

School plan 2018-2020

Ashcroft Public School 4344



School background 2018–2020

School vision statement

The Ashcroft Public School community is committed to supporting every student, through quality education in an enriched, supportive environment.

We aim for all students to become successful learners, confident and creative thinkers and active and informed citizens.

Communication and collaborative partnerships are valued and encouraged amongst the entire school community.

School context

Ashcroft Public School is a vibrant P–6 school located in Southwest Sydney in the Liverpool Principals Network. The school has an enrolment of 251 students, including 38 aboriginal students and a diverse population from 31 countries and 24 different language groups.

The school has seen an increase in students from a refugee background and supports these students and their families with considered support and positive teaching and learning interventions. The school is a part of the Early Action for Success program and teachers are committed to increasing and improving their capacity to deliver quality education driven by evidence based programs and practices with the collaborative support of the Instructional Leader and executive.

The school is also committed to providing positive and meaningful parent and community engagement opportunities with its diverse community, as well as rich extra-curricular opportunities for students that further support student learning and wellbeing. Ashcroft Public School hosts a Schools as Community Centre program that provides quality early intervention prevention support to families and young children. The school is committed to contributing to the 2168 Community of Schools and to fostering productive programs and initiatives with its partner high school.

School planning process

The School Evaluation Team was established to review current processes, practices and plans including the analysis of various data sources.

This data was shared through Parent meetings and forums which also explained the 'New School Planning 5P Process.'

Inclusive whole school community direction was achieved by all stakeholders giving input into the creation of a whole school Community 'School Vision' for the 2015–2017 School Plan and its three Strategic Directions.

Ongoing consultation within the School Community allowed for the sharing and refinement of processes, practices and products to support the three Strategic Directions of: Student Learning, Staff and Leader Learning and Community Partnerships.

The School Plan is implemented and monitored through the tracking of performance indicators contained within the milestones. This progression will be shared across the community through a variety of medias, including the Annual Report.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
SUCCESSFUL LEARNERS,
INFORMED CITIZENS

Purpose:

To ensure all students are successful, committed learners.
To create an environment where every child has differentiated opportunities to connect, succeed and thrive.

**STRATEGIC
DIRECTION 2**
QUALITY LEADERSHIP,
QUALITY TEACHING

Purpose:

To create a culture where all staff are inspired to engage in professional learning that supports quality teaching practices and leadership. The success of all student swill be maximised through the delivery of contemporary, differentiated, evidence-based programs.

**STRATEGIC
DIRECTION 3**
CONNECTED, ENGAGED
COMMUNITY

Purpose:

To enrich and sustain successful, collaborative relationships with students, staff andcommunity which will promote a quality partnership where all members have ashared vision to create a positive learning culture.

Strategic Direction 1: SUCCESSFUL LEARNERS, INFORMED CITIZENS

Purpose	People	Processes	Practices and Products
To ensure all students are successful, committed learners. To create an environment where every child has differentiated opportunities to connect, succeed and thrive.	Staff Focused Professional learning in literacy /numeracy to build capacity in differentiated Teaching and Learning programs that are informed by quality data driven evidence. Professional learning in classroom behaviour systems of support. Develop a framework, which reflects the Wellbeing Framework contextualised for Ashcroft Public School.	Numeracy: Develop a series of PL sessions to increase and build the capacity of all participants in numeracy strategies to best support programs and student learning PBL/Wellbeing: Develop systems and structures to support best practice in classroom management and PBL linked to Ashcroft's Wellbeing Framework Literacy: Develop Professional Development sessions, demonstration lessons and instructional collaboration to develop capacity in teaching reading and writing.	Practices Literacy – Literacy program implementation reflects best practice. Writing– Delivery of explicit writing lessons utilising the progressions to track and analyse student data to inform differentiated planning and programming. Numeracy – Numeracy program implementation reflects best practice. PBL/Wellbeing– Utilising the wellbeing framework to develop and deliver a contextualised framework. Students will access wellbeing programs.
Improvement Measures	Students Students develop skills in understanding and using Learning Intentions and Success Criteria, feedback and next steps learning to support Literacy and Numeracy development. Students develop resilience, empathy and leadership skills within a supported school and classroom systems environment.	Evaluation Plan Numeracy: internal and external data sources (NAPLAN, PLAN, Internal student performance data) Literacy– Teachers self reflection tool in teaching writing. Internal and external data sources (NAPLAN, PLAN, Internal student performance data). PBL: Student, Staff and Parent surveys (SET and TFI). Wellbeing framework developed and implemented. Teacher programs demonstrating evidence of differentiated behaviour support. Tell Them From Me survey data.	Products Literacy: All students will demonstrate individual growth in literacy. Writing: Teachers will develop a deep understanding of the Learning Progressions, how they support the syllabus and student's needs in writing. Numeracy: All students will demonstrate individual growth in numeracy. PBL/Wellbeing: Students successfully engage in systems and structures linked to PBL and wellbeing programs. All teachers trained to deliver class and individualised behaviour support to maximise learning.
Increase the number of students achieving in the top 2 bands for reading in NAPLAN. Increase the number of students achieving in the top 2 bands for numeracy in NAPLAN. Increase proportion of students achieving expected growth in writing measured against the National Learning Literacy Progressions. Ashcroft Wellbeing Framework, systems and structures, reflected in teacher programs and practice.	Parents/Carers Participate and connect through regular workshops about Teaching and Learning and Wellbeing programs. Practical resources and strategies are distributed at meetings and forums to build the capacity of parents to help their child at home.		

Strategic Direction 2: QUALITY LEADERSHIP, QUALITY TEACHING

Purpose	People	Processes	Practices and Products
To create a culture where all staff are inspired to engage in professional learning that supports quality teaching practices and leadership. The success of all student will be maximised through the delivery of contemporary, differentiated, evidence-based programs.	Staff Develop skills in ongoing collection and analysis of assessment data to provide engaging and differentiated learning. Professional development in formative assessment strategies. Professional development in Sprints to provide quality assessment data to inform teaching and learning. Professional development to establish and create Visible Learning environments.	Visible Learning – Teachers will build capacity through Instructional Collaboration and Professional Learning to implement Visible Learning practices. Agile Learning – Staff will participate in a series of professional learning for Agile learning	Practices Visible Learning –Staff implement visible learning knowledge, skills and strategies to maximise differentiated student learning Agile Learning – Teachers implement SPRINT cycles to inform differentiated teaching and learning programs.
Improvement Measures		Evaluation Plan	Products
Differentiated learning programs are evident across the curriculum.		Visible Learning Teacher survey – pre and post Programs showing differentiation Walk thru data Executive and teacher observations APS visible learning matrix Use of LI/SC in rooms	Visible Learning – School and classroom environment reflects visible learning practices (teacher clarity, learning intentions, success criteria, feedback, formative assessment, learning pits, effect size, learner qualities)
Data demonstrates a visible learning environment.	Students Students become self reflective learners who know the learning intention and success criteria of each lesson. Students identify and achieve individual learning goals and receive formative assessment feedback.	Agile Learning SPRINT proforma developed and cycle implementation. Programs demonstrating differentiation in literacy and numeracy	Agile Learning –Teachers implement Simon Breakspear's SPRINT cycle to inform differentiated learning programs.
	Parents/Carers Parents: Participate in regular educational workshops about teaching and learning programs.		
	Leaders Provide targeted professional learning in assessment practices, differentiated teaching and learning in Agile learning to ensure a collaborative learning culture occurs across the school.		

Strategic Direction 3: CONNECTED, ENGAGED COMMUNITY

Purpose	People	Processes	Practices and Products
To enrich and sustain successful, collaborative relationships with students, staff and community which will promote a quality partnership where all members have a shared vision to create a positive learning culture.	Staff Develop a positive, supportive and collaborative learning culture among staff and the wider community. Demonstrate a consistent positive approach to parent partnerships across the school.	Community Participation Plan and implement parent educational workshops such as reading help at home, numeracy, and wellbeing, parents as school helpers to inform and empower all stakeholders in providing a positive learning community. Beehive Community Centre Develop community awareness of the Beehive SaCC. Link parents with community resources. Aboriginal Partnerships Plan and implement a wide range of experiences and opportunities for Aboriginal students and families in and beyond our school.	Practices Community Participation –Strong links developed between families and the wider school community to support a positive school culture. Beehive Community Centre Participation in the school's Beehive Community Centre is productive linking parents to community resources. Aboriginal Partnerships Aboriginal partnerships with the school and wider community will be enriched offering students opportunities to develop academic skills and cultural identity.
Improvement Measures		Evaluation Plan	Products
Increased engagement for families accessing the Beehive School as Community Centre (SaCC).	Students Strengthen student capacity to reflect upon their learning and demonstrate high expectations for their achievement.	Community Participation Attendance at school events and Parent group forums. Tell Them from Me–survey data Beehive Community Centre Baseline data for Beehive participants and access to resources. Aboriginal Partnerships. Baseline data for engagement and partnerships with the Aboriginal community and programs. New initiatives to promote Cultural Identity and engagement.	Community Participation Active, productive informed parents and community links supporting student learning and wellbeing. Beehive Community Centre Community access to early learning resources and interventions. Aboriginal Partnerships Collaborative partnerships with our Aboriginal community, in and beyond our school.
Increased engagement and wider participation with the Aboriginal community.	Parents/Carers Provide valuable learning experiences to develop a shared understanding and commitment to educational programs and increased opportunities to engage and support the school.		
Increased participation and collaboration with the schools Aboriginal community.	Leaders Leaders Build leadership capacity among staff to promote a positive collaborative learning culture across the school. Community Partners Community partnerships Seek and build positive community relationships to further strengthen Aboriginal cultural connections through learning programs.		