

Strategic Improvement Plan 2021-2024

Ashmont Public School 4375



School vision and context

School vision statement

Ashmont Public School aims to provide all students the skills to become motivated, creative and successful lifelong learners who can achieve academic and social-emotional growth through perseverance. To provide strong relationships that develop the whole child to possess resilience, respect, empathy and confidence to meet life's challenges.

School context

Ashmont Public School is located on the western side of Wagga Wagga on Wiradjuri land, with a student population of 275, 55% being of Aboriginal or Torres Strait Islander background.

An environment of high expectations for all staff and students exists as well as a strong focus on Aboriginal Culture. The school has 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.

As a Positive Behaviour for Learning (PBL) school, a focus on student wellbeing underpins a positive learning environment, in which experienced and early career teachers work together collaboratively to provide quality teaching and learning experiences for students.

Through the completion of the situational analysis, we have identified the need to continue with a number of the initiatives commenced in the previous planning cycles. One such focus is on the collection and analysis of data to drive differentiated and personalised learning in order to provide equitable access to the curriculum and promote student engagement. Instructional Leaders within the school will provide direction and support in the implementation of evidence-based teaching practices to help meet system-negotiated targets in reading and numeracy. Planning and resources will need to be put in place to allow for the creation of systems to embed sustainable opportunities for collaborative analysis of data, planning and professional learning as well as time for mentoring and collegial observations to enhance effective teacher practice.

The situational analysis also identified wellbeing as an ongoing strategic direction with the refining and implementation of systematic processes with in the school and the collective responsibility for whole school wellbeing, being main initiatives. System-negotiated targets for expectations of success, belonging and advocacy will also be addressed as well as attendance through the implementation of regular teacher lead, peer group wellbeing opportunities as well as enhanced whole school community, Aboriginal Education Consultative Committee and inter-agency engagement.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy teachers will use evidence-based teaching practices in conjunction with whole school systematic processes for the collection and analysis of data to target individual learning needs.

Improvement measures

Target year: 2022

- Increase the proportion of students achieving in the top 2 bands of NAPLAN Reading by 6%.

Target year: 2022

- Increase the proportion of students achieving in the top 2 bands of NAPLAN Numeracy by 6%.

Initiatives

Effective Teacher Practice

A culture of effective teaching practice through a focus on, explicit teaching, success criteria, assessment and effective feedback within the teaching and learning cycle, focused on the improvement of all students' reading and numeracy achievement.

Knowing our students and where to next.

The school analyses student progress and achievement data and a range of other contextual information to identify individual student learning needs.

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods to optimise learning progress for all students across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

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

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.

Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning is derived from assessments which informs further teaching.

Evaluation plan for this strategic direction

Question: To what extent has the focus on high expectations and effective teacher practice had an impact on student performance? To what extent has the implementation of systematic process the collection and analysis of data to target individual learning needs, had an impact on teacher development and student performance?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

performance measures (NAPLAN); Check in Assessments, internal student performance measures (Literacy and Numeracy Progressions); Scout - Value added data, Phonological Awareness assessment, Place Value Assessment; classroom observations; student work samples; student Individual Education Plans and Personalised Learning Pathways

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Teacher Learning and Development

Purpose

To enhance teacher learning and development the school uses explicit systems that facilitate continual targeted professional learning, collaboration and modelling of effective professional practice.

Improvement measures

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN Reading by 6%.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN Numeracy by 11%.

Initiatives

Evidence-based teaching practices

Professional learning is designed to meet student needs, identified through current system, school and classroom data about progress and achievement.

Collaboration and Mentoring

Regular dedicated time is planned throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs.

Teachers regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning.

Success criteria for this strategic direction

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

The school uses embedded and 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, school-wide improvement in teaching practice and student results.

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.

Evaluation plan for this strategic direction

Question: To what extent has the creation of systematic structures that support targeted professional learning had an impact on student performance? To what extent has regular dedicated opportunities for teacher collaboration and mentoring had an impact on teacher development and student performance?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); teaching programs; classroom observations; student work samples; coaching records; School Excellence Framework assessments.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

Strategic Direction 3: Wellbeing

Purpose

To enhance wellbeing the school will promote a school-wide, collective responsibility for the development of positive, respectful relationships using sound holistic information to promote optimum conditions for student engagement.

Improvement measures

Target year: 2022

Increase the proportion of students reporting expectations for Success, Advocacy and Sense of Belonging at School as measured by the Tell Them From Me survey by 6%.

Target year: 2022

Increase the proportion of students attending more than 90% of the time by 4%.

Initiatives

Systematic Processes

The school utilises a wellbeing framework to enable safe and supportive learning culture.

Systematic processes are in place through the Learning and Support Team to identify and address individual learning needs including; academic, social-emotional, behavioural and physical, to ensure student engagement and growth in their learning.

Collective Responsibility

The school works to build collaborative partnerships with students, staff, families, communities and other organisations to support students and school communities through regular, open and responsive interactions.

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

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

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

Evaluation plan for this strategic direction

Question: To what extent has the creation of systematic processes to promote positive respectful relationships and the use of sound holistic information had an impact on student engagement and performance? To what extent has the promotion of a culture of school-wide collective responsibility for student wellbeing had an impact on student engagement and performance?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); classroom observations; internal wellbeing records (SENTRAL); Scout Data, attendance data, Tell Them From Me surveys, coaching records; School Excellence Framework assessments.

Evaluation plan for this strategic direction

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning