

School plan 2018-2020

Ashfield Public School 1065



Ashfield
PUBLIC SCHOOL

School background 2018–2020

School vision statement

Ashfield Public School strives to:

- give every child every opportunity within a culture of evidenced-based growth, performance and wellbeing, where every child is cared for and known.
- engage students holistically by developing individual strengths and talents, a love of learning and the capacity to achieve.
- use evidence based teaching practices to implement a differentiated curriculum that meets the needs of individual students.
- use a range of assessment strategies to measure individual achievement so that every child makes progress.
- value our school's diversity of cultures and abilities through inclusive practice.
- develop the capacity of teachers as adaptive, innovative and future-focused practitioners.
- be a collaborative community of deep thinkers and creative learners.

School context

Ashfield Public School, with an enrolment of 505 students including 75% students from a non-English speaking background, is a community school with a systematic and informed approach to education where quality teaching practices, positive relationships and rigorous curriculum programs focused on measurable growth, drive academic achievement and social success.

The school prioritises Instructional Leadership with the mentoring of beginning teachers, the identification of excellent teaching and learning, and the sharing of successful strategies. Professional development is about growing and sustaining teaching practices that are informed by feedback and analysis of current research; it builds the capacity of each teacher to create effective teaching and learning experiences for their students.

Being inclusive and embracing diversity drive a whole school culture of wellbeing that enables students to be actively engaged in their learning, have a range of fulfilling and respectful relationships, and experience a sense of belonging to their school and community. Focusing on ten wellbeing choices and a shared understanding of positive behaviour for learning, students are motivated to succeed and are given the opportunity to learn and grow with self-confidence.

The school has a Support Hub and an Opportunity Class program with inclusive school systems and procedures to engage students of all abilities.

School planning process

The school planning process commenced in 2015 with the school executive team reviewing the current school plan. School processes were realigned from four to three processes per Strategic Direction.

The Quality Teaching Processes focus on measurable achievement, programming and teaching practices. The Quality Learning Processes focus on differentiation, future focused pedagogy, wellbeing and student engagement. The Quality Practices Processes focus on effective school management, inclusive practice and instructional leadership. A parent forum regarding Inclusive Practice enabled parents to be informed and provide input on this particular process.

A planning day enabled parents and teachers to collaborate and revise the School Vision Statement and purposes of each Strategic Direction. Working groups on the day also enabled contributions to be made and considered as part of formulating processes, products, practices, evaluation plans, improvement measures and annual milestones of each direction.

A draft of the School Plan was tabled at a Professional Development day with teams of teachers assigned to each Strategic Direction. There was a focus on connecting the School Plan to the School Excellence Framework and creating milestones that detailed rigorous evidence-based and research informed practices directed towards ongoing school improvement. There was also a focus on embedding into the plan effective educational practices including high expectations, explicit teaching, effective feedback, use of data to inform practice, classroom management, wellbeing and collaboration.

Data from the Tell Them From Me student surveys was analysed with social-emotional outcomes and drivers of student outcomes informing products, practices and improvement measures of the School Plan. Increasing the percentage of students who feel challenged in their English and Maths classes and feel confident of their skills in these subjects was identified as an area for focus. Continuing to build a whole school culture of rigour, relevance with a

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positive learning climate and high expectations for success was also identified as area to be developed through the School Plan.

The School Plan has been informed by the Department of Education's (DoE) Strategic Plan 2018 – 2022 including its' goals, values and performance measures. For example the School Plan embeds that every student is known, valued and cared for, every student, every teacher, every leader and every school improves every year, every student is engaged and challenged to continue to learn and all young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.

The School Plan has been written to strategically guide the professional learning, practice and engagement of all teachers and school leaders with a focus on improvement within a supportive culture of accountability and rigour.

It has been written to keep the school focused on reducing the impact of disadvantage, on closing equity gaps and on all students to be consistently performing at high levels on external and internal school performance measures within a whole school culture of engagement and wellbeing.

The School Plan has also been written with a focus on modelling instructional leadership to improve teaching practices and a focus on sustaining administrative systems, structures and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

To sustain and grow the systematic delivery of a whole school, future focused curriculum where quality teaching is innovative and evidenced-based with a focus on measurable growth and performance for every child, for all abilities.

This is about ongoing professional development to guide a collaborative, informed and consistent approach whereby teachers engage with The Australian Professional Standards for Teachers in an ongoing cycle of evaluation and improvement to implement rigorous teaching programs that reflect current educational practice and drive the academic and social progress of all students.

STRATEGIC DIRECTION 2 Quality Learning

Purpose:

To engage every child with a differentiated, challenging, relevant curriculum with a focus on developing students as collaborative learners who effectively use critical and creative thinking to solve complex problems and are prepared to engage in a complex and dynamic society.

This is about creating a meaningful, inclusive and equitable whole school learning environment that encourages and supports a range of learning styles and abilities, sparks curiosity and passion for knowledge and understanding.

