

# School plan 2015-2017

## Asquith Public School 1070



# School background 2015–2017

## School vision statement

Our vision at Asquith Public School is to strive for equity and excellence and build life-long learners through quality teaching, working closely with the community to provide a safe inclusive environment where students blossom and learn.

## School context

Asquith Public School is located in the Hornsby Community of Schools. It is a co-educational, inclusive school with approximately 370 students from diverse cultural, religious and socio-economic backgrounds.

The school has 14 mainstream classes organised on a stage basis, and three support unit classes comprising two Multi-categorical classes (MC) and one class of students with mild intellectual disability – both of which are a regional resource, providing intensive support for students with a moderate intellectual disability (IO), autism (MC) and Mild Intellectual disability (IM). Each class has a full time School Learning Support Officer (SLSO).

At Asquith Public School we offer high quality teaching and learning and promote a culture of excellence whilst providing a challenging and stimulating learning environment to support confident 21st Century learners.

Asquith Public School provides extensive opportunities in the areas of academics, sport, performing arts and technology. These opportunities allow our students to be challenged, acquire new skills, develop confidence and self-esteem, and continue to be inspired at school as they continue their learning journey. Our school culture recognises the rights of all students to learn in a safe and supportive environment, which promotes respect and high expectations for all students. The school has a comprehensive Learning and Support Team that caters for individual learning needs of students referred.

Asquith Public School's parent community have high expectations of the school. We work as valued partners in their child's development and educational journey. The school community is supportive, inclusive and committed to setting a high standard for all students to become confident and creative individuals that are active and informed citizens.

## School planning process

Asquith Public School's vision and 5 year plan has evolved through a process of community dialogues, discussions, surveys and feedback sessions.

In 2014, a comprehensive process was undertaken across the school collecting the opinions of parents, students and teachers about the schools priorities, achievements and directions for future development and growth. This planning process included a review of the strengths, opportunities and areas of development across the school at a time of Departmental realignment and changes, including mandatory curriculum change, Local Management Business Reform, and Local Schools Local Decisions implementation.

As a result, three key strategic directions were identified as a basis for a shared commitment for future developments across the school community.

The resultant School plan links the individual and professional growth of all staff and the personal growth performance and achievement of students, and will facilitate increased community engagement with the culture (products and practices) of the school.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Quality teaching facilitating deep learning

### Purpose:

To achieve high quality teaching practice there will be a school-wide, collective responsibility for student learning and success with high levels of student, staff and community engagement. All teaching staff understand that student engagement and learning are related and teachers are focused on delivering consistent high standards supported by shared professional practice that inspires learning for all.

## STRATEGIC DIRECTION 2

Creative, collaborative, independent life-long learners

### Purpose:

Students will be prepared as empowered 21st century learners, having the skills of creative, critical thinking and problem solving and the capacity to apply these skills in everyday situations. Curriculum programs and teaching practices will effectively develop the knowledge and skills of all students by providing challenging and stimulating learning experiences that empower students as 21st century learners.

## STRATEGIC DIRECTION 3

Confident, resilient, responsible students

### Purpose:

Asquith Public School will have in place a comprehensive and inclusive framework to support the emotional and social well-being of students, which measurably improves individual and collective wellbeing, creating a positive learning environment for all.

# Strategic Direction 1: Quality teaching facilitating deep learning

## Purpose

To achieve high quality teaching practice there will be a school-wide, collective responsibility for student learning and success with high levels of student, staff and community engagement. All teaching staff understand that student engagement and learning are related and teachers are focused on delivering consistent high standards supported by shared professional practice that inspires learning for all.

## Improvement Measures

- Growth in NAPLAN and PLAN data yrs 3–5 and 5–7.

- High quality teaching practice

Differentiation of the curriculum for all students with special learning needs or disability, Aboriginality, and EALD according to individual need.

High quality teaching practices evidenced by regular self-reflection and peer feedback on teaching evaluation tool.

Network of resources created and shared across school – all teachers able to access and use.

## People

### Students

Students understand that learning growth is achieved by working to a goal and are aware of learning outcomes and criteria for success in tasks they complete.

### Staff

Quality teaching practices are used in all aspects of teaching. Staff effectively uses data in educational decision making and this is reflected in programming and teaching and learning practices.

Through collaborative planning teachers share best practice in mentoring partnerships and develop capacity.

Through coaching, peer professional learning and collaborative planning, aspiring leaders are developed.

### Parents/Carers

Parents aware of learning outcomes and criteria for success in learning at school and have the capacity to support initiatives for improvements in student outcomes.

### Community Partners

Expertise of the community is reflected in teaching and learning programs.

### Leaders

Principals support strategic teams to develop skills, create new knowledge and devise new practice applying the model of Principals Professional Standards for organisational and educational improvement.

## Processes

- Implement TEN and using numeracy continuum to plot data and plan lessons in mathematics
- Use of data in educational decision making and reflected in quality programming and teaching.
- Australian Professional Standards for Teachers reflected in staff Performance and Development Plans.
- Strong Start/Great Teachers framework to support beginner teachers.

## Evaluation Plan

- Use the Australian Professional Standards for Principals model to develop and implement self-evaluation tools to provide evidence of professional dialogue to drive improvement.
- Teacher Performance and Development Plans reflect growth in skills of quality teaching.

