School Plan 2015 – 2017

ASHBURY PUBLIC SCHOOL
## School background 2015 - 2017

### SCHOOL VISION STATEMENT

Our vision is to empower students to be confident, creative, resilient, responsible and respectful life-long learners engaged in a curriculum where they are challenged and supported by motivated, capable teachers in order to make active contributions to the local and global community.

### SCHOOL CONTEXT

Ashbury Public School is a community-based medium sized school located amongst gum trees in the quiet residential suburb of Ashbury, NSW. Students are organised into 15 classes from Kindergarten to Year 6 and come from diverse socio-economic and cultural backgrounds. Student population is currently 379 students, representing 30 nationalities. The school’s population is 48.1 % NESB with 2% Aboriginal students.

“Education forms the Mind” is the school motto and as such the school provides an environment in which all students can access quality educational programs. Values are embedded in the school culture through student empowerment, delivered through programs like Peer Support, Peer Mediation, Student Representative Council and leadership opportunities.

All students are encouraged and given opportunities to reach their full potential and develop their self-confidence and values both in the classroom and through extensive extra-curricular programmes. Our school consistently celebrates student achievements in academics, the performing arts and sport, often attracting widespread recognition from the community and beyond. The school also has a large after-school care program based on site, that supports and work closely with the school to meet the needs of the students.

The school has a dedicated staff committed to their own on-going learning. They continue to develop a close collegial and professional working relationship with a Community of Schools. The school is also very well supported by an active P&C and parent community who contribute significant amounts of time and funds and promote a sense of community.

### SCHOOL PLANNING PROCESS

A review of the 2012-2014 School Plan was conducted from early 2014 with a series of opportunities for stakeholders: parents, staff and students to contribute to an evaluation of what worked and what needed improvement.

The 2015-2017 School Plan is the result of a rigorous process of whole school communication and collection of data. Stakeholders were introduced to the Melbourne Declaration of Educational Goals for Young Australians. Then via a series of parent meetings and surveys they answered big questions about where they would like our school to be in 3 years based on the goals and commitments to action in the Melbourne Declaration. The group also identified practices that they felt were already successful in the school and then identified areas for improvement.

Parents, staff and students were surveyed where they were asked specific questions to gauge general satisfaction or dissatisfaction with current school practices. Teachers were surveyed about current school programs and practices, in particular the new Australian curriculum in English and Mathematics and asked how the delivery of the curriculums could be improved over the next 3 years.

Specific data from NAPLAN tests, school assessments and special programs was collected to analyse for this strategic plan.
Our strategic directions will be translated into actions, programs or initiatives that are data driven, consultative and accountable.

To provide inspired learning for students that is based on quality educational delivery, consistent high standards and shared professional learning practices in a supported collaborative environment.

To nurture students to become autonomous, engaged and successful learners who strive to maximise their potential in an environment where every student’s social and emotional well-being is at the centre of school processes.

To develop students for the future as active and informed local and global citizens by equipping them with a strong sense of community and the skills to be confident, critical and creative individuals in the 21st century.
Strategic direction 1: **TEACHER DEVELOPMENT**

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<td>To provide inspired learning for students that is based on quality educational delivery, consistent high standards and shared professional learning practices in a supported collaborative environment.</td>
<td><strong>Students:</strong> Engage students with quality teaching so they develop the necessary skills in literacy and numeracy as well as the capacity to evaluate, create and problem solve. <strong>Staff</strong> Engage staff in personal professional development through range of strategies that focus on feedback, self-evaluation and sharing of professional practice. Provide quality professional learning to support staff with Australian Standards for Teaching. Teachers take responsibility for changes in teaching practice required to achieve improved performance.</td>
<td>Teachers will engage in professional learning about <strong>Australian Professional Standards for Teachers</strong> to ensure best practice is embedded in their pedagogy and to build staff capacity to reach Proficient or Highly Accomplished Teacher status. Teachers and leaders will establish a process of collegial planning and assessment becoming more proficient at collecting, analysing and interpreting data to support student learning. They will use assessment data to evaluate learning and teaching, identify interventions and modify their teaching to effect change. <strong>Teachers will evaluate their practice through evidence based learning, mentoring, observation and professional learning to receive feedback and improve their professional knowledge and the educational outcomes of students.</strong> <strong>Build capacity of staff to manage and ensure effective implementation of change driven by Learning Management and Business Reform (LMBR) and Local Schools, Local Decisions through targeted professional learning and network sharing.</strong> <strong>Evaluation plan</strong> Regular reporting against milestones by the leadership group; feedback from project teams, staff, student, community surveys, external validation, input of PLAN data</td>
<td><strong>Product</strong> Improved school literacy and numeracy performance evidenced by PLAN data and NAPLAN data, with increased % of students experiencing expected or better growth. Increased leadership opportunities for staff across the school. All teaching staff will embed formative assessment strategies in curriculum planning and programming. Quality assessment tasks developed, evaluated using CTJ and used to inform teaching/learning cycle. Embedded systems for collaboration, classroom observation and feedback to drive and sustain improved teaching practice, student outcomes and whole school improvement. <strong>SAM, SAO, Principal and executive staff are efficient users of LMBR, SALM and new financial systems.</strong> <strong>Practice</strong> High quality teaching and learning practices demonstrated and supported. Students engaged through teachers who know their content, their students and how they learn. <strong>Students experience a range of assessment tasks that are integrated into the natural learning process and reflected in ongoing teaching/learning cycles and in reports to parents.</strong> <strong>Collegial culture established with a focus on student learning, collective responsibility, collaboration, reflective continuous improvements.</strong></td>
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**IMPROVEMENT MEASURES**

- Improved NAPLAN performance with higher percentage of students experiencing expected or better growth.
- An increased number of teachers accredited by the Board of Studies and Teacher Education Standards (BOSTES) at Proficient and higher levels. Succession planning is in place.
- Documentation of teacher understanding and support of the annual performance and development cycle.
- Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards.

