

School plan 2018-2020

Ashford Central School 1066



School background 2018–2020

School vision statement

Ashford Central School is committed to ensuring happy children, working with dedicated teachers in a pleasant and secure environment. We will achieve this by maintaining strong partnerships with the community and maintaining an ethos of high expectations in student achievement. By the end of 2020, the school community expects student outcomes to exceed similar school and state averages in NAPLAN; that it is a nurturing and welcoming environment full of vibrant and inquisitive learners, led by professional staff and supported by an educationally focussed community that is mutually accountable for student outcomes and school performance.

School context

Ashford Central School is a K–12 school, located in the small rural community of Ashford which has a population of 570.

Students of Ashford Central School are drawn from the township of Ashford and surrounding district. Some of the students travel a considerable distance to school by bus. Ashford is 57km north of Inverell and 40km south of the Queensland border.

The total enrolment of Ashford Central School in 2018 is around 180 students, with approximately half in each the primary and secondary departments.

The school is committed to the provision of a comprehensive, quality education program, the equal of any in the state. We achieve this through quality teaching and assessment practices, the provision of a broad and balanced curriculum, an emphasis on literacy and numeracy from Kindergarten to Year 12, comprehensive student welfare structures and effective use of technology.

School planning process

The consultation process that was undertaken by the school included the formation of the School Planning Committee. This committee comprised of 13 members including the Principal, The Executive, School Assistant and Support Staff, the Aboriginal Education Consultancy Group, and Parents and Citizens presidents and parents from our community. The committee was developed in consultation with the P&C and AECG and remained in close contact throughout the planning process to gauge support, interest and feedback.

The consultation process included:

- Student, parent and staff surveys
- Informal interviews
- Observations and analysis of school educational data; and
- School Excellence Framework

The planning process identified common themes that make up the body of this plan. These themes were: Staff quality, Student and Community Engagement and School Culture.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Staff – A Dynamic, Cohesive and Quality Staff

Purpose:

Ashford Central School in their pursuit of educational excellence, develops highly proficient teachers, support staff and leaders that collaboratively learn, develop and critically reflect.

STRATEGIC DIRECTION 2

Students and Community – Collaboratively Engaged Students and Community

Purpose:

Students and community that are actively engaged and collaboratively involved in fostering future focused learning environments as we prepare our students to be contributing members of the community.

STRATEGIC DIRECTION 3

School Culture – Safety, Teamwork, Achievement, Respect

Purpose:

Building and maintaining a school culture that demonstrates the school's core values of Safety, Teamwork, Achievement and Respect. That we have a school environment that is supportive and inclusive with a culture of pride, integrity and high expectations.

Strategic Direction 1: Staff – A Dynamic, Cohesive and Quality Staff

Purpose

Ashford Central School in their pursuit of educational excellence, develops highly proficient teachers, support staff and leaders that collaboratively learn, develop and critically reflect.

Improvement Measures

Student Achievement

The school uses systematic and reliable assessment information from the Learning Progressions to evaluate effective teaching and learning structures in Literacy and Numeracy.

Student Achievement

External performance measures (NAPLAN, ICAS, VALID, HSC) demonstrate the school is at or above statistically similar schools.

Quality Teaching Practices

All teachers develop and apply a full range of assessment strategies 'for, and and of' learning in all teaching programs as measured against the School Excellence Framework – Learning: Assessment.

Quality Teaching Practices

All teachers apply strategies articulated in 'The Art and Science of Teaching' (Marzano) to improve teaching practices. That a consistency in metalanguage, planning and assessment in teaching and learning across K–12 is documented as a school expectation and tracked against the School Excellence Framework – Teaching: Effective Classroom Practice

People

Students

- self–assess and track achievement;
- become self–directed learners;
- receive quality and timely feedback; and
- participate and engage in learning.

Staff

- provide accurate and timely feedback
- track assessment against quality criteria.
- Improve practice through evidence–based research (Marzano).
- develop deep understandings of data, analysis and its use.

