School plan 2015 – 2017

Ashmont Public School 4375
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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</thead>
<tbody>
<tr>
<td>Ashmont Public School will provide a quality education of excellence, developing capable and well-rounded citizens for the future.</td>
<td>Our school is located in Wagga Wagga and provides spacious playgrounds for successful and dynamic programs in sports, dance and sustainable outdoors education. Our facilities include stimulating learning spaces that incorporate the latest technology to engage and inspire. This includes fully integrated, cutting-edge information and communication technologies in our Learning Centre.</td>
<td>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:</td>
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<td>Our vision for Ashmont Public School is to guarantee that each student achieves their full academic and personal potential, becomes a lifelong learner and is a responsible citizen of the world. This will be achieved by engaging all students in meaningful programs which meet the highest educational and ethical standards within a caring, collaborative learning community.</td>
<td>Our staff is highly trained and participates in regular professional development in order to maintain high standards which enable each student to reach his or her potential. We have strong numeracy and literacy programs that challenge our students and provide them with opportunities to succeed and excel. Our mentoring programs provide opportunities for student leaders who role model successful learning. We provide students with cultural awareness programs that explore the diverse backgrounds of people in our community, which includes a significant Indigenous population.</td>
<td>• Consultation with school stakeholders, including parents, teachers, students, community, through devices such as surveys, interviews and meetings;</td>
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<td>At Ashmont Public School we have high expectations and standards for all school community members. We embrace and celebrate our diverse community and provide a balanced and multi-faceted approach to learning - encompassing academic, cultural, physical and creative development and enrichment opportunities.</td>
<td>Our motto, complemented by the Wiradjuri word Yindymarra, drives all members of our community to uphold honesty, show mutual respect, project self-discipline, demonstrate tolerance to all people and to act with honour.</td>
<td>• Aboriginal Education Consultative Group</td>
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<td>Through these discussions and consultations, this school plan was drafted and reviewed by all stakeholders.</td>
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Ashmont Public School 4375
Page 2

Planning template – V2.0 [11/11/14]
Purpose:
Supporting teachers to provide students with challenging and stimulating learning experiences and opportunities, enabling all students to explore and build on their gifts and talents.

Purpose:
To develop self-motivated 21st Century learners who are collaborative and thoughtful problem solvers, now and for the future.

Purpose:
To provide all students with access to high-quality schooling that is equitable and tailored to individual needs.
## Strategic Direction 1: Driving a culture of continual learning through excellence in teaching

### Purpose

Supporting teachers to provide students with challenging and stimulating learning experiences and opportunities, enabling all students to explore and build on their gifts and talents.

### People

**Students:** Levels of achievement in Key Learning Areas will be improved through the development of engaging, differentiated teaching and learning programs designed to meet the needs of all individuals.

**Staff:** Capabilities will be developed by designing and implementing differentiated professional learning. School-wide systems and structures will be developed which support all staff in meeting the educational needs of all students.

**Leaders:** Opportunities will be provided for developing leadership and teaching capabilities in all staff members.

### Processes

**Staff:** Whole school approach to the Teaching Learning Cycle in all Key Learning Areas and create school-wide systems and structures to support differentiation through: quality assessment, planning, programming and teaching models from K-6 in order to provide consistent teacher judgement and adhere to DEC policy.

Implement staff training in the NSW BOS K-10 syllabuses and documents in order to implement the new curriculum as per BOS and DEC guidelines.

All teachers to meet requirements of the assessment schedule as part of the Professional Development Framework.

**Evaluation plan:**
Student progression monitored twice per term (PLAN), NAPLAN analysis, regular meetings with teachers to discuss professional learning to meet teachers’ individual goals.

Measures of individual progress through informed daily assessment tasks to guide teaching strategies. Classroom observation and feedback.

### Products and Practices

**Products**

Teachers work on their strengths and areas for improvement according to the AITSL and BOSTES Self-Assessment tools, assessed annually. In partnership with Principal and supervisors, teachers will monitor growth in their professional development and attain a base level of Proficient Teacher, and plan for future development.

100% of all teaching programs to demonstrate differentiated learning using ongoing assessment and review of data.

Teachers to complete the processes according to the Professional Development Framework.

