

School Strategic Plan for Ashby Primary School Barwon South West region 2012-2015



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name...Jenny Omachen.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....Cynthia Scherer.....</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name...Pamela Toose.....</p> <p>Date.....</p>

School Profile

Purpose	<p>The Ashby School Community consists of a partnership between teachers, parents, and students, and it provides a wholistic educational environment where students are equipped with the social, emotional, and academic skills necessary to become successful and valued members of a global society.</p>
Values	<p>A Learning Culture that :</p> <ul style="list-style-type: none">• provides personal learning opportunities and focuses on individual growth and development• supports excellence and achieving personal best• builds self awareness through reflective thinking, explicit skills, and an attitude that learning is life-long.• is caring, authentic, diverse, and engaging.• builds community practice in environmental sustainability.
Environmental Context	<p>Ashby Primary School is situated in Lawton Avenue behind the Pakington Street Shopping centre in Geelong West. It is a school with a long and interesting history and is housed in a substantial Victorian building among streets of period style housing. The school has had major reconstruction and refurbishment completed in 2011 through the Building Education Revolution Fund. The current upgrade of the buildings provides a classroom kitchen, a hall with stage, an information and research technology centre, upgrade of the office area, and development of an open class environment for the Junior grades. The school is now in an excellent well maintained condition and easily caters for the 168 children enrolled in 2011. The grounds and the creative playgrounds provide stimulating and interesting play spaces for the students. The school features a working garden which complements the classroom kitchen, and open areas for creative play and physical activities.</p> <p>Parents in Geelong have many choices and vigorously investigate future placement for their children. Ashby enrolls students from within and outside its natural zone. Enrolments have slowly increased over the past few years to reach 168 in 2011. The school had a SFO density in 2010 of .47, .52 in 2009, .54 in 2008. This is an indication of the changing demographics of the Geelong West area. The school has an excellent Before and After School Care program that also enrolls students from a nearby Catholic school.</p>

There are seven grades in 2011 these include two prep/1 grades, a 1/2,2/3, 3/4 and two grade 5/6 grades. The school provides specialist programs such as Art, German, and has commenced Music and Reading Recovery in 2011. Information technology is integrated in the classroom with interactive white boards in each classroom, lap tops and desktops used throughout the school. Teacher aides are supporting learning for children at risk as well as working with groups and with individuals on social skill development. This staff work with children in the Friends program, supporting learning, boys games, social skill development, and support the Individual Learning Plans developed by teachers and parent for students deemed at risk.

Private music tuition is offered at the school for piano, keyboard and guitar, and After School Care provides coaching in basketball, tennis, yoga, martial arts, baseball cheer leading and dance.

The parent community is a strong component within the school through the Friends of Ashby parent group that provide volunteers for programs, support in classroom and raises funds for resources.

The school has based its program and school culture on Tribes. The program is supported by a character called TERRI (Think, Enjoy, Reflect, Resilient and Include) and these behaviours set the foundation for thinking and learning at Ashby Primary School.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To maximise literacy and numeracy outcomes for all students through a whole school model of agreed teacher practice.	To have 100% of students deemed capable achieving the minimum required standard. The percentage of students above expected standards against VELS will increase from 25% in 2011 to 30% in 2015.	Implement a consistent whole school approach to teaching and learning that focuses on raising student and staff expectations and makes learning explicit for all students. Build staff professional capacity for sustained improvement in purposeful teaching practice.
Student Engagement and Wellbeing	Continue to develop and expand the student learning environment ensuring that students feel safe, happy and stimulated as well as develop resilience and self esteem.	To reduce average student absence from 14.8 days to 12 days between 2012 and 2015. Student connectedness to Peers increases from 60 % in 2011 to 75% in 2015. Student motivation increase from 35% in 2011 to over 50% in 2015 as indicated through the Attitudes to School Survey.	Enhance the engagement of students as members of the school community and broader community. Continue to develop a stimulating and challenging learning environment. Maximise the potential of specialist subjects to engage children in their learning.
Student Pathways and Transitions	To ensure effective and positive transitions and learning pathways for all students into, through and beyond the school.	The proportion of parents reporting satisfaction with the Year 6 to Year 7 transition and orientation program to improve from 75% in 2011 to 95% 2015. 100% of the enrolled Pre-Prep students complete "Getting Started" program. Parent survey reflects a 100% satisfaction rate. Random survey of students transitioning from one year to the next indicates high levels of satisfaction.	Enhance transition processes and programs to ensure the transition process is a positive and timely experience for all involved and supports students in their continued learning.