Teaching and learning is supported by an efficient and effective budgeting process, aligned to the school vision and directions.
**Strategic direction 2: STUDENT ENGAGEMENT**

**PURPOSE**

To nurture students to become autonomous, engaged and successful learners who strive to maximise their potential in an environment where every student’s social and emotional well-being is at the centre of school processes.

**PEOPLE**

**Students:**
Working with students to work towards developing a culture where they have a voice and can influence their own learning outcomes. Students will support their own learning.

**Staff:**
Training and resources to effectively implement PBL and maximising learning potential and difference in students.

**Parents:**
Working with community to support our understanding of the students as learners and members of our community. Involving our parents in PBL training and implementation.

**COMMUNITY PARTNERS:**
Strengthen existing partnerships and create new opportunities for collaboration. Volunteers and professionals (e.g. speech therapists, OT’s will be utilised and inducted)

**Leaders:**
Create a positive and supportive culture which promotes and enables positive behaviour and 21st century teaching and learning.

Understand and drive professional learning across the school through distributive leadership.

**PROCESS**

**A Positive Behaviour for Learning (PBL) framework** is in place to support the implementation of the student welfare policy. This includes applying consistent school wide rules and consequences that are developed in consultation with the school community; implementing explicit teaching and learning programs to equip students to manage themselves and their relationships; and utilise signage to highlight school expectations.

**Digital Citizenship**
Purchase hardware and software as required. Provide professional learning opportunities so teachers can implement systems and develop high quality teaching and learning practices using ICT safely and ethically, to engage students to make content relevant and meaningful.

**Maximise Potential**
Build staff capacity to collaboratively reflect, plan and differentiate learning plans to cater for all students including those needing support and enrichment so they can maximise their potential and set their own learning goals to learn and succeed.

**Evaluation plan**
Student growth in school based assessment is tracked on PLAN and Best Start. Regular monitoring of progress through observations and conference. Develop differentiated programs to improve student outcomes in areas identified for improvement.

**PRODUCT AND PRACTICES**

**Products**
Students demonstrate, self awareness, resilience and positive behaviour techniques in the classroom and playground

PBL SET reflects consistency in practice across the school

A collaboratively developed positive behaviour framework that collectively supports the well-being of all students and underpins a productive learning environment.

All students use devices safely and ethically to engage in learning in a meaningful and relevant way.

NAPLAN, PLAN and robust assessment, reflection and feedback. Setting learning goals, student/teacher/parent conferences, Individual Learning Plans and Personal Learning Plans effective where appropriate. Increase the % of students who influence their own learning and improve and progress.

**Practices**
All positive behaviour interventions and teaching strategies are reflected in class programs and playground procedures and supported by stage leaders providing consistency of practice across the school.

All students have access to devices which they use safely and ethically. Creative and high quality work which expresses creative and critical thought and higher order thinking.

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Strategic direction 3: **LOCALLY / GLOBALLY**

**PURPOSE**
To develop students for the future as active and informed local and global citizens by equipping them with a strong sense of community and the skills to be confident, critical and creative individuals in the 21st century.

**PEOPLE**

**Students:**
Engage students with the skills and capacity to evaluate, create and problem solve across all learning areas and through open ended and inquiry based learning.

**Staff**
Offer leadership and professional learning opportunities to each other and beyond the school
Build a positive learning culture by providing supported, challenging, interactive and engaging learning experiences, and by nurturing relationships with families, local and global communities.

**Parents**
Are included in community events and have multiple opportunities for involvement in learning
Will be involved partners with the school to create and implement local and global projects.

**Community partners**
Collaborative partnerships will be strengthened with external community support networks to provide new and additional learning opportunities for staff and students, including our local Aboriginal community.

**Leaders**
Create a positive and supportive culture which promotes and enables 21st century teaching and learning.
Understand and drive professional learning across the school through distributive leadership.

**IMPROVEMENT MEASURE/S**

A school environment that is connected to local and global organisations.
Evidence of cross curriculum priorities in teaching and learning programs.

100% staff providing opportunities for students to think creatively, work collaboratively, problem solve and communicate.

Teaching and learning is supported by an efficient and effective budgeting process, aligned to the school Vision and direction.

**PROCESSSES**

**Global connections**
Integrate Asia and Australia's engagement with Asia as a cross curriculum priority to forge strong connections with communities outside Australia, in particular Japan, India, China and Nepal – Twin Rivers Project/India Calling/Nepal. Students connect in a meaningful way via Bridget, Skype etc to interact, learn from and engage with students from other countries.

**21st Century**
Increase teacher capacity to implement 21st century pedagogy by enabling students to learn the essential skills in today’s world, such as critical thinking, problem solving, communication and collaboration; and use ICT skills and creative thinking to strengthen/modify/plan for learning projects at school and community projects.

**Local Environments**
Integrate sustainability and Aboriginal culture as a cross curriculum priority to engage students and the community in local environmental projects such as creating an Indigenous garden, improving school outdoor areas and being involved in sustainability projects for our school and local rivers and waterways.

**Evaluation plan**
Monitoring and feedback from the school community linked to the School Excellence Framework

**PRODUCT AND PRACTICES**

**Products**
A school community that is connected to the global world and builds positive relationships, actively contributing to the school, the community and the society in which they live.

100% staff providing opportunities for students to think creatively, work collaboratively, problem solve and communicate.

A school environment that is connected to local and indigenous communities, is eco friendly and focussed on sustainability.

**Practices**
Students are active, confident participants in their learning and demonstrate creative and critical thinkers across the curriculum and priority areas.