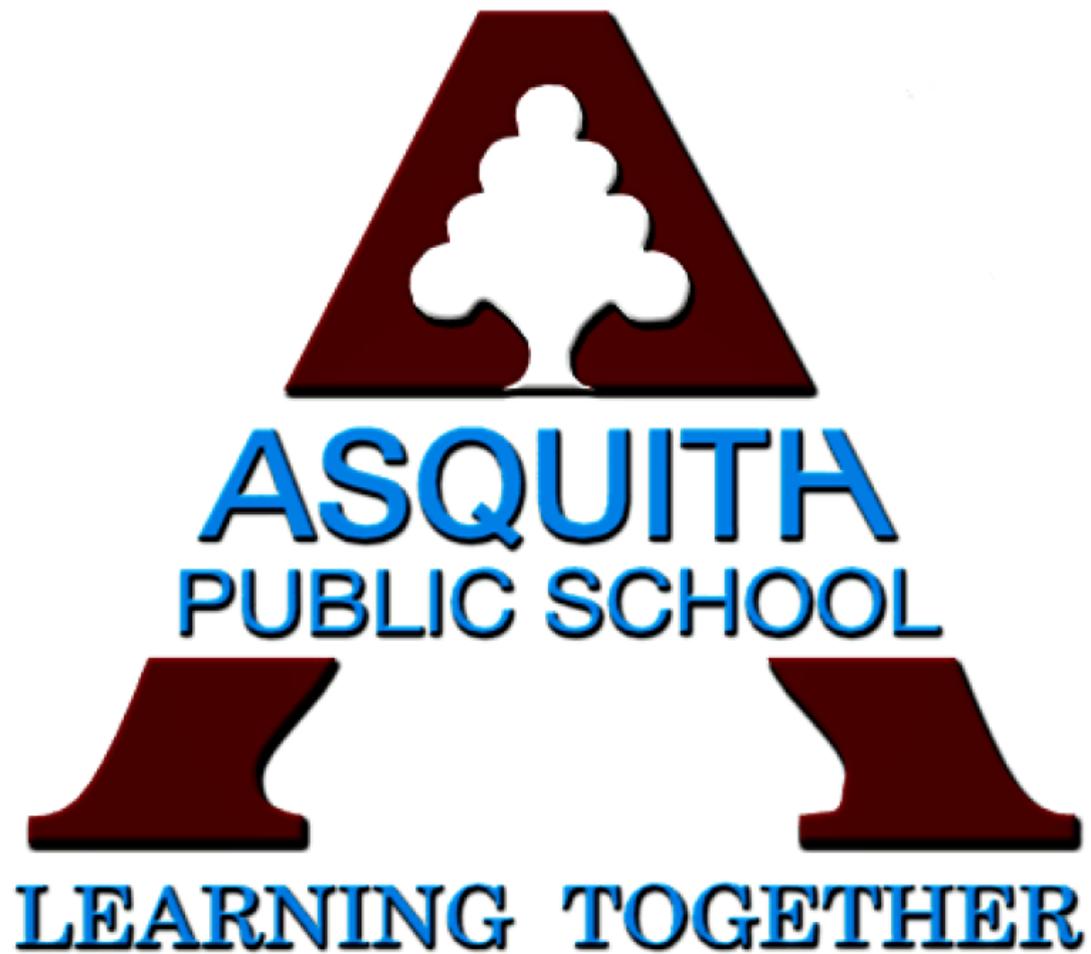


# School plan 2018-2020

Asquith Public School 1070



# School background 2018–2020

## School vision statement

Our vision at Asquith Public School is to strive for personal excellence through innovative practice whilst building a collaborative and supportive school culture.

## School context

Asquith Public School is located in the Hornsby Area. Asquith Public School is a co-educational, inclusive school with approximately 420 students from diverse cultural, religious and socio-economic backgrounds. Our school is part of the North Shore Education Alliance comprising Asquith PS, Eastwood PS, Normanhurst PS, Turramurra North PS, Wahroonga PS and Waitara PS. Current initiatives include partnering for professional learning projects and supporting staff through networks of aspirant leaders and early career teachers.

