

# Strategic Improvement Plan 2021-2024

## Ashcroft Public School 4344



# School vision and context

## School vision statement

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The Ashcroft Public School community is committed to supporting every student to excel, through quality education in an enriched, supportive environment. We aim for all students to reach their full potential and become successful learners, confident thinkers and active citizens. Ashcroft Public School values collaborative partnerships, which are shared by students, parents and staff, and promote a school-wide collective responsibility for student learning and success.

## School context

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Ashcroft Public School is a vibrant P-6 school located in Southwest Sydney in the Liverpool Principals Network. The school has an enrolment of 302 students, including 43 Aboriginal or Torres Strait Islander students and a diverse population from 31 different cultural groups. The school has 2 support unit classes, catering for students with Autism.

The school has seen an increase in students from a refugee background and supports these students and their families with positive teaching and learning interventions. The school is 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. Ashcroft Public School has a high mobility factor, which is supported through the use of intensive transition programs.

The school is dedicated 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 learning and wellbeing. Ashcroft Public School hosts a Schools as Community Centre program that provides quality Early Intervention programs for families and young children, from birth to 4 years. The school actively contributes to the *2168 Community of Schools* and to fostering productive programs and initiatives with its partner high schools.

Our future directions have been defined through deep evaluation and community consultation, including the LLAECG, in order to ensure every student's needs will be strategically supported through our equity funding.

The school has observed significant growth in writing for both Years 3 and 5 in NAPLAN. There has been an upward trajectory in student performance in reading and Year 5 students demonstrated expected growth. This will be further enhanced through the consistent delivery of quality literacy and mathematics lessons, that are explicit and differentiated in order to improve student outcomes. Data collection and tracking of student progress is a priority in the next planning cycle. Work will take place to further build teacher capacity in analysing summative and formative assessment data and utilising this data to plan and program across the curriculum.

Practices will be put in place to strengthen the partnerships between home and school, with a focus on engaging families in student learning and improving Learner Qualities in all students. We will continue to work on further developing a culture of high expectations, where feedback is a valued tool for continuous development. Our aim is to embed evaluative practices that are regular, responsive and systematic and will drive future direction and school improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

To create a culture of high expectations, where all students are successful learners that achieve their personal best. We will build the capacity of all teachers to deliver quality lessons that are explicit, responsive and reflect evidence-based practice. Curriculum delivery will be differentiated and cater for the needs of all students in order to meet our targets.

## Improvement measures

### Target year: 2023

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading will increase by 6%

### Target year: 2023

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy will improve by 10%

### Target year: 2023

An upward trajectory for Year 5 students achieving expected growth in NAPLAN reading will increase by 3%

### Target year: 2023

An upward trajectory for Year 5 students achieving expected growth in NAPLAN numeracy will improve by 30%

### Target year: 2024

Increase the percentage of students K-6 who are able to identify all stage appropriate phonemes from 38% to 80%

### Target year: 2024

There is an uplift of 30% of students K-6 who have achieved stage appropriate outcomes within Whole Number from the progressions - *Quantifying Numbers*

## Initiatives

### Literacy

We will embed whole school practices that build teacher capacity and demonstrates high expectations of learning progress and achievement in reading and writing.

- High impact professional learning on synthetic phonics, reading instruction, comprehension, grammar and writing to build teacher expertise in best practice in lesson delivery.
- Reciprocal observations and demonstrations of best practice, where explicit feedback is utilised to refine and improve practice.
- Strengthen collaborative planning processes to build collective teacher efficacy and make data driven decisions to maximise student outcomes.

### Mathematics

Ensure evidence-based strategies and processes are used for effective curriculum delivery in mathematics for students to achieve their potential.

- High impact professional learning to ensure explicit lesson delivery that is challenging and motivating and reflects current research in best practice, so all students achieve their personal best.
- To extend teacher skills and knowledge to deliver differentiated programs in mathematics using data, learning intentions and success criteria.
- Through collaborative practice, data analysis and feedback we will extend all learners abilities, teacher skills and confidence and embed a culture of high expectations in our practice.

