

School plan 2018-2020

Ashmont Public School 4375



School background 2018–2020

School vision statement

Ashmont Public School aims, through high expectations and quality teaching, to support all students to engage successfully in learning, to become creative and confident individuals with the personal resources for future success and wellbeing, and to live by our motto 'Yindymarra' – showing mutual respect.

School context

Ashmont Public School is located in on the western side of Wagga Wagga with a student population of 220, 52% being of Aboriginal or Torres Strait Islander background.

An environment of high expectations for all staff and students exists within the school where we have a highly trained staff including two Instructional Leaders who lead school professional learning in Literacy and Numeracy and provide continuous evaluation and analysis of data to inform and direct teaching and learning across the school. The use of funding from the School Budget Allocation Resource has enabled us to employ additional staff to support our students through reduced class sizes, School Learning Support Officers, an Aboriginal Education Officer and Literacy and Numeracy Interventionists.

The school itself provides spacious playgrounds for successful and dynamic programs in sports, dance and sustainable outdoors education. Our facilities include stimulating learning spaces that incorporate technology to engage and inspire students.

School planning process

A variety of processes were evident to arrive at our current school plan, indicating our future directions and goals. These processes include, but are not limited to:

- Consultation with school stakeholders, including parents, teachers, students, community, through devices such as surveys, interviews and meetings;
- Aboriginal Education Consultative Group
- Enabling each staff member to be highly involved in the development of this plan through reflection, consultation and discussion of effective current and future practices; and
- Providing opportunities for other stakeholders to voice their opinions and visions for the school's future directions through formal and informal consultations, surveys and meetings; including a survey provided to parents at one of the highest attended school reporting events.

Through these discussions and consultations, this school plan was drafted and reviewed by all stakeholders.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality Learning Culture

Purpose:

To provide meaningful, challenging quality educational experiences that are differentiated and lead to improved learning and the pursuit of excellence for all students.

To deliver whole school practices that build wellbeing, resilience and support the learning engagement of all students



STRATEGIC DIRECTION 2

High Quality Teaching

Purpose:

To provide a supportive and stimulating professional environment, where teachers are committed to implementing the most effective explicit teaching methods that are evidence based, within a culture of collaboration and high expectations, with a particular focus on teaching Literacy and Numeracy, to students at all levels of achievement, in all subject areas.



STRATEGIC DIRECTION 3

Leading Learning Partnerships

Purpose:

To create a learning environment with a culture of high performance that demonstrates leadership and organisational improvement that is responsive to community need.

Strategic Direction 1: Quality Learning Culture

Purpose

To provide meaningful, challenging quality educational experiences that are differentiated and lead to improved learning and the pursuit of excellence for all students.

To deliver whole school practices that build wellbeing, resilience and support the learning engagement of all students

Improvement Measures

- Increase the proportion of students achieving proficiency in line with the Premier's Priorities.
- 80% of students will achieve their year appropriate expected growth in Literacy and Numeracy.
- Improved levels of student engagement and wellbeing.

People

Students

Will develop visible learning skills, collaboratively setting SMART goals, giving and receiving effective feedback to drive learning growth.

Staff

Develop and implement differentiated explicit teaching programs to meet students' learning needs, use effective feedback to students and deliver targeted intervention in literacy and numeracy enabling students to meet their learning goals.

Explicitly teach evidence based wellbeing practices to enhance the learning environment of the school.

Leaders

Plan and promote whole school practices that support the cognitive, emotional, social, physical and spiritual wellbeing of students.

Parents/Carers

Collaboratively work with staff and students to develop learning goals and provide support for students in their achievement.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Processes

Curriculum and Learning

Deliver authentic learning experiences with visible learning intentions and meaningful feedback that enables students to set and achieve their learning goals.

Personalised Learning

Learning is informed and directed by assessment data. Programs are differentiated. Timely targeted intervention or enrichment is provided and students.

Student Wellbeing

Implement whole school evidence-based, wellbeing programs to support students' social, emotional, physical and spiritual development. (Positive Behaviour for Learning, Trauma informed teaching practices, Live life Well)

Evaluation Plan

All data will be analysed collaboratively:

- Plan 2 and L3 data every 5 weeks
- Student TTFM surveys
- NAPLAN data Term 3 and internal student performance data
- Teacher reflections and evaluations – fortnightly
- Personalised Learning/SMART goals data
- Teaching and learning programs (submitted twice a term)
- Classroom observations
- Student wellbeing and attendance data

Practices and Products

Practices

Continuous use of assessment data informs and directs planning for differentiated, quality learning experiences, to meet the individual needs of all students.

Whole school implementation of evidence-based wellbeing practices to support the wellbeing needs of students.

Products

Teaching and learning programs are relevant, challenging and student centred, providing individualised support for continual student achievement.

Positive and respectful relationships across the school community promote student wellbeing and ensure optimum conditions for student learning.