The school has 16 mainstream classes, and three support unit classes. Our support classes comprise of two Multi-categorical classes (MC) and one class of students with mild intellectual disability – both of which are a regional resource. These classes provide intensive support for students with a moderate intellectual disability (IO), autism (MC) and Mild Intellectual disability (IM).

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 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 has 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 3 year plan has evolved through a process of community dialogues, discussions, surveys and feedback sessions.

In 2017, 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 literacy and numeracy progression changes and external validation processes.

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 2018–2020



**STRATEGIC  
DIRECTION 1**  
Excellence in Learning

**Purpose:**

To empower and equip students with future focused skills (critical/creative thinking, collaboration, risk taking and independence in learning) in order to encourage students to pursue purposeful learning and excellence.



**STRATEGIC  
DIRECTION 2**  
Quality Teaching, Innovative  
Practice and Distributed  
Leadership

**Purpose:**

To empower staff to collaboratively develop, lead and implement innovative, evidenced based pedagogy in order to meet the needs of diverse learners and improve learning outcomes.



**STRATEGIC  
DIRECTION 3**  
Resilience to Build Positive  
Relationships and Wellbeing

**Purpose:**

To build a school culture that nurtures, grows, sustains and embeds resilience, inclusivity and positive, mindset fostering positive relationships and engagement in learning.

# Strategic Direction 1: Excellence in Learning

## Purpose

To empower and equip students with future focused skills (critical/creative thinking, collaboration, risk taking and independence in learning) in order to encourage students to pursue purposeful learning and excellence.

## Improvement Measures

Over 50% of students achieving in top two bands in NAPLAN in reading, writing and numeracy.

95% students achieving or exceeding expected growth in NAPLAN Years 3–5 and Years 5–7. Remaining students receiving structured support.

Students mapping self against learning progressions in literacy and numeracy. Progression data used to set and achieve student learning goals.

SCU and K–1 students engage in formation and achievement of personal learning goals.

Using Tell Them From Me survey student show an increase in scores in the area of 'Students are interested and motivated'.

School based data shows students in K–3 are interested and motivated.

## People

### Students

Students will become thinkers. Students will think creatively, reflect on their own learning and be able to justify their thinking.

Students will be responsible for participating in their own learning and develop and grow their skills to:

- work collaboratively
- identify and achieve learning goals
- develop a positive mindset

### Staff

Staff will continue to develop, enhance and share best pedagogical practice based on research. Staff will work collaboratively both within the school and the North SEA, to develop, refine and implement quality, purposeful teaching and learning programs using current and varied data to inform student learning outcomes. Staff will engage in giving and receiving quality feedback with colleagues to develop personal learning goals. Staff will develop an understanding of and help foster a positive mindset within the school.

### Parents/Carers

Through working in partnership with the staff parents will develop a greater understanding of curriculum, current pedagogy and skills students require. Parents will continue to develop an understanding of critical and creative thinking and support the school in implementation. Parents will have greater access to depth of evidence of student learning.

## Processes

Build the capacity for students and staff to provide and respond to quality feedback.

Implement integrated learning programs that challenge and engage students in purposeful learning.

Embed and sustain innovative, research based pedagogy.

## Evaluation Plan

TTFM survey on;

- student engagement – increase in student engagement scores
- staff report an increase in feeling supported in their professional learning
- parents report an increase in engagement with child's learning and increase in communication with school

School based survey on;

- value of student collaboration
- goal setting
- student engagement with Cultures of Thinking

Staff engagement in Teacher Professional Learning monitored and feedback invited.

Regular collection of staff teaching and learning programs with quality feedback provided.

## Practices and Products

### Practices

Students:

- reflect on own learning and use data to identify and set learning goals
- respond to feedback from peers & staff
- with staff support identify and collate quality learning evidence

Staff:

- reflect on own learning and give quality and timely feedback to peers and students
- use current and varied data to inform teaching and learning programs and develop & implement high quality, innovative, challenging cross-curricula programs.

Parents will:

- reflect with students on learning goals.

### Products

Students will increase engagement in their own learning. As a result learning outcomes will improve.

Staff will implement quality, differentiated, cross-curricula programs and will work with colleagues to reflect on teaching practice in order to refine and improve pedagogy.

Parents are accurately informed on student achievement.

Whole school supporting a Culture of Thinking and the school will see an improvement in NAPLAN results.