## Success criteria for this strategic direction

- Teaching and learning programs across the school show evidence that they are adjusted and differentiated to meet the needs of all learners - *SEF: Curriculum - differentiation*
- Teacher practice and programs will show evidence of improvement based on feedback.
- Teachers expertly apply specific skills and strategies that reflect school-based programs addressed through professional learning and collaborative planning.
- Students are able to articulate and understand the learning intention and success criteria in reading and mathematics lessons in order to work towards achieving their goals.
- Teachers expertly implement well sequenced lessons across literacy and mathematics that are systematically planned and are part of a coherent program that has been collaboratively designed - *SEF: Effective classroom practice*
- All teachers are committed to identifying the most effective explicit teaching methods in literacy and mathematics - *SEF: Effective classroom practice*
- The school uses embedded and explicit systems to facilitate professional dialogue classroom observation, the modelling of effective practice and the provision of explicit and timely feedback - *SEF: Learning and development*

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures. All staff will collectively analyse data to determine future direction:

- NAPLAN data analysis
- Scout data analysis
- Internal school data analysis
- Literacy and numeracy progression data analysis

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Surveys (students, teachers and community)
- Evaluation of programs
- PDP - teacher growth and achievement
- SEF S-aS
- An evaluation schedule to monitor our progress towards achieving our goals.

# Strategic Direction 2: Data informed curriculum

## Purpose

Empowering teachers to develop and deliver high impact teaching programs that are data driven and responsive. The school will use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvements - *SEF: Assessment*

## Improvement measures

### Target year: 2024

All teachers (100%) will systematically implement a whole school assessment strategy and use data for planning and programming - *SEF: Assessment*

### Target year: 2024

Teachers develop data literacy, consistently demonstrated through their use of *Assessment for, as and of learning* in their programs and Team Data Sharing Sessions

### Target year: 2024

SEF self-assessment indicates an improvement in SEF theme *Data Skills and Use (Teaching)*, from Delivering to Excelling

### Target year: 2024

SEF self-assessment indicates an improvement in SEF themes *Assessment and Curriculum (Learning)*, from Delivering to Excelling

### Target year: 2024

High Impact Professional Learning school self-assessment tool indicates an increase from Delivering to Excelling in the element *Collaborative and applied professional learning strengthens teaching practice*

## Initiatives

### Data-informed practice - collection and analysis

We will embed a culture of data driven practices where all teachers collect, analyse and use data efficiently and effectively in order to measure their impact on student learning and drive curriculum delivery.

- Build teacher understanding and capacity on the availability and use of many different data sources utilised to measure student progress through high-impact professional learning.
- Teachers actively participate in data conversations using school-wide specific structures to facilitate best practice in decisions made for student teaching and learning.
- Teachers collectively and individually analyse data to answer questions regarding student performance and learning to inform next steps.

### Data use in curriculum

Teachers use a variety of data sources to make decisions that impact teaching and learning programs and practices to ensure all students work to their potential.

- Review and adapt whole school practices to ensure reliable formative and summative assessment data is used to assess student progress and evaluate growth.
- Plan and program sequenced teaching and learning experiences that are responsive and based on current data collected in order to improve student outcomes in all KLA's.
- Evaluate program delivery in correlation with student performance to further enhance and refine data use in curriculum and teaching practice, in order to aim for optimum effect size and student growth.

## Success criteria for this strategic direction

- Teachers clearly understand and apply a full range of assessment strategies, assessing *for, as and of learning* - *SEF: Data literacy*
- All teachers have a sound understanding of student assessment and data concepts they analyse, interpret and extrapolate data and collectively use this to inform planning, identify interventions and modify teaching practice - *SEF: Data skills and use*
- Assessment data is collected in literacy and mathematics on a regular and planned basis, as part of daily classroom practice.
- Reliable, consistent teacher judgement is evident across the school, through the use of specific marking guides and criteria.
- Teachers engage in purposeful, meaningful and structured data conversations using the *Question-Based Data Analysis* tool to establish future direction.
- Teachers deliver structured, explicit lessons, using the feedback matrix.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures. All staff will collectively analyse data to determine future direction:

