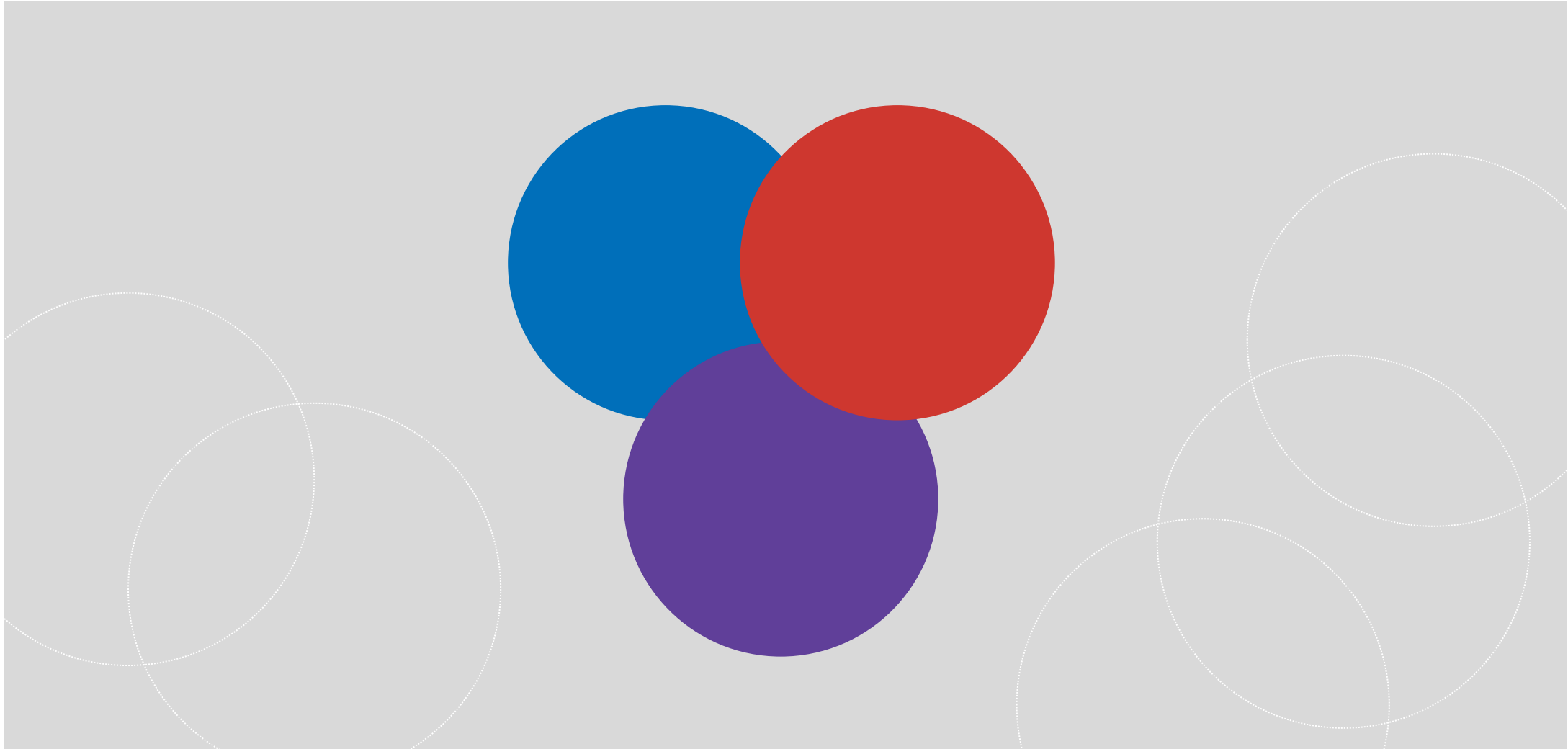


School plan 2015 – 2017

Asquith PS 1070





School vision statement

Our vision at Asquith Public School is to strive for equity and excellence and build life-long learners through quality teaching, working closely with the community to provide a safe inclusive environment where students blossom and learn.