## Practices and Products

### Practices

- Staff plan/implement systematic and explicit lessons and understand and use success criteria.
- Program delivery and assessment tasks reflect changes in pedagogy and curriculum.
- Teachers actively engaged in planning their own professional development to improve performance.
- The school has high quality innovative teaching practice and professional learning activities mapped against the Professional Standards for teachers.
- Practices embedded to provide formal mentoring to support/improve teaching and leadership practice.
- Parents/carers have opportunities to access information on current programs/practices.
- School uses community partners to strengthen and support teaching programs.

### Products

- Value added growth in NAPLAN and PLAN data Yrs 3–5 and 5–7.
- Staff have evidence of high quality teaching practice evaluated by supervisors and self-reflection.
- All staff are effectively using the teaching & learning cycle, analysing student assessment data to differentiate the curriculum for individual student learning.

# Strategic Direction 1: Quality teaching facilitating deep learning

## Improvement Measures

## People

## Processes

## Practices and Products

- Student learning communicate accurately to parents/carers.
- School and class programs address the individual learning needs of all students.
- Leaders and aspiring leaders build teams to share and develop expertise.
- Resources are efficiently stored facilitating collaboration.

# Strategic Direction 2: Creative, collaborative, independent life-long learners

## Purpose

Students will be prepared as empowered 21st century learners, having the skills of creative, critical thinking and problem solving and the capacity to apply these skills in everyday situations. Curriculum programs and teaching practices will effectively develop the knowledge and skills of all students by providing challenging and stimulating learning experiences that empower students as 21st century learners.

## Improvement Measures

Growth in student performance in problem solving strands in NAPLAN and PLAN data over 3 years.

- Ongoing evaluation and involvement in joint drama program fed back into the school community through University of Sydney drama staff.

## People

### Students

Will develop critical thinking and higher order problem solving skills to contextualise their learning beyond the classroom.

### Staff

Will embed critical thinking and the use of technology and creative problem solving into all areas of the curriculum.

Will use PLAN, SMART, NAPLAN and Benchmarking data to inform their classroom practice.

### Parents/Carers

Parents and carers will develop an understanding of the skills of creative problem solving.

### Community Partners

Through partnerships with The Sydney Theatre Company and the University of Sydney we will build the capacity of staff using drama as a tool.

### Leaders

Will use PLAN, SMART, NAPLAN and Benchmarking data to identify and monitor performance and focus resources for support.

## Processes

- Develop capacity of staff and students to use a range of technology to support learning in and out of the classroom.
- Support teachers to identify and teach creative problem solving within core curriculum areas.
- Build teacher confidence and capacity in using the performing arts as a teaching tool.

## Evaluation Plan

Qualitative documentation of observations of teaching programs and practice in problem solving and creativity.

Students surveyed in creative problem solving strategies.

## Practices and Products

### Practices

- Staff and students use a range of technology to support learning in and out of the classroom and as a tool for their own learning.
- Students effectively use clearly defined problem solving strategies to creatively search for answers to problems embedded within everyday curricula.
- Student will use drama as a tool for creatively learning and as a medium for publishing their work.
- 21st century competencies evident in class teaching programs and teaching practice.
- Problem solving scope and sequence mapped throughout our core curriculum subject areas.

### Products

- 85% of students receive 2 cluster growth in problem solving strands in PLAN data.
- NAPLAN (growth) in problem solving strands 3–5 and 5–7
- Joint evaluation with Sydney University of outcomes in literacy and history through drama.

# Strategic Direction 3: Confident, resilient, responsible students

## Purpose

Asquith Public School will have in place a comprehensive and inclusive framework to support the emotional and social well-being of students, which measurably improves individual and collective wellbeing, creating a positive learning environment for all.

## Improvement Measures

- Growth in student, parent and staff indicators of emotional wellbeing through wellbeing survey.
- Reduction in negative incidents logged in Sentral across the school.
- Established and develop sustainable gardens within the school grounds.

## People

### Students

Students taught Circle Time for emotional literacy and student wellbeing.

### Staff

All staff trained in PBEL and Circle Time programs.

All staff engaged with local Aboriginal community

All staff trained in Sentral Student Welfare

### Parents/Carers

Parents and community understand the behaviours, attitudes and expectations of our school wellbeing framework.

### Community Partners

The broader community understand the behaviours, attitudes and expectations of our school wellbeing framework.

### Leaders

School Leaders complete PBEL and Circle Time training.

## Processes

- All staff trained in PBL and PBL relaunched across whole school.
- All staff trained in well being programs eg Circle Time & Peer Support. Well being programs run across whole school each year.
- Community informed of student well being programs through Newsletter and P&C and targeted parent meetings.
- All staff trained in Sentral Student Welfare and Sentral student welfare used to monitor behaviour across school

## Evaluation Plan

Staff, students (in targeted years) and parents will be surveyed using 'Tell them from me' to determine baseline in 2015, monitor implementation in 2016 and evaluate effectiveness of student wellbeing programs in 2017.

Sentral logging of positive and negative incidents monitored for changes in student behaviour over time.

Record class, stage, school and community use of outside learning areas.

## Practices and Products

### Practices

- PBL practices embedded in the school student welfare plan.
- Circle time operational in all classrooms and students skilled in the respective strategies.
- Peer Support operating K-6.
- School environment used for learning.

### Products

- The school has in place a comprehensive and inclusive framework to support the emotional and social wellbeing of students
- All Students able to contribute their explanation of the relevance of local indigenous history to the schools natural environment.
- Sentral Student Welfare tracking shows growth in positive incidents and decline in negative incidents
- Growth in student, parent and staff indicators of wellbeing mapped through wellness survey.