Leaders

- provide accurate and timely feedback to teachers tracking assessment.
- lead the effective use of data to track student performance.
- lead improvements in practice through evidence–based research to enhance best practice (Marzano).
- work collaboratively with teachers to provide explicit understandings of curriculum requirements.

Parents/Carers

- understand school directions as outlined in the plan and demonstrate support for the school's work.
- are to be connected to the school by being supported as active participants in their child's education.

Processes

Student Achievement

Professional learning of all teaching staff builds capacity, understanding and application of curriculum, learning progressions, assessment practices, and SMART data.

Quality Teaching Practices

The Marzano project enables, empowers and develops a culture of high expectations, increased knowledge of student progress and effective teaching practices.

Evaluation Plan

Learning Progressions data entered every 5 weeks (K–2) and every 10 weeks (Yr3–10)

Effective Personalised Learning Plan's monitor student progress, aspirations and goals.

Executive monitor NAPLAN, HSC, VALID and ICAS to track growth and identify focus areas.

School Planning Committee monitors implementation of school plan every 5 weeks.

Practices and Products

Practices

Student Achievement

Teachers utilise effective teaching practices to inform their knowledge, skills and understandings about every students' learning through accurate and informed application of learning progressions as evidenced in teaching program meetings, and lesson observations.

Quality Teaching Practices

Lesson observations and teaching program feedback demonstrates a thorough application of the elements of effective teaching as indicated in Marzano project. Classroom environmental print, programs and student focus groups demonstrate high quality teaching.

Products

Student Achievement

All student growth is accurately tracked and monitored against state and school–based frameworks, resulting in improved teacher knowledge of student learning.

Quality Teaching Practices

Teachers and students collaboratively develop learning goals and success criteria, track student improvement and celebrate success.

Strategic Direction 2: Students and Community – Collaboratively Engaged Students and Community

Purpose

Students and community that are actively engaged and collaboratively involved in fostering future focused learning environments as we prepare our students to be contributing members of the community.

Improvement Measures

Future Focused School

A K–12 future focused learning program where teachers, students, parents and the community are collaboratively engaged in its delivery. Measured by engagement, behaviour, attendance improvements and increased parental participation in school–related activities.

Aboriginal Education

The school is demonstrating growth in the Aboriginal Education and Training Policy 'Turning Policy into Action: Reflect, Plan, Act Guide' as determined by the Aboriginal Education Consultancy Group and School Planning Committee from the 2017 Baseline.

People

Students

- Engage in positive behaviour and attendance initiatives.
- Participate and engage in learning about Aboriginal culture.

Staff

- Promote future focused school program within their teaching programs and classroom practice.
- Implement positive behaviour and attendance initiatives and strategies.
- Develop a deep understanding of Aboriginal culture.

Leaders

- Lead future focused school program, monitoring impact and supporting its success.
- Collaboratively develop positive behaviour and attendance initiatives and strategies in consultations with staff, students and parents.
- Lead the development of a deep understanding of Aboriginal culture.

Parents/Carers

- Participate in school activities by co–delivering future focuses content.
- Actively support Aboriginal Education activities promoted by the school and community.

Processes

Future Focused School

The leadership team manages resources (human, product, TPL and fiscal) to enable staff and parent/community familiarisation, implementation and delivery of cross–curriculum priorities and general capabilities.

Aboriginal Education

Implement, monitor and review initiatives via an annual work stream to measure growth against the 'Turning Policy into Action: Reflect, Plan, Act Guide'.

Professional learning provided to staff to build competencies in Aboriginal Culture.

Evaluation Plan

- Participation co–delivery by school and community members of cross–curriculum priorities and general capabilities in the school is tracked every 5 weeks by the School Planning Committee.
- Aboriginal Education Officer and Principal meet every 5 weeks to evaluate annual work stream progress.
- School progress on 'Turning Policy into Action: Reflect, Plan, Act Guide' is monitored termly by the Aboriginal Education Consultancy Group and School Planning Committee.
- Feedback from surveys, student focus groups and families sought regularly.

