

Strategic Improvement Plan 2021-2025

Ashtonfield Public School 4642



School vision and context

School vision statement

Every Child Every Moment

Ashtonfield Public School is committed to leading public education in the Hunter Valley in developing highly literate and numerate students. Our students are future focused innovators, embracing technology with creative and critical thinking approaches that utilise advanced, forward thinking practices.

School context

Ashtonfield Public School, with an enrolment of 512 students, is situated in the lower Hunter Valley on Wonnarua land. The school has a Family Occupation Education Index (FOEI) of 83, the student population includes forty-two Aboriginal students and sixty-two students with a Language Background Other Than English (LBOTE).

The school is held in high regard by its local community with an interested and active parent body working hard to support the school by providing opportunities for all students. Opening in 2007 and delivering a balanced curriculum with a clear focus on the academics, the arts and sport, the school looks forward to continuing a long tradition of quality education. The school embraces evidence-based approaches in teaching and learning and is committed to every child, every moment. School funding 2018-2020 initiated the 'Creative Critters' transition to school program and the Phoenix Park Farm initiative, and supported music programs including band, choir and Song Room, increased release time for the staff to better support student wellbeing initiatives, an identified Assistant Principal Wellbeing, opportunities for our Aboriginal students to connect with culture and enhanced academic support.

A project to upgrade Ashtonfield Public School was completed in August 2021. The project delivered: a new permanent two storey building, which provided innovative and flexible learning spaces for 12 classes, an upgrade to the staff and administration area, an upgrade to the canteen with works on the covered outdoor learning area (COLA), an upgrade to the hall and library, increase in staff parking with 14 additional spaces, landscaping and walkways.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student all staff will use data to understand the learning needs of individual students and inform differentiated learning for all students.

Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Collection, Analysis and Evaluation of data

Utilise Instructional Leadership in literacy and numeracy to embed a whole school focus on literacy and numeracy.

Review and adapt whole school practice to embed evidence-based formative and summative assessments to analyse student progress, evaluate growth over time and report on student achievement, collecting and using data routinely and regularly as part of teaching practice.

Prioritise professional learning in effective and efficient use of data, building skills in the analysis, interpretation and use of student progress and achievement data.

Monitor and reflect on the progress of every student to identify strengths and gaps in learning, make connections between different data sources to build up a rounded picture of each student and compare student data across years or classes to identify wider trends.

Engage in collaborative analysis of data with colleagues, moderate activities that support consistent and comparable judgements of student learning.

Develop and apply a comprehensive range of assessment strategies to diagnose learning needs.

Differentiated personalised learning to encourage life long learners

Use a range of data from different types of assessment to plan, evaluate, modify and deliver lessons to meet the learning strengths and needs of students across the full range of abilities, and monitor and evaluate the effectiveness of lessons.

Work with and support colleagues to use a range of data to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle.

Empower students in their learning by providing students with detailed and specific feedback about what they need

Success criteria for this strategic direction

Instructional leadership is based on deep knowledge about formative, summative and diagnostic assessment and assessment moderation of literacy and numeracy.

The school achieves excellent value-added* results, significantly above the value added by the average school with most students achieving in the top two bands for NAPLAN reading and numeracy.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data through learning goals. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. In addition, the progress and achievement of Aboriginal and EALD students is equivalent to the progress and achievement of all students.

Students are empowered in their learning, given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

Families are partners in learning.

Evaluation plan for this strategic direction

Data sources will be analysed to evaluate the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. These will include:

- Internal assessments
- external assessments

Strategic Direction 1: Student growth and attainment

Initiatives

to do to achieve growth as a learner and encourage students to self-assess, reflect and monitor their work.

Use data to evaluate individual learning programs to inform new goals for student learning or adapt existing goals to ensure that all students are challenged and successful.

Engage parents and carers as partners in literacy and numeracy learning.

Evaluation plan for this strategic direction

- Scout value added data
- observation
- student voice
- student work samples
- student PLSPs and PLPs
- surveys
- Teaching and Learning programs
- Family and community focus group feedback
- Learning sprint data analysis

Analysis

Progress measures will be monitored through collaborative analysis of data, triangulated to determine the extent to which the success criteria and improvement measures have been attained.

Implications

Initiatives will be reviewed and refined to provide a comprehensive snapshot of impact. This will provide a responsive approach to guiding and driving school improvement.

Strategic Direction 2: High Impact Teaching and Learning

Purpose

At APS, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods with priority to evidence-based teaching practices.

Improvement measures

Achieve by year: 2025

Increase Explicit Instruction (EI) teacher implementation and consistency in literacy & numeracy lessons to be greater or equal to 95%.

Achieve by year: 2025

Online collaborative planning, lesson observations and consistent teacher judgement is evident in 100% of classroom teacher programs.

Achieve by year: 2025

Increase the baseline of colleagues sharing expertise through professional learning and collaboration to be greater or equal to state as measured through 'Collaboration ' Tell Them From Me teacher survey.

