School plan 2015 – 2017

ASHTONFIELD PUBLIC SCHOOL 4642

Developing Successful Learners

Developing Successful Teaching Practices

Developing a Successful School Community
### School background 2015 - 2017

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<th>SCHOOL VISION STATEMENT</th>
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**Ashtonfield Public School will develop students who will become effective and informed community citizens.**

Ashtonfield P.S. is a large primary school which caters for a diverse range of learners from various, economic, ethnic, religious and social backgrounds. The majority of the parents are working with a significant proportion of families being two income families with at least one carer undertaking shift work. Over 3% of students are Aboriginal, 5% are of non-English speaking backgrounds, almost 10% of students are from defense families and almost 25% of students live with only one parent. The school demographics are continuously evolving.

This plan was compiled by the school planning committee which analysed surveys of students, parents and staff. Further consultation then took place with the parent body, student representative council, AECG and staff.

A draft of directions and purposes was circulated amongst the stakeholder representatives. Representatives were then invited to provide input into the processes and practices which they believed would best deliver improvements in each project.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

The purpose is to develop among A.P.S. learners the skills and understandings to achieve socially, emotionally and academically. Students will value education and be motivated to continue their learning.

The purpose is to enhance the practices, knowledge and understandings of the teaching staff so they can further engage students in their own learning in order to improve student outcomes.

The purpose is to use innovative practice in order to improve the systems within the school which will in turn strengthen and maintain positive partnerships and roles within the school community.

STRATEGIC DIRECTION 1
Developing Successful Learners

STRATEGIC DIRECTION 2
Developing Successful Teaching Practices

STRATEGIC DIRECTION 3
Developing a Successful School Community
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<th><strong>Strategic direction 1: Developing successful learners</strong></th>
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### PURPOSE

**Why do we need this particular strategic direction and why is it important?**

The purpose is to develop among A.P.S. learners the skills and understandings to achieve socially, emotionally and academically as effective community members. Students will value and be motivated to continue their learning.

### IMPROVEMENT MEASURE/S

- Growth in Naplan and across the PLAN markers in inferential comprehension and working mathematically
- Increased access for students to be involved in well-being programs such as Cool Kids, Seasons for Growth, Drumbeat, Stephanie Alexander Kitchen Garden Program, Rock and Water, Auditory Processing programs and Essential Moves.

### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students:**
- Improve inferential comprehension skills K-6 (inferential comprehension)
- Developing students who understand and use problem solving strategies, specifically in the area of mathematics (working mathematically).

**Teachers:**
- Professional development of staff in Better Learning Program, Accelerated Literacy and PLAN data.

### PROCESSES

**How do we do it and how will we know?**

- Teachers develop a consistent lesson structure with explicit and systematic learning intentions across all key learning areas
- Staff utilise research and consistent approaches to physical exercise to stimulate social, emotional and intellectual well-being.
- Teachers develop reflective learning skills amongst their class.
- Ensure A.L., Super 6 Comprehension Strategies and working mathematically strategies embedded in class programs.
- Have a weekly learning focus - Better Learning
- Providing students with the opportunity to participate in student well-being programs such as Cool Kids, Seasons for Growth, Drumbeat, Stephanie Alexander Kitchen Garden Program, Rock and Water

**Evaluation plan:**
- Reflections by students to determine the success of a teaching unit of work.
- On-going use of PLAN to track student achievement especially in inferential comprehension

### PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

**Products:**
- Improved results in student survey of satisfaction using ‘Tell them from me’ software
- Growth in Naplan both for students Y3-5 and across years 2015-2017 measured

**Practices:**

**Students engaged in KLAs:**
- Daily P.E four days a week
- Lesson observations indicate use of AL and Super Six strategies in each classroom
- Programming proforma for all KLAs K-6 to ensure consistency across the school
- Student assessment rubrics used in each KLA

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Public Schools NSW Ashtonfield P.S. School Plan 2015 – 2017

Why do we need this particular strategic direction and why is it important?
The purpose is to enhance the practices, knowledge and understandings of the teaching staff so they can further engage students in their own learning in order to improve student outcomes.

How do we develop capabilities of our people to bring about transformation?
- Develop professional capacity of executive and aspiring leaders through the leadership framework, mentoring, coaching and professional learning
- Teachers participate in reciprocal teaching opportunities with particular focus on effective feedback
- Student reflection proformas are designed by staff
- School executive and aspiring leaders extend professional knowledge through educational research
- Parents understand quality teaching strategies through parent/school community workshops

How do we do it and how will we know?
- Upskilling/training staff in giving specific feedback related to professional goals
- Students complete formal feedback at the end of each unit including success of teaching strategies
- Teachers undertake on-going training and reflection in Accelerated Literacy (AL), Super Six Comprehension Strategies, Count Me in Too, Counting On and L3 and executive with Leadership Capability Framework
- Increased quality learning – Intellectual Quality (inquiry based learning, problem solving and deep knowledge) through shared learning, mentoring and reflection and tracking students through PLAN
- Staff will develop an understanding of the Better Learning Program amongst staff
- Develop and share inquiry learning strategies with the staff, through the use of technology to effectively achieve learning outcomes

Evaluation plan:
- On-going assessment of the professional capacity of staff
- Feedback and reflection by staff aligns with staff professional development goals

What is achieved and how do we know?
- Every student is tracked using PLAN data
- Professional goals of staff are linked to Australian teaching standards and the 2015 – 2017 school plan
- Class reflections completed for each KLA unit

What are our newly embedded practices and how are they integrated and in sync with our purpose?
- Students develop the ability to take responsibility for their own learning through use of assessment rubrics
- Accelerated Literacy (AL), Super Six, Count Me in Too, Counting On and L3 embedded across the school
- Quality teaching strategies are used in daily classroom practice
Why do we need this particular strategic direction and why is it important?

The purpose is to use innovative practice in order to improve the systems within the school which will in turn strengthen and maintain positive partnerships and roles within the school community.

How do we develop capabilities of our people to bring about transformation?

Students:
- Students’ well-being programs reduce anxiety and build resilience

Staff:
- Additional kinder staff trained with LAST to support “Busy Bee” program

Parents:
- Engage parents in key learning areas.
- Increase internet safety awareness within the school community

Leaders:
- Support Aboriginal parents’ promotion of their culture and values within the wider school community
- Positively promote school and achievements within the school community

How do we do it and how will we know?

- Establishing a timeline for TPL
- Redefine and reinvigorate PBL across the school community, review processes of planning room, rewards to align better with PBL values
- Include internet safety awareness through PBL program
- Develop leadership capacity amongst Aboriginal parents in order to promote involvement within the school and then beyond
- Offer first time parents and kindergarten parents opportunities to understand the curriculum
- Increase the availability of “Busy Bee” transition for pre-school students
- Develop increasing on-line communication between the school and parents
- Promote student well-being programs and raise awareness of how students can access

Evaluation plan:
- Increased number and scope of parents participating in and understanding the development of student learning from 2015 to 2017

What is achieved and how do we know?

Products:
- Reduce the number of students presenting to supervisors by the end of 2017
- Academic growth in Naplan trending upwards 2015 to 2017

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:
- Links between home and school are embedded and help motivate student growth in academic achievement
- Students are feeling comfortable amongst peers and within the school community