Achievement and maintenance of Accreditation

Effective professional learning for induction, teaching quality, leadership preparation and leadership development.

**Practices**

Feedback to teachers at least twice a term in regards to student progress

Implementing and maintaining an induction/mentoring program

Effective assessment, tracking and analysis to ensure accurate reporting to parents

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**Improvement Measures**

100% of all teaching programs to demonstrate differentiated learning using ongoing assessment and review of data.

Teachers work on their strengths and areas for improvement according to the AITSL and BOSTES Self-Assessment tools, assessed annually. In partnership with Principal and supervisors, teachers will monitor growth in their professional development and attain a base level of Proficient Teacher, and plan for future development.
## Strategic Direction 2: Promoting successful learners, confident and creative individuals and active and informed citizens.

### Purpose
To develop self-motivated life-long 21st Century learners who are collaborative and thoughtful problem solvers, now and for the future.

### People

**Students:** Students are supported in developing their capacity to become active, self-reflective learners who are engaged and autonomous in their continued education.

**Staff:** Staff develop the teaching of the curriculum to extend student learning around 21st century practices and allow students to become self-motivated life-long learners.

**Parents:** Parents work in partnership with the school to support the growth of student competencies to become active and informed citizens.

**Leaders:** Leaders promote practices that instil skills in our 21st century learners, now and in the future, across all aspects of school life.

### Processes

**Students:** Students are engaged in consistent practices to ensure accelerated growth in literacy and numeracy that are transferrable across all Key Learning Areas.

**Staff:** Staff, including teachers, School Learning Support Officers and volunteers, provide a tiered approach of ‘intervention’ to support individual student growth.

**Leaders:** The Principal, Instructional Leader and Assistant Principals oversee the effective implementation of quality teaching practices to accelerate student learning.

### Products and Practices

**Product**
Authentic and explicit teaching and learning programs which are underpinned by a thorough assessment schedule and process of feedback which will result in all students taking ownership of their own learning and making the required growth in all internal and external assessment data.

Enhancement of student input and leadership through inclusion on the Student Representative Council and Peer Support.

**Practices**
Effective assessment, tracking and analysis for student feedback to improve student outcomes.

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Strategic Direction 3: Promoting partnerships and connections that enable engagement and attainment for all students.

### Purpose
To provide all students with access to high-quality schooling that is equitable and tailored to individual needs.

### Improvement Measures
A supportive school community, sharing students’ learning, community events, fundraisers, and an increased number of parents attending school events resulting in 100% increase in students who demonstrate positive participation in extra-curricular activities within and beyond our school.

Strong parent collaboration and participation in school-family partnerships and decision making as evidenced by 100% increase in constructive parent feedback and involvement in school initiatives.

### People

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<td><strong>Products and Practices</strong></td>
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<td>Students: Provide students with leadership development to help give them a voice.</td>
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<td>Staff: Support a shared understanding of personal and collective efficacy, ensuring teaching and non-teaching staff have an alignment to the school plan and vision.</td>
<td>Greater student participation and involvement in extra-curricular activities that have been facilitated through joint partnerships involving the whole school community.</td>
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<td>Parents: Value excellence in education and support school initiatives to engage students in learning to reach their potential in all areas.</td>
<td>Staff Improve further understanding and opportunities within the school community via specific programs.</td>
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<td>Community partners: Establish proactive learning and wellbeing alliances with other schools and community members in the delivery of educational innovation projects.</td>
<td>Leaders Involvement with external agencies, developing bonds and partnerships, to empower links between community and school.</td>
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<td>Leaders: Engage external agencies and develop bonds to enhance the learning and wellbeing of all students.</td>
<td>Build proactive learning alliances that promote successful transition to Wagga Wagga Schools Network, local high schools and preschools.</td>
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### Evaluation plan:
Review the effectiveness of our partnerships and programs.

### Products and Practices

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Strong parent collaboration and participation in school-family partnerships and decision making as evidenced by 100% increase in constructive parent feedback and involvement in school initiatives.

Effective engagement of government and non-government agencies to implement wellbeing programs in order for students to have equitable access to learning.

### Practices:
Three-way, reciprocated and respectful communication between students, staff and parents.

A strong and sustained positive culture of learning across students, staff, parents and the wider community.