STRATEGIC DIRECTION 3 Quality Practice

Purpose:

To implement efficient management practices and maintain partnerships with colleagues, families and the community that

support teaching and learning practices that are productive and inclusive.

This is about delivering a quality education underpinned by strong organisational structures and effective collaborative practices with a focus on efficient allocation of resources, effective health and safety practices and embracing diversity.

Strategic Direction 1: Quality Teaching

Purpose

To sustain and grow the systematic delivery of a whole school, future focused curriculum where quality teaching is innovative and evidenced-based with a focus on measurable growth and performance for every child, for all abilities.

This is about ongoing professional development to guide a collaborative, informed and consistent approach whereby teachers engage with The Australian Professional Standards for Teachers in an ongoing cycle of evaluation and improvement to implement rigorous teaching programs that reflect current educational practice and drive the academic and social progress of all students.

Improvement Measures

1.1 Measurable Growth: The school sustains and grows processes for the systematic collection of a range of student outcome data including formative and summative assessments and work samples

1.2 Systematic implementation of the school curriculum: The implementation of new and existing syllabuses through programs shows a deep understanding of content and skills to be taught, and embedded literacy and numeracy concepts

1.3 Effective teaching practice: A collaborative and evidence-based teaching approach with effective methods identified, promoted and modelled, and students learning improvement

People

Students

Students understand themselves as learners and set goals for success

Staff

Teachers value and develop the skills to analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice

Parents/Carers

Parents grow their capacity for effective collaboration with teachers to monitor student progress and plan for continuous improvement.

Community Partners

Develop Community of Schools network to sustain and grow a professional learning community focused on continuous improvement of teaching and learning.

Leaders

Develop the leadership team's skill to maintain a focus on the use of data for continuous improvement of teaching and learning.

Processes

1.1 Measurable Growth: The learning goals for students are informed by analysis of internal and external student progress and achievement data

1.2 Systematic implementation of the school curriculum: A coherent, sequenced plan for curriculum delivery that provides consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels

1.3 Effective teaching practice: Systems and procedures are in place to enable the development of a collaborative culture of continuous professional improvement that includes classroom-based learning and mentoring

Evaluation Plan

1.1 Measurable Growth: Regular collection of data compared to historical data to show ongoing student growth and impact of teaching

1.2 Systematic implementation of the school curriculum: Teaching and learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement

1.3 Effective teaching practice: Evidence collected to show impact of quality teaching practices and knowledge on student achievement

Practices and Products

Practices

1.1 Measurable Growth: Ongoing use of assessment data to monitor achievements and gaps in student learning and inform planning including interventions for particular student groups

1.2 Systematic implementation of the school curriculum: Curriculum programs effectively develop the knowledge, understanding and skills of all students using evidence-based teaching practices and innovative teaching

1.3: Effective teaching practice: The school uses embedded and explicit systems such as professional learning schedule and learning sprints that facilitate professional dialogue, collaboration, the modelling of effective practice and the provision of specific and timely feedback between teachers

Products

1.1 Measurable Growth: Quality, valid, reliable and ongoing data shows that students consistently perform at high levels and equity gaps are closing

1.2 Systematic implementation of the school curriculum: Consistency between the various elements of the school's curriculum including NESA syllabus outcomes, scope and sequence, teaching programs, assessment schedules and samples of student work

1.3 Effective teaching practice: Accreditation documentation, as measured against the Australian Professional Teaching Standards, and Professional Development Plans show that the school

Strategic Direction 1: Quality Teaching

Practices and Products

has a high performing teaching staff, whose capacities are continually built to ensure every student experiences high quality teaching

Strategic Direction 2: Quality Learning

Purpose

To engage every child with a differentiated, challenging, relevant curriculum with a focus on developing students as collaborative learners who effectively use critical and creative thinking to solve complex problems and are prepared to engage in a complex and dynamic society.

This is about creating a meaningful, inclusive and equitable whole school learning environment that encourages and supports a range of learning styles and abilities, sparks curiosity and passion for knowledge and understanding.

Improvement Measures

2.1
Differentiated Learning and Engagement: Teachers identify interests and talents of all students and monitor their participation in Triple E (extension, enrichment and engagement) activities

2.2
Future focused learning: Sustain and grow the school's capacity to collect and apply data about the range of student ability regarding deep knowledge and understanding

2.3 Student Wellbeing: The school systematically monitors data relating to student attendance and other behavioural data to provide evidence of an increasing strategic and planned approach to whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn

People

Students

Students develop as increasingly self-motivated and collaborative learners who are confident, creative individuals equipped with the personal resources to be motivated and successful.

Staff

Teachers develop their capacity as adaptive practitioners who know and understand the needs and talents of their students, and select accordingly from a range of effective teaching strategies to engage every child.

Parents/Carers

Parents improve their understanding of future focused learning, Triple E initiatives and assessment practices and contribute to learning success by regularly engaging with teachers..