Strategic Direction 2: High Quality Teaching

Purpose

To provide a supportive and stimulating professional environment, where teachers are committed to implementing the most effective explicit teaching methods that are evidence based, within a culture of collaboration and high expectations, with a particular focus on teaching Literacy and Numeracy, to students at all levels of achievement, in all subject areas.

Improvement Measures

- All teachers deeply and collaboratively analyse internal and system data, in order to plan and implement personalised learning in Literacy and Numeracy.
- Systematic processes allow all teachers to engage in collaborative teaching practices, professional feedback and the development of professional learning to maintain accreditation standards.

People

Students

Provide timely and respectful feedback to teachers on their learning experiences.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Engage in professional discussion and work collaboratively to improve teaching across the school. This includes negotiated peer observations, with feedback, to improve professional knowledge and practice.

Participate in professional learning to develop their capacity in delivery of evidence-based teaching pedagogy.

Leaders

Establish and improve processes to monitor the professional learning of staff and build teaching capacity across the school to deliver improved student learning.

Equitably manage resources to support the effective delivery of innovative teaching practices.

Parents/Carers

Engage in information activities around assessment and teaching strategies.

Processes

Research Based Pedagogy

Draw on solid research to develop and implement high quality professional learning in literacy, numeracy, science and technology teaching practices. (eg, L3, TEN, STEM)

Collaborative Practice

Strengthen collaborative practices through fortnightly opportunities to gain a shared understanding of Learning Progressions and valid teacher judgement in assessment analysis.

Evaluative Practice

Continual reflection, evaluation and monitoring of the impact of programs and approaches used by all teachers improving practice as required.

Evaluation Plan

All data will be analysed collaboratively:

- What Works Best Reflection Guide survey
- PLAN 2 data (every 5 weeks)
- TTFM Teacher, parent, student survey
- NAPLAN data
- Peer Observations
- PDP processes
- Teacher reflections
- Teaching and Learning Programs
- Meeting minutes

Practices and Products

Practices

Continuous professional learning and collaborative planning enables teachers to develop a deep understanding of Learning Progressions and explicitly teach literacy and numeracy across all KLAs.

Teachers actively develop their capacity and professional practice through targeted professional development, mentoring and coaching opportunities. Teachers are supported to trial innovative or evidence based, future-focused practices.

Products

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas based on a deep understanding of Learning Progressions, with success that can be measured by improved student progress and achievement data.

Systems are in place where continuous capacity building occurs for teachers within all stages of their career development, to ensure every student experiences high quality teaching.

Strategic Direction 3: Leading Learning Partnerships

Purpose

To create a learning environment with a culture of high performance that demonstrates leadership and organisational improvement that is responsive to community need.

Improvement Measures

All aspiring leaders build their capacity through professional learning opportunities, mentoring and coaching.

Improved student attendance.

Increased parent involvement in school planning and evaluation, information sessions, assemblies and school community events.

People

Students

Students will feel supported in a safe, challenging and responsive learning environment. They will attend school regularly and have an understanding of school expectations for learning and wellbeing.

Staff

Staff will implement targeted professional learning programs designed to develop leadership, management and excellence using the Professional Standards for Teaching and the School Excellence Framework.

Leaders

Leaders will demonstrate instructional leadership and model evaluative, evidence-based practice.

Focus on monitoring and evaluating whole school performance with consistency and transparency.

Develop opportunities to support whole-school engagement at Ashmont Public School.

Parents/Carers

Parents and Carers will be encouraged and supported to become active participants in student learning and school initiatives.

Community Partners

Community members will be encouraged and supported to actively participate in student learning and school initiatives.

Processes

Leadership Development

Support is provided to build current and aspiring leaders' capacity to lead curriculum, wellbeing and organisational practices through targeted professional learning, PDP planning, coaching and mentoring.

Management and Communication

All school staff are supported to develop skills for successful operation of administrative systems and positive and respectful community communication delivery.

Community Engagement

Opportunities are readily available for the whole school community to participate in planning, evaluative practices, educational and wellbeing information delivery, mentoring, extra-curricular activities and transition processes.

Evaluation Plan

- PDP– Development monitoring and review.
- MyPL & NESA transcripts.
- TTFM Student, teacher and parent survey feedback
- Meeting minutes
- Student wellbeing and attendance data
- Parental participation in extra curricular opportunities.
- Learning Journey presentations
- Internal and external surveys

Practices and Products

Practices

Build strong Instructional leadership, management skills, communication processes and partnerships with parents, students and community, to support a school-wide, collective responsibility for learning and engagement.

Streamlined, flexible processes are available to deliver services and information to support community engagement and satisfaction.

Products

Focused Instructional Leadership and community partnerships sustain a high performance culture of effective teaching and ongoing improvement so that every student makes measureable learning progress and gaps in learning are reduced. Systematic processes ensure that student wellbeing and attendance do not impact on learning outcomes.

Management practices are responsive to school community feedback, with a whole school approach to improving school community engagement and experience.

Strategic Direction 3: Leading Learning Partnerships

Processes
