristics such as Fundamental Movement Skills, aerobic fitness, co-ordination and gross motor skills.