# Strategic Direction 2: Quality Teaching, Innovative Practice and Distributed Leadership

## Purpose

To empower staff to collaboratively develop, lead and implement innovative, evidenced based pedagogy in order to meet the needs of diverse learners and improve learning outcomes.

## Improvement Measures

Staff effectively engaged in collaborative practices both within the school and within the North SEA community of schools. Staff lead implementation of innovative, evidence based practice.

Innovative, evidence based practices embedded in teaching and learning programs

All staff developing and implementing differentiated quality programs that cater for the needs of all students (special learning needs or disability, Aboriginality and EALD)

Strong and transparent school structures implemented for program and teaching feedback.

## People

### Staff

Staff will develop a culture of collegial partnerships, to develop, share and implement collaborative, innovative programs.

Collegial partnerships will be across K–6 as well as externally through the North SEA community of schools.

Staff will have the opportunity to lead colleagues in their chosen area of focus.

## Processes

Engage in professional learning to embed and sustain differentiation practices.

Effective use of data to inform teaching and learning programs.

Implement systems and structures to promote and support collaborative practice resulting in improved pedagogy.

## Evaluation Plan

Collaborative practice:

- staff participation rates in collaborative planning and community of schools learning opportunities
- data base of collaborative developed cross-curricular teaching and learning programs.

Innovative evidence practice:

- collections and feedback of teaching and learning programs, observation and feedback on classroom teaching
- PDP learning goals – teacher personal reflection
- active staff participation in professional learning & self reflection practices.

Differentiation:

- all staff programs show differentiation to meet the diverse needs of learners.
- improved student learning outcomes
- students reporting they have the skills to meet learning challenges as reported through the Tell Them From Me (TTFM) survey.

## Practices and Products

### Practices

Staff will:

- implement quality innovative practice through collaboration
- use data effectively to inform teaching and learning programs
- implement innovative, cross-curricular programs with cultures of thinking and English through drama embedded.

### Products

Staff:

- are engaged in professional learning and implement quality and innovative teaching practices
- develop and implement differentiated programs to meet the diverse needs of students
- report increase levels of student engagement in teaching and learning programs.

# Strategic Direction 3: Resilience to Build Positive Relationships and Wellbeing

## Purpose

To build a school culture that nurtures, grows, sustains and embeds resilience, inclusivity and positive, mindset fostering positive relationships and engagement in learning.

## Improvement Measures

Positive relationships – reduced number reported incidents through the PBL classroom and playground reporting system. TTFM survey shows and increase in student reporting positive relationships with peers and students with a positive sense of belonging.

Engagement in learning – TTFM survey shows students report they have the required skills to meet their learning challenges, and they feel challenged in their learning.

## People

### Students

Students will be better equipped to manage challenging situations in learning and peer relationships in and out of the classroom. Student will develop and use the skills and knowledge to self-regulate behaviour.

### Staff

Staff will commit to and recognise the importance of well being and the impact that it plays in learning outcomes and engagement. Staff will consistently apply whole school frameworks developed for well being. Staff will have a sound knowledge of how to equip students with strategies for them to manage challenges.

### Parents/Carers

Parents have a sound knowledge and understanding of the importance of student well being on student engagement and learning outcomes. Parents support students in building resilience.

## Processes

Implement a whole school, integrated approach to well being where community connects, succeeds and thrives.

### Evaluation Plan

PBL data shows students engaging in learning through a decrease in negative behaviour incident in the classroom and playground.

Student surveys – TTFM and school based engagement surveys / focus groups show students have a positive sense of belonging and positive relationships with peers.

School has assessed self using the DEC well being school self assessment tool.

## Practices and Products

### Practices

A whole school framework that supports an explicit and consistent approach to well being is embedded in the classroom and on the playground.

Explicit and consistent language is used by staff and students in the classroom and on the playground to describe behaviour

Staff and students give quality feedback and respond positively.

Staff recognise and respond to own well being.

### Products

Staff;

- consistently use common language and consequences to describe and manage student behaviour (positive & negative)
- have personal well being strategies in place

Student;

- draw on a range of strategies to respond to challenges within the classroom and playground
- are on task and engaged in learning
- interact with the community (peers, staff and parents) in a positive respectful manner.