- NAPLAN data analysis
- Scout data analysis
- SEF S-aS
- Staff reflections of SEF and the school's performance
- DoE Check-in Assessment data analysis
- DoE Short Assessment data analysis
- Lesson observations
- Executive and whole-school reflection

## Strategic Direction 2: Data informed curriculum

### Evaluation plan for this strategic direction

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- Review teaching and learning programs to evaluate use of data to inform practice
- Review teacher capacity to use marking criteria, rubrics and matrix's
- Teacher surveys
- Executive review of school-wide systems
- Effectiveness of assessment schedules across the school

# Strategic Direction 3: Creating a thriving learning community

## Purpose

To create a thriving learning community, where student growth is valued and at the centre of all partnerships. Our school community will aim for excellence in student learning and achievement. Students will be responsible learners who engage with the school community to actively strive to reach their potential.

## Improvement measures

### Target year: 2022

Increase the percentage of students attending school 90% of the time or more by 15%

### Target year: 2022

Increase student wellbeing by 11%, as identified in the Tell Them From Me survey.

### Target year: 2024

Full implementation and monitoring of the High Potential and Gifted Education policy.

### Target year: 2024

Increase teacher confidence to cater for students identified as High Potential and/or Gifted.

### Target year: 2024

Increase the percentage of parents actively supporting student learning at home in literacy and numeracy as identified against the *School Assessment Tool*.

### Target year: 2024

Walk Through data demonstrates an increase in percentage of students engaged in learning.

### Target year: 2024

100% of teachers deliver lessons to build *Learner Qualities*.

## Initiatives

### Supporting all learners to excel

The whole school community will demonstrate aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence - *SEF: Learning culture*.

- Develop deep understanding on the High Performance and Gifted Education policy and ensure opportunities are available across the four domains to identify and cater for learners through specific, specialised programs and school operational systems.
- Professional learning on *Learner Qualities* (Hattie; WWB) to ensure school-wide, collective understanding of the impact of *Learner Qualities* on student performance and engagement.
- Implement explicit processes to strengthen partnerships and promote a culture where collaboration and feedback between students, families and staff is utilised to maximise student learning.

### Learning together

Students' learning and wellbeing is collaboratively supported by the school community through strong partnerships. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes - *SEF: Parent engagement*

- Implement explicit programs with a focus on parents supporting their children to strengthen student learning and value a coordinated approach. This will involve Parent Workshops, Demonstration Sessions and Home Learning supports.
- Move beyond our PBL program with a focus on learning to further build resilience, self-regulation and self-motivation for all our learners.
- Develop and implement transition programs to address the school's high mobility, encompassing assessments, program development, student profiles

## Success criteria for this strategic direction

- All teachers will identify students that have high potential, as outlined in the policy, and implement a variety of specific programs and strategies.
- Systems are evident across the school that cater for high potential and gifted students across all four domains.
- All teachers will have high expectations of all learners reflecting *Learner Qualities*, that are embedded within school programs and practice.
- Effective partnerships in learning, with parents and students, increase student motivation and enable students to deliver their best and continually improve - *SEF: Learning culture*
- Parents and teachers collaboratively work with students to use assessments and set learning goals.
- Parents participate in workshops and demonstrate the skills they have acquired to support their child's learning at home.
- Students' demonstrate learning behaviours which impact positively on their learning.
- School operational systems and programs are in place to cater for students with high mobility and students with atypical enrolment to support the continuity of learning - *SEF: Learning culture*

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures. All staff will collectively analyse data to determine future direction:

- Tell Them from Me data analysis
- School Survey data
- NAPLAN data analysis
- Parent Survey data
- Parent Participation data
- Evaluation of Transition, PBL and Parent Programs

## Strategic Direction 3: Creating a thriving learning community

### Initiatives

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and all necessary plans, with a focus on liaising with all stakeholders to ensure students have the best start.

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### Evaluation plan for this strategic direction

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- Walk Through data - *Learner Qualities*
- SEF S-aS
- School Assessment Tool