School context

Asquith Public School is located in the Hornsby Community of Schools. It is a co-educational, inclusive school with approximately 360 students from diverse cultural, religious and socio-economic backgrounds. The school has 14 mainstream classes organised on a stage basis, and three support unit classes comprising two Multi-categorical classes (MC) and one class of students with mild intellectual disability- both of which are a regional resource, providing intensive support for students with a moderate intellectual disability, autism (MC) and Mild Intellectual disability (IM). Each class has a full time School Learning Support Officer (SLSO).

At Asquith PS we offer high quality teaching and learning and promote a culture of excellence whilst providing a challenging and stimulating learning environment to support confident 21st Century learners.

Asquith PS provides extensive opportunities in the areas of academics, sport, performing arts and technology. These opportunities allow our students to be challenged, acquire new skills, develop confidence and self-esteem, and continue to be inspired at school as they continue their learning journey. Our school culture recognises the rights of all students to learn in a safe and supportive environment, which promotes respect and high expectations for all students. The school has a comprehensive Learning and Support Team that caters for individual learning needs of students referred.

Asquith Public School's parent community have high expectations of the school. We work as valued partners in their child's development and educational journey. The school community is supportive, inclusive and committed to setting a high standard for all students to become confident and creative individuals that are active and informed citizens.

School planning process

Asquith Public School's vision and 5 year plan has evolved through a process of community dialogues, discussions, surveys and feedback sessions.

In 2014/2015, a comprehensive process was undertaken across the school collecting the opinions of parents, students and teachers about the schools priorities, achievements and directions for future development and growth. This planning process included a review of the strengths, opportunities and areas of development across the school at a time of Departmental realignment and changes, including mandatory curriculum change, Local Management Business Reform, and Local Schools Local Decisions implementation.

As a result, three key strategic directions were identified as a basis for a shared commitment for future developments across the school community.

The resultant school plan links the individual and professional growth of all staff and the personal growth performance and achievement of students, and will facilitate increased community engagement with the culture (products and practices) of the school.



STRATEGIC DIRECTION 1

Quality Teaching
facilitating Deep
learning

Purpose:

To achieve high quality teaching practice there will be a school-wide, collective responsibility for student learning and success with high levels of student, staff and community engagement. All teaching staff understand that student engagement and learning are related and teachers are focused on delivering consistent high standards supported by shared professional practice that inspires learning for all.

STRATEGIC DIRECTION 2

Creative,
collaborative,
independent life-long
learners.

Purpose:

Students will be prepared as empowered 21st century learners, having the skills of creative, critical thinking and problem solving and the capacity to apply these skills in everyday situations. Curriculum programs and teaching practices will effectively develop the knowledge and skills of all students by providing challenging and stimulating learning experiences that empower students as 21st century learners.

STRATEGIC DIRECTION 3

Confident, resilient,
responsible students.

Purpose:

Asquith Public School will have in place a comprehensive and inclusive framework to support the emotional and social well-being of students, which measurably improves individual and collective wellbeing, creating a positive learning environment for all.

Strategic Direction 1. Quality Teaching facilitating deep learning

Purpose

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

To achieve high quality teaching practice there will be a school-wide, collective responsibility for student learning and success with high levels of student, staff and community engagement. All teaching staff understand that student engagement and learning are related and teachers are focused on delivering consistent high standards supported by shared professional practice that inspires learning for all.

Improvement Measures

Year 3-5 NAPLAN Growth

% of students achieving \geq expected growth
75% reading
75% writing
70% numeracy

Year 5-7 NAPLAN Growth

% of students achieving \geq expected growth
75% reading
75% writing
80% numeracy

All staff developing and implementing differentiated, quality programs that cater for the needs of all students (special learning needs or disability, Aboriginality, and EALD).

High quality teaching practices evidenced by regular self-reflection and peer feedback on teaching evaluation tool.

Network of resources created and shared across school- all teachers able to access and use.

People

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

Students: Students understand that learning growth is achieved by working to a goal and are aware of learning outcomes and criteria for success in tasks they complete.