Community Partners

Community partners are encouraged and enabled to make contributions that increase the school's capacity to support student engagement and learning, and address equity issues in the school.

Leaders

The principal and school leadership team develop their skills to model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Processes

2.1 Differentiated Learning and Engagement: Students engage in a range of learning opportunities that are at their interest level and develop their skills and talents

2.2 Future focused learning: A focus on creativity, collaborative learning and a student's ability to apply knowledge to new situations and use digital tools.

2.3 Student Wellbeing: Evidence based whole school practices that drive measurable improvements in wellbeing

Evaluation Plan

2.1 Differentiated Learning and Engagement: Review student progress and success as a result of participation in Triple E initiatives

2.2 Future focused learning: Teachers engage in consistent, evidence-based judgement and moderation of rich assessment tasks to provide feedback on deep knowledge and understanding

2.3 Student Wellbeing: Tell Them From Me survey, parent surveys, Sentral data and community forums used to measure the success of wellbeing and engagement initiatives

Practices and Products

Practices

2.1 Differentiated Learning and Engagement Teachers and parents work collaboratively to support all students to engage in a range of learning activities

2.2 Future focused learning: A focus on creativity, collaborative learning and a student's ability to apply knowledge to new situations and use digital tools

2.3 Student Wellbeing: There is school-wide, collective responsibility for student learning and success, including students and parents understanding the assessment approaches used and their benefits for learning

Products

2.1 Differentiated Learning and Engagement: Sentral profiles shows student engaged in a range of activities

2.2 Future focused learning: Students analyse, reason with and evaluate a range of concepts; they construct explanations and draw conclusions about a range of concepts and apply knowledge in new ways

2.3 Student Wellbeing: Teaching programs demonstrate sound holistic information about each student's wellbeing and learning needs with evidence of consultation with parents/carers and student feedback to inform further teaching

Strategic Direction 3: Quality Practice

Purpose

To implement efficient management practices and maintain partnerships with colleagues, families and the community that

support teaching and learning practices that are productive and inclusive.

This is about delivering a quality education underpinned by strong organisational structures and effective collaborative practices with a focus on efficient allocation of resources, effective health and safety practices and embracing diversity.

Improvement Measures

3.1 Management practices: Management practices enable resources to be applied in a targeted manner to meet the learning and wellbeing needs of all students.

3.2 Collaborative Practice: Agile teaching and support practices enable students with a disability to have the same educational opportunities as other children

3.3 Educational leadership: The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement

People

Students

Students develop shared understanding of embracing diversity and being inclusive to achieve a safe and supportive educational environment.

Staff

Supported by professional learning, instructional leadership and school systems, teachers develop their understanding of students' physical, social and intellectual development and characteristics, to confidently use a range of teaching strategies and manage resources with the purpose of improving student learning within an inclusive classroom.

Parents/Carers

Parents grow their ability to be actively involved in their children's learning and collaborate with teachers to plan for appropriate and contextually relevant opportunities that achieve learning outcomes.

Community Partners

A range of community partners including health allied services expand their capacity to work alongside teachers with the purpose of developing professional knowledge to meet the needs of students.

Leaders

The leadership team grows its capacity for distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement

Processes

3.1 Management practices: Management practices sustain and grow a whole school culture of high expectations and achievement, and effectively cater for the range of equity issues in the school

3.2 Collaborative Practice: Students with disability are provided with opportunity and choices comparable to those available to students without disability, including participation in education on the same basis as other students

3.3 Educational leadership: The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement

Evaluation Plan

3.1 Management practices: Tell Them From Me Teacher Survey data indicative of strong, decisive and supportive leadership team

3.2 Collaborative Practice: Evidence of collaborative teaching practice via programs and Stage Meeting with a result of students of all ability (Support Unit, Opportunity Class and Mainstream Classrooms) make relative progress

3.3 Educational leadership: Student progress and achievement data is used to identify strategic priorities, and develop and implement plans for continuous improvement

Practices and Products

Practices

3.1 Management practices: Application of resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students with flexible structures and processes that enable the school to respond appropriately to student cohorts, the needs of individual learners, teachers and parents

3.2 Collaborative Practice: Reasonable adjustments and quality differentiation, focused on social and academic inclusion, accelerate the learning of all students including students with a disability

3.3 Educational leadership: Evidence that the professional learning community is focused on continuous improvement of teaching and learning via the School Excellence Framework

Products

3.1 Management practices: Weekly Executive Meetings provide a forum of reflection and planning where informed analysis and innovative problem solving respond to a range of school issues

3.2 Inclusive Practice: Tell them from Me Survey shows increase in the number of children who find classroom instruction relevant and important concepts are taught well

3.3 Educational leadership: Evidence that the professional learning community is focused on continuous improvement of teaching and learning via the School Excellence Framework

Strategic Direction 3: Quality Practice

People

so that every student makes measurable learning progress and gaps in student achievement decrease.