Practices and Products

Practices

Future Focused School

School and community members participate and contribute to the delivery of the future focused learning program. As evidenced by an increased number of parents/community in the school.

Aboriginal Education

All Staff build understanding and capacity in the implementation of Aboriginal Education policy to ensure policy content and perspectives are embedded in school culture as evidenced in teaching programs and 'Turning Policy into Action: Reflect, Plan, Act Guide'.

Products

Future Focused School

Co–delivery by school and community members of cross–curriculum priorities and general capabilities, foster engagement, behaviour, attendance improvements and increased parental participation.

Aboriginal Education

Significant increases of parental and community involvement in school activities result in improved student engagement, attendance and behavioural data.

Strategic Direction 3: School Culture – Safety, Teamwork, Achievement, Respect

Purpose

Building and maintaining a school culture that demonstrates the school's core values of Safety, Teamwork, Achievement and Respect. That we have a school environment that is supportive and inclusive with a culture of pride, integrity and high expectations.

Improvement Measures

Community Engagement

Growth in Community Engagement is measured against the seven standards outlined in 'Strengthening family and community engagement' (DoE) measured from the 2017 baseline.

Wellbeing

Growth in student wellbeing is measured against the School Excellence Framework – Learning: Wellbeing and Learning Culture. Using data from student focus groups, Tell Them From Me survey's as well as positive and negative behavioural data from the 2017 baseline. The school attendance rate meets and/or exceeds the state average.

People

Students

- Provide regular feedback regarding satisfaction with school.
- Demonstrate improved engagement in learning.
- Proactively participate in Positive Behaviour for Learning strategies
- Attend school every day

Staff

- Participate in a community engagement strategy that responds to feedback from the community.
- Explicitly teach, support and promote the Positive Behaviour for Learning strategies developed by the school.
- Work with students and families to support student attendance

Leaders

- Lead the implementation of a community engagement strategy
- Develop, monitor and review Positive Behaviour for Learning strategies with staff, students and the community.
- Initiate, monitor and review attendance and behaviour management plans with staff, students and families.

Parents/Carers

- Participate in and support the school engagement strategy
- Proactively support Positive Behaviour for Learning strategies
- Ensure students attend school every day

Processes

Community Engagement

The school implements a community engagement strategy that responds to feedback from the community whilst maintaining the focus on student learning.

Wellbeing

Staff, students and parents collaboratively develop, implement, monitor and review the personalised learning needs of students. Succinct Personalised Learning, Behaviour Management and Attendance Plans are collectively supported and adhered to, supporting enhanced learning achievement.

Evaluation Plan

- The School Planning Committee meets every 5 weeks to monitor the school plan relating to attendance, engagement and learning.
- The Wellbeing Team (staff, students and parents) meets termly to monitor progress and make recommendations against the School Excellence Framework – Learning: Wellbeing and Learning Culture.
- Close consultation with community, staff and students on feedback around school life.

Practices and Products

Practices

Community Engagement

The school regularly self-assesses community engagement against the seven standards outlined in 'Strengthening family and community engagement' (DoE)

Wellbeing

The Wellbeing Team regularly monitors behavioural (positive and negative) and attendance data to track changes and report to staff, students and parents student numbers for reward days, merit recipients, focus students and attendance plans.

Products

Community Engagement

A genuine and authentic collaboration exists between the school and community as measured by attendance at school events, parent-teacher interviews, development of personalised learning plans and community events.

The school implements an annual community engagement procedure developed from current research and feedback from the community.

Wellbeing

Student, parent and staff satisfaction in the school is high; negative incidences are reduced and positive reward recipients are increased as measured against previous trend data each term. ACS attendance rates meets or exceeds the state average.