

School plan 2018-2020

Abbotsford Public School 1001



School background 2018–2020

School vision statement

All students at Abbotsford Public School will discover the world around them and understand the world within them.'

To achieve this vision we the believe that:

- all students have the right to learn and reach their potential
- engagement enhances learning
- high expectations enhance learning
- quality teaching is central to student learning
- informed collaborative decision making supports learning
- critical reflection and continuous improvement promote excellence
- effort, progress and achievement need to be acknowledged and celebrated
- principles of equity and 'a far go for all' need to guide our actions and school goals
- challenges end to be shared with our community

School context

Abbotsford Public School is located within the inner west of Sydney and is nestled on a peninsular which is framed by the Parramatta River. Situated on a large tree filled site, enrolments over the last four years have increased dramatically as there has been change to the demographic of the local area, with younger families moving in. In 2010, the school population was 321 and in 2016 has an enrolment of 603 students.

Abbotsford Public School has established a reputation for providing quality education, comprehensive sporting programs and dynamic, creative performing arts programs.

The school currently comprises 24 classes, with specialist programs which include the support of the teacher librarian, specialist music teacher, English as a Second Language, a specialist Learning and Support teacher and a Community Language program in Italian.

Attached to the school is a volunteer parent run Aftercare service which supports 150 students each day , before and after school.

The school has a very active P&C, which actively fundraise to provide resources to support teaching and learning programs. It also organise events to enhance the community spirit of the school. The P&C supports a comprehensive chess and robotics programs and a flourishing art program which are run by parents after school.

School planning process

The school planning process commenced in 2014 with a review of current practices and school data. Teachers were involved in the decision making around the three Strategic Directions of this plan, including identifying the Improvement Measures. These strategic directions involve creating a whole school culture of high expectations, providing clarity on what teachers are to teach and students are to learn, establishing strong professional learning communities and leading ongoing efforts to improve teaching practices.

The directions are:

- Enriching lives through learning
- Sustaining a strong culture of innovative professional practice
- Promoting community partnerships

Teams were formed to create the 5P's (purpose, people, processes, practices and products) to be implemented under each Strategic Direction. Consultation and collaboration took place with students, parents and the school community, including a comprehensive parent survey and ongoing conversations at both P&C meetings and parent focus groups. A committee of P&C parents has been established to look how parents are engaged to ensure that the plan is understood and supported. The DEC reform agenda has been embedded into the plan including the School Excellence Framework; Great Teaching, Inspired Learning; and Local Schools, Local Decisions. The National School Improvement Tool; the National Curriculum; and Australian Professional Standards for Teachers have also informed the planning process. At each step, the school leadership team has engaged in professional dialogue and learning, before leading staff through a series of learning experiences and collaborative decision making processes.

School strategic directions 2018–2020




STRATEGIC DIRECTION 1

Successful Learners

Purpose:

To enable all students to develop into:

- confident and resilient learners
- creative and agile thinkers
- engaged and motivated students
- ethical decision makers



STRATEGIC DIRECTION 2

Data-informed Teaching and
Learning

Purpose:

To build student learning in literacy and numeracy through data-informed, evidence based teaching and a culture of high expectations.



STRATEGIC DIRECTION 3

Positive Partnerships

Purpose:

To foster positive partnerships through a culture of continuous organisational improvement, actively promoting collaboration, engagement, accountability and equity.

Strategic Direction 1: Successful Learners

Purpose

To enable all students to develop into:

- confident and resilient learners
- creative and agile thinkers
- engaged and motivated students
- ethical decision makers

Improvement Measures

- Creative and critical tasks evident in programming.
- Staff participation in Teacher Professional Learning.
- Establishment of assessment processes to measure student growth in creativity and problem solving.

People

Students

Engage in creative learning opportunities and programs. (Eg. STEM, creative arts, problem solving, project based learning, ethical decision making tasks).

Develop a growth mindset (resilience) through strengths based learning.

Embrace flexible learning opportunities and develop collaborative skills.

Engage in activities which promote and support ethical decision making through all aspects of learning.

Staff

Teachers implement research-based best practice in developing creative and agile thinkers

Gifted and high potential students are provided with opportunities for enrichment.

Engage in Professional Learning linked to the impact of formative assessment on learning.

Plan and implement activities that promote resilience, logic, creativity, ethical decision making, problem solving and critical analysis.

Leaders

Develop and support teacher knowledge of educational best practise (curriculum content, social and emotional development).

Deploy all staff to make best use of

Processes

Support the school community to understand the elements and impact of 'High quality and original thinking' as a means of fostering creative thinkers and ethical decision makers.

Utilise 'future focused' learning environments as a mechanism for supporting student engagement.

Establish assessment practices and baseline data to measure students' creative and problem solving skills.

Undertake action research around formative assessment aligned to current research.

Develop partnerships between parents, students and teachers to value and understand the importance of learning goals to promote resilience and students owning their learning.

Evaluation Plan

Feedback to and from parents indicates understanding of the impact of creativity:

- * Three way interviews
- * Reporting on student learning goals
- * Review of digital portfolios

Review of teaching and learning programs and analysis of student work samples

Ratifying of student and teacher developed rubrics for assessment of creative tasks

Evidence of increased student engagement within learning environments.