Staff: Quality teaching practices are used in all aspects of teaching. Staff have a thorough understanding of current curricular and implement. Staff effectively uses data in educational decision making and this is reflected in programming and teaching and learning practices. Through collaborative planning teachers share best practice in mentoring partnerships and develop capacity. Through coaching, peer professional learning and collaborative planning, aspiring leaders are developed.

Parents/Carers: Parents aware of learning outcomes and criteria for success in learning at school and have the capacity to support initiatives for improvements in student outcomes.

Community Partners: Expertise of the community is reflected in teaching and learning programs.

Leaders: Principals support strategic teams to develop skills, create new knowledge and devise new practice applying the model of Principals Professional Standards for organisational and educational improvement.

Processes

How do we do it and how will we know?

Quality teaching:

- Staff writing and implementing quality programming based on Australian curriculum
 - Implement TEN and using numeracy continuum to plot data and plan lessons in mathematics
 - Use of data in educational decision making and reflected in programming and teaching – PLAN
 - Scope and sequences for all KLAs implemented
- Australian Professional Standards for Teachers reflected in staff Performance and Development Plans.
- Strong Start/Great Teachers framework to support beginner teachers.
- Australian Professional Standards for Principals model used to design, implement, monitor and evaluate quality teaching and learning improvement.

Evaluation Plan

- Use the Australian Professional Standards for Principals model to develop and Implement self-evaluation tools to provide evidence of professional dialogue to drive improvement.
- Teacher Performance and Development Plans reflect growth in skills of quality teaching.

Products and Practices

What is achieved and how do we measure?

- Staff plan/implement systematic and explicit lessons based on scope and sequence documents and understand and use success criteria.
- Program delivery and assessment tasks reflect changes in pedagogy and curriculum.
- Teachers actively engaged in planning their own professional development to improve performance.
- The school has high quality innovative teaching practice and professional learning activities mapped against the Professional Standards for teachers.
- Practices embedded to provide formal mentoring to support/ improve teaching and leadership practice.
- Parents/carers have opportunities to access information on current programs/practices.
- School uses community partners to strengthen and support teaching programs.

Products:

- Increase in value added growth in NAPLAN and PLAN data Yrs 3-5 and 5-7.
- Staff have evidence of high quality teaching practice evaluated by supervisors and self-reflection.

What are our newly embedded practices?

Practice:

- All staff are effectively using the teaching & learning cycle, analysing student assessment data to differentiate the curriculum for individual student learning.
- Student learning communicate accurately to parents/carers.
- School and class programs address the individual learning needs of all students.
- Leaders and aspiring leaders build teams to share and develop expertise.
- Resources are efficiently stored facilitating collaboration.

Strategic Direction 2: Creative, collaborative, independent life-long learners.

Purpose

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

Students will be prepared as empowered 21st century learners, having the skills of creative critical thinking and problem solving and the capacity to apply these skills in everyday situations. Curriculum programs and teaching practices will effectively develop the knowledge and skills of all students by providing challenging and stimulating learning experiences that empower students as 21st century learners.

Improvement Measures

- ❖ 85% of students receive 2 cluster growth in problem solving strands in PLAN data.
- ❖ **Year 3-5 NAPLAN Growth**
% of students achieving \geq expected growth
70% numeracy
- ❖ **Year 5-7 NAPLAN Growth**
% of students achieving \geq expected growth
80% numeracy
- ❖ Ongoing evaluation and involvement in joint drama program fed back into the school community through University of Sydney drama staff.

People

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

Students: Will develop critical thinking and higher order problem solving skills to contextualise their learning beyond the classroom.

Staff: Will embed critical thinking and the use of technology and creative problem solving into all areas of the curriculum.

Will use PLAN, SMART, NAPLAN and Benchmarking data to inform their classroom practice.

Parents/Carers: Parents and carers will develop an understanding of the skills of creative problem solving

Community Partners: Through partnerships with The Sydney Theatre Company and the University of Sydney we will build the capacity of staff using drama as a tool.