Initiatives

Explicit Instruction

Build Instructional Leadership in literacy and numeracy, identifying expert teachers and practices.

Formal mentoring and coaching is provided to build excellence in classroom practice in literacy and numeracy.

Review current strategies and develop a framework for implementation across the school to promote an expectation of consistent use of evidence-based strategies in the classroom.

Employ a systematic approach to build student understanding of skills, concepts and content knowledge, embedding Explicit Teaching practices that enable students to gain proficiency and understanding of concepts and skills and progress towards mastery.

Collaborative Teaching Practice

Create a positive classroom environment characterised by supportive, collaborative relationships and frequent student-teacher classroom interactions.

Teachers collaborate across teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Teachers engage in professional discussions and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Work with and support colleagues to evaluate the effectiveness of classroom practice.

Identify and build inter-school relationships through systems leadership initiatives.

Success criteria for this strategic direction

Instructional leadership is based on deep content knowledge about the curriculum, and pedagogy of literacy and numeracy.

Whole school analysis of the teaching staff identifies strengths and gaps, utilising teachers with expertise and with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers.

All lessons are systematically and collaboratively planned as part of a coherent program. Accommodations and adjustments are made to suit student needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

A whole school approach embeds the most effective evidence-based teaching methods, optimising learning progress for all students, across the full range of abilities. Effective methods are identified by teachers, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

The school embeds explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

The school will use a variety of valid data sources to measure and evaluate the success of this strategic direction. This will include:

Strategic Direction 2: High Impact Teaching and Learning

Evaluation plan for this strategic direction

- document analysis (teaching and learning programs, work samples, PLSPs, etc)
- resource allocation analysis (funding, effectiveness of school programs, etc)
- Internal and external assessment (NAPLAN, Essential Assessment, etc)
- Observation
- Surveys (THFM, Staff/student/Parent surveys)
- SEF SaS
- Scout
- Student Voice

Analysis

Progress measures will be monitored through collaborative analysis of data, triangulated to determine the extent to which the success criteria and improvement measures have been attained.

Implications

Initiatives will be reviewed and refined to provide a comprehensive snapshot of impact. This will provide a responsive approach to guiding and driving school improvement.

Strategic Direction 3: Connect-> Thrive-> Succeed

Purpose

The school is focussed on building individual and collective wellbeing through a climate of care and positivity.

Improvement measures

Wellbeing

Achieve by year: 2023

Increase student sense of advocacy and belonging from the baseline to be greater or equal to 84% (advocacy) and 68% (belonging) respectively.

Attendance (>90%)

Achieve by year: 2023

Increase the % of students attending more than or equal to 90% to the lower bound system target and decrease the % of students attending <85% of the time by 15% as measured by Term 1 attendance data.

Achieve by year: 2025

Increase staff sense of wellbeing from the 2020 baseline in NSW Public Service People Matters Survey 'decision making and accountability' to be greater or equal to 75%.

Initiatives

Caring For Students and Staff

The wellbeing of students is explicitly supported by identified staff through evidence-based programs that build advocacy and a sense of belonging.

Quality systems in place so students and staff can connect, succeed, thrive and learn.

The community is given the opportunity to learn about student wellbeing and is engaged through positive contacts.

The school makes informed choices about administrative practices and puts systems in place, based on cost effectiveness, evidence, and in response to local context and the need to support the wellbeing of staff.

Individual Learning Needs

The needs of all students are explicitly addressed in quality wellbeing programs.

Well developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Co-developed expectations for behaviour are explicitly, consistently applied across the school.

Teachers access quality professional learning to support positive student behaviour outcomes.

Teachers and other school staff explicitly and consistently communicate expectations of behaviour across school settings.

Community Engagement

Families and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

Success criteria for this strategic direction

Our school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance.

There is school-wide, collective responsibility for student learning and success, which is shared by families and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with families.

Positive, respectful relationships are evident and widespread among students, staff and the community, promoting student wellbeing to ensure optimum conditions for student learning across our whole school.

Our school is recognised as excellent and responsive by its community, using best practice to embed a culture of high expectations, and effectively catering for equity issues within in our school.

Our school evaluates its administrative systems and processes, ensuring that we are delivering anticipated benefits to students, staff and community, making changes when required.

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 of this strategic direction. The analysis will guide the school's future directions:

NAPLAN

SCOUT

Work samples

Surveys

PLAN 2

Evaluation plan for this strategic direction

PLPs

TTFM

Student focus groups

SEF SaS

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measure

Regular professional dialogue around the SEF and SIP

Reflective sessions with executive and teams

Analysis

Progress measures will be monitored through collaborative analysis of data, triangulated to determine the extent to which the success criteria and improvement measures have been attained.

Implications

Initiatives will be reviewed and refined to provide a comprehensive snapshot of impact. This will provide a responsive approach to guiding and driving school improvement.