Practices and Products

Practices

Incorporate opportunities for creativity and resilience through problem solving and critical analysis, including STEAM and SOLE, into classroom programs across all Key Learning Areas.

Develop flexible learning spaces to promote and enhance creative and agile thinkers.

Increased involvement of students in conferencing, self-assessment and feedback practices.

Make clear links between students' learning and authentic current issues and purposeful learning, including sustainability and ethical decision making.

Products

Creative and critical tasks, linked to relevant current events and issues, embedded across Key Learning Areas.

Increased opportunities to showcase student learning and achievement.

Creative, safe and adventurous play and classroom areas that support student learning and wellbeing.

Students can articulate learning goals, areas for improvement and employ strategies to achieve growth.

Strategic Direction 1: Successful Learners

People

available expertise to meet the needs of students.

The leadership team takes a creative approach to the use of the physical environment to ensure that it optimises learning.

Community Partners

Involvement and support of school programs and events showcasing student learning and celebrating success.

Utilise skill and knowledge base of community to augment classroom teaching programs.

Strategic Direction 2: Data-informed Teaching and Learning

Purpose

To build student learning in literacy and numeracy through data-informed, evidence based teaching and a culture of high expectations.

Improvement Measures

- Increased proportion of students achieving expected growth in literacy relative to like schools.
- Increased proportion of students achieving expected growth in numeracy relative to like schools
- Evidence based teaching practices in programs
- Staff participation in Professional Learning
- Establishment of literacy and numeracy scope and sequence documents

People

Students

Students access quality literacy and numeracy teaching programs that are integrated across the curriculum.

Reflect on their own and others' learning to pursue and celebrate learning goals.

Staff

Build teacher capacity to effectively collect and utilise data to inform practice and programming in literacy and numeracy.

Maintaining a culture of high expectations by embedding the learning intentions and success criteria into classroom practise.

Engage in professional learning and instructional rounds, to develop staff culture of continuous improvement through feedback.

Leaders

Use comprehensive knowledge of current research to drive the development of consistent data collection practices and procedures.

Cultivate a school culture of open classrooms and willingness to reflect on and evaluate practice.

Parents/Carers

Communicate to parents how data informs teaching and learning.

Processes

Establish a whole school approach to programming guidelines and protocols across all key learning areas.

Engage in learning opportunities by embracing a growth mindset.

Teaching program evidence of differentiated learning to meet the needs of students in literacy and numeracy.

Evaluation Plan

Internal student performance data.

Tell Them From Me Survey.

External student performance data including PlaST, NAPLAN, Learning Progressions, NCDD, NDIS.

Observations and Instructional Rounds.

Evidence of programming aligned to Teaching Standards (NESA).

PDP-goal setting.

Practices and Products

Practices

Establish whole school scope and sequence for literacy and numeracy.

Implement sustainable and consistent system for collecting data to inform evidence based practice and monitor student growth in literacy and numeracy.

Products

Students receive high quality, differentiated teaching and learning at their point of need.

Student growth in literacy and numeracy is tracked, monitored and analysed across K-6.

Timely monitoring feedback provided to teachers, students and parents.

Programs include evaluation of teaching and learning and reflections are regularly shared with colleagues.

Feedback provided: student to student, student to teacher and teacher to student.

Strategic Direction 3: Positive Partnerships

Purpose

To foster positive partnerships through a culture of continuous organisational improvement, actively promoting collaboration, engagement, accountability and equity.

Improvement Measures

- School-wide approach to student and classroom management
- Increased use of communication protocols
- Engagement of community resources

People

Students

Take ownership of their behaviour and language.

Demonstrate commitment towards being safe and respectful active learners.

Staff

Consistently follow the procedures and guidelines of the Wellbeing Policy.

Maintain professional communication with all members of the school community.

Promote communication guidelines and maintain records of communication.

Actively participate in and support P&C and community based initiatives.

Leaders

Monitor and analyse Wellbeing data, communicating findings and responses to all members of the school community.

Adopt a coordinated approach to measuring and responding to school community feedback.

Promote learning alliances with other schools and organisations.

Parents/Carers

Support the school's implementation of the Wellbeing Policy.

Follow communication protocols.

Volunteer skills, expertise and resources to

Processes

Implement a consistent and sustainable Wellbeing Policy.

Establish clear communication guidelines and platforms between the school and community.

Establish learning alliances with community organisations and members.

Evaluation Plan

Tell Them From Me survey.

Wellbeing data – ebs4 and Synergy.

P&C attendance.

Internal school community satisfaction data.

Practices and Products

Practices

Refine Wellbeing Policy in consultation with students, staff and school community.

Effective communication processes established between the school and community members.

Embedding relevant issues and context into student learning, through community involvement and partnerships.

Products

Consistent implementation of the Wellbeing Policy to support student learning: Role of ARCO communicated, monitoring student behaviour on ebs4, Learning Support Team liaises with teachers and parents.

Effective communication that strengthens learning alliances between all stakeholders in the school community.

Increased student engagement and opportunities to apply learning in real world contexts.

Strategic Direction 3: Positive Partnerships

People

develop community connections
and support school and P&C initiatives.

Regular Citizens Juries, from a cross
section of the school community, to seek
feedback on school programs and
initiatives.