Leaders: Will use PLAN, SMART, NAPLAN and Benchmarking data to identify and monitor performance and focus resources for support.

Processes

How do we do it and how will we know?

- Develop capacity of staff and students to use a range of technology to support learning in and out of the classroom.
- Support teachers to identify and teach creative problem solving within core curriculum areas – 2016 Mathematics
- Build teacher confidence and capacity in using the performing arts as a teaching tool.

Evaluation Plan

Qualitative documentation of observations of teaching programs and practice in problem solving and creativity.

Students surveyed in problem solving strategies within the context of Mathematics. Students utilise a variety of problem solving strategies.

Products and Practices

What is achieved and how do we measure?

- Staff and students use a range of technology to support learning in and out of the classroom and as a tool for their own learning.
- Students effectively use clearly defined problem solving strategies to creatively search for answers to problems embedded within everyday curricula.
- Students will use drama as a tool for creatively learning and as a medium for publishing their work.

Product:

- 85% of students receive 2 cluster growth in problem solving strands in PLAN data.

Product:

- NAPLAN (growth) in numeracy strand 3-5 and 5-7
- Joint evaluation with Sydney University of outcomes in literacy and history through drama.

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

Practice:

- 21st century competencies evident in class teaching programs and teaching practice.

Practice:

- Problem solving scope and sequence mapped throughout our core curriculum subject areas.

Strategic Direction 3: Confident, resilient, responsible students.

Purpose

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

Asquith Public school will have in place a comprehensive and inclusive framework to support the emotional and social well-being of students, which measurably improves individual and collective wellbeing, creating a positive learning environment for all.

Improvement Measures

- ❖ School responds to information from Tell Them From Me survey and makes adjustments where needed to well-being programs.
- ❖ School survey students, staff and parents to gain feedback on well-being programs and adjust as needed.
- ❖ Reduction in negative incidents logged in Sentral across the school.
- ❖ Established Aboriginal food and resource trail used as an outside learning area by school and community.

People

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

Students: Students taught Circle Time for emotional literacy and student wellbeing.

Staff: All staff trained in Positive Behaviour for Learning (PBL) and Circle Time programs.

All staff engaged with local Aboriginal community

All staff trained in Sentral Student Welfare

Parents/Carers: Parents and community understand the behaviours, attitudes and expectations of our school wellbeing framework.

Community: The broader community understand the behaviours, attitudes and expectations of our school wellbeing framework.

Leaders: School Leaders complete PBEL and Circle Time training

Processes

How do we do it and how will we know?

- All staff trained in PBEL and PBEL relaunched across the whole school
- All staff trained in Circle Time, and Circle Time launched across whole school.
- Community informed of PBEL and Circle time through Newsletter and P&C and targeted parent meetings.
- All staff trained in Sentral Student Welfare and Sentral student welfare used to monitor behaviour across school
- Parents/carers complete Positive Parenting Program (PPP)
- Community engaged in developing Aboriginal trail in school grounds.

Evaluation Plan

Staff, students (in targeted years) and parents will be surveyed using 'Tell Them From Me' to determine baseline in 2016, monitor implementation in 2016 and evaluate effectiveness of student wellbeing programs in 2017.

Sentral logging of positive and negative incidents monitored for changes in student behaviour over time.

Record class, stage, school and community use of outside learning areas.

Products and Practices

What is achieved and how do we measure?

- ❖ The school has in place a comprehensive and inclusive framework to support the emotional and social wellbeing of students
- ❖ Students are aware of and build upon their understanding of the local Aboriginal heritage.

Product:

- All Students able to contribute their explanation of the relevance of local indigenous history to the schools natural environment.

Product:

- Sentral Student Welfare tracking shows growth in positive incidents and decline in negative incidents

Product:

- Growth in student, parent and staff indicators of wellbeing mapped through wellness survey.

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

Practice:

- PBL practices embedded in the school student welfare plan.
- Circle time operational in all classrooms and students skilled in the respective strategies.
- School environment used for learning.
- Aboriginal trail established around the school reflecting local foods and resources.

