

Strategic Improvement Plan 2021-2024

Ashford Central School 1066



School vision and context

School vision statement

Ashford Central School is committed to ensuring that all students, teachers and leaders improve every year in an educational environment where students, staff, parents and community members are known, valued and cared for. Our school stakeholders are mutually accountable to achieving this vision and positively collaborate in school engagement, decision-making and supporting the school vision and plan.

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 2021 is around 140 students, with approximately half in each the primary and secondary departments.

The school context has shifted over the past 5 years due to drought and an increased transient population. 40% of our students identify as Aboriginal or Torres Strait Islander. Our families can live up to 35km from our school and travel long distances during the week for school, sport and other activities.

As a result of a situational analysis into our changing school context, the school has identified the following key areas for development:

1. Student Growth and Attainment in Reading and Numeracy
2. Teacher Collaboration and Systematic Lesson Delivery
3. Aboriginal Education
4. Building High Expectations and Aspirations
5. Student and Staff Wellbeing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through building on a culture of high expectations and quality teaching practices.

Improvement measures

Target year: 2022

Top two bands (or equivalent) NAPLAN Reading increase uplift of 6% in Primary and 4.2% in Secondary.

Target year: 2022

Top two bands (or equivalent) NAPLAN Numeracy increase uplift of 4.8% in Primary and 4.6% in Secondary.

Target year: 2022

Increase the percentage of students achieving in the top 2 bands of the High School Certificate by 4% from the 2020 baseline.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading by 11% in Primary and 13% in Secondary.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 9% in Primary and 12% in Secondary.

Initiatives

Reading and Numeracy

Embed consistent whole school evaluative practices for collecting and analysing data in reading and numeracy. The evaluation of this data will inform:

1. Evidence of impact on student learning in reading and numeracy.
2. Teaching strategies that support differentiated student learning needs.
3. Teacher professional learning and resources.

Whole School Pedagogical Practice

Embed whole school explicit practice of the ACS Common Lesson Sequence to enable a clear, common and explicit format for every lesson.

Success criteria for this strategic direction

1. All teachers understand and explicitly teach literacy and numeracy to students, with success that can be measured by improved student progress and achievement data. (Professional Standards)
2. The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (Assessment)
3. Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (Data Skills and)
4. All staff and students can readily observe Learning Goals, Success Criteria and a Common Lesson Sequence in classroom practice across the school.

Evaluation plan for this strategic direction

QDAI - Evaluative Process

Question - In what ways and to what extent have our evaluative practices in collecting and analysing data supported student improvement in Reading, Numeracy and the ACS - Common Lesson Sequence?

Data - Data sets: Learning Progressions, ACS Assessment Register, Best Start K and Yr 7, Teacher, student and parent survey, NAPLAN, HSC Results, Stage/Faculty meeting minutes, TPDP's, School Planning Committee, Teacher programming and observations, Student Work samples, Student Voice (Self-assessment reflection on Learning Goals and Success Criteria), PLSP's, Professional learning feedback, Other

Analysis - What are the facts? Evidence of activity, process quality and impact

Implications - Use the facts to inform future directions. Where to now?

Strategic Direction 2: Building High Expectations and Aspirations.

Purpose

To establish high expectations and aspirations for all students through active and robust relationships and opportunities with staff, families, community and organisations to collaborate.

Improvement measures

Target year: 2022

Increase the percentage of Aboriginal students achieving the top three bands of NAPLAN in Reading and Numeracy by 7%.

Target year: 2023

Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Target year: 2024

Increase the school rating from 'Sustaining and Growing' to 'Excelling' in Turning Policy into Action: Reflect, Plan, Act Guide.

Target year: 2024

The school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Initiatives

Aboriginal Education

The school will continue to further develop and maintain units of work, relationships, and knowledge in the local cultural heritage of the Kwiambal people of the Kamilaroi/Gamilaraay nation.

Areas of Focus:

- Early Interventions and Transitions
- PLSP's
- Celebrate and Acknowledge
- Language
- School Planning and Community Feedback
- Professional Learning
- Evidence-based teaching strategies: 8 Ways
- Endorse the Partnership Plan
- Strong Partnerships
- Collaborative Decision Making

Educational Aspiration

The school will embed mutually accountable high expectations of educational aspiration by collaboratively monitoring progress of: "Strengthening family and community engagement in student learning".

Areas of Focus:

- Communicating
- Connecting learning at home and school
- Building community Identity
- Recognising the role of the family
- Consultative decision-making
- Collaborating beyond the school
- Participating

Success criteria for this strategic direction

1. The school is recognised as excellent and responsive by its community as it embeds a culture of high expectations, and effectively caters for the range of equity issues in the school. (Educational Leadership)
2. The school is focused on ongoing school improvement and the effectiveness by collaborating with all school stakeholders (Management Practices and Processes).
3. The school is strongly focused on building educational aspiration throughout the school community. (Learning Culture)
4. The school's curriculum provision is enhanced by learning alliances with other schools or organisations. (Curriculum)

Evaluation plan for this strategic direction

QDAI - Evaluative Process

Question - In ways and to what extent has our work with key school stakeholders increased student learning achievement and educational aspiration?

Data - HSC retention, Top three band NAPLAN Reading and Numeracy (ATSI), Community surveys, AECG feedback, Local Aboriginal Lands Council feedback, Post school pathways, ACS Facebook page, P&C feedback, Student Voice, STUDEC, Tell Them From Me, Aboriginal Education Team Progress monitoring document, Other

Analysis - What are the facts? Evidence of activity, process quality and impact

Implications - Use the facts to inform future directions . Where to now?

Strategic Direction 3: Wellbeing: Connect, Succeed and Thrive

Purpose

To enable all students and staff to flourish and reach their potential by ensuring all students and staff are known, valued and cared for.

Improvement measures

Target year: 2022

To increase attendance of students at school 90% or more by 11% in Primary and 4.9% in Secondary.

Target year: 2024

Develop whole school wellbeing processes that support the wellbeing of all students and staff so they can connect, succeed and thrive.

Initiatives

Wellbeing for School Excellence

Embed consistent whole school evaluative practices for collecting and analysing data in cognitive, emotional, social, physical and spiritual wellbeing programs for students and staff . The evaluation of this data will inform:

1. Attendance management processes
 2. Behaviour management processes
 3. Evidence of impact on student learning
 4. Teaching strategies that support student learning and wellbeing needs.
 5. Teacher professional learning and resources
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Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (Learning Culture)
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (Wellbeing)

Evaluation plan for this strategic direction

QDAI - Evaluative Process

Question - In what ways and to what extent has our work with all school stakeholders increased attendance, wellbeing and learning achievement?

Data - Attendance and Wellbeing Sentral, HSC retention, Student, Staff and Community surveys, AECG feedback, Local Aboriginal Lands Council feedback, Post school pathways, ACS Facebook, P&C feedback, Student Voice, STUDEC, Tell Them From Me, Other

Analysis - What are the facts? Evidence of activity, process quality and impact

Implications - Use the facts to inform future directions . Where to now?