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Implement a consistent whole school approach to teaching and learning that focuses on raising student, staff and parent expectations and makes learning explicit for all students.</p> <p>Build staff professional capacity for sustained improvement in purposeful teaching practice.</p>	Year 1	<ul style="list-style-type: none"> ▪ Develop a whole school approach to teaching mathematics. ▪ Develop a whole school plan for literacy skills. ▪ Improve the sequence and overall coherence of curriculum across the school, review thinking skills, and inquiry learning. ▪ Establish parent focus groups for feedback and communication. ▪ Establish parent focus groups for feedback and communication. ▪ Communicate to parents policy development and curriculum information through newsletter and through information technology opportunities. 	<ul style="list-style-type: none"> ▪ A whole school mathematics plan has been developed. ▪ A whole school literacy plan has been developed. ▪ A whole school curriculum planner is being used reflecting inquiry and thinking skills. ▪ Focuses group established and meet on a regular basis. ▪ Regular communication tools to inform parents about policy, and education programs.
	Year 2	<ul style="list-style-type: none"> ▪ Develop effective mathematical concepts and common mathematical language. ▪ Professional learning teams focus upon data to inform teaching of literacy skills. ▪ Consolidate the thinking skills and inquiry learning behaviours sequentially throughout the school. ▪ Review communication strategies with parents and implement changes. 	<ul style="list-style-type: none"> ▪ A common professional language is being used among staff around effective mathematical teaching practice. ▪ Student performance data is used to determine planning. ▪ Scope and sequence thinking skills and inquiry being used in planning and teaching. ▪ Parent communication strategy being used. And parents understand changes in school approach and how this will impact upon student learning.
	Year 3	<ul style="list-style-type: none"> ▪ Professional learning teams focus on moderation of assessment. ▪ Develop regular peer observation schedule across the school. ▪ Curriculum planners reviewed biannually. ▪ Review communication strategies with 	<ul style="list-style-type: none"> ▪ All staff using VELs progression points as basis for assessments and demonstrating how peer feedback is influencing teaching and learning opportunities. ▪ Parent communication strategy being

		parents and implement changes,	used.
	Year 4	<ul style="list-style-type: none"> ▪ Review of reporting to parents policy and practice. ▪ Teacher moderation of assessment basis of practice. ▪ Evaluation of curriculum units. 	<ul style="list-style-type: none"> ▪ All staff using unit planners, inquiry learning thinking skills, as a basis for planning for teaching and learning. ▪ Implement changes to reporting policy based on feedback. ▪ Unit planners reviewed and in place.
Enhance the engagement of students as members of the school community and broader community. Continue to develop a stimulating and challenging learning environment.	Year 1	<ul style="list-style-type: none"> ▪ Plan a series of staff professional development sessions to focus on E5. ▪ Review understanding of Engagement in E5, focus on Explore, Explain, Elaborate, Evaluate. ▪ Develop a whole school eLearning skills plan for Information Technology ▪ Monitor school absence data ▪ Incorporate specialist subjects including Music, Art, Lote, Classroom/Kitchen/garden program, Physical Education (Blue Earth) Science in the curriculum areas across the school. 	<ul style="list-style-type: none"> ▪ Staff using E5 in planning and teaching Scope and sequence, and information technology skills used in the whole school. ▪ Evaluate absence data. ▪ “It’s not OK to be away Policy” revisited. ▪ A whole school curriculum planner is being used incorporating specialist subjects. ▪ eLearning plan developed.
	Year 2	<ul style="list-style-type: none"> ▪ Continue to focus on embedding E5 into classroom teaching and learning practice. ▪ Develop strategies to increase student participation in school decision making- at classroom and whole school level. ▪ Review the curriculum planner for sequence of skills to incorporate specialist subjects and kitchen/garden. 	<ul style="list-style-type: none"> ▪ All teacher performance plans showing application of student engagement initiatives in practice. ▪ Specialist curriculum planner reviewed and in place.
	Year 3	<ul style="list-style-type: none"> ▪ Focus on student engagement and classroom management – staff/team meeting sessions. ▪ Continue to enhance Information technology use in each classroom ▪ Review of student data (relating to well-being teaching and learning and student relationships) ▪ Review specialist planner. 	<ul style="list-style-type: none"> ▪ All staff use data to inform student management. ▪ eLearning planner used to develop skills. ▪ Student data reviewed and used to support student teacher relationships. ▪ Specialist planner reviewed and in place
	Year 4	<ul style="list-style-type: none"> ▪ Focus on student engagement and classroom management revisit alignment between teaching and learning and student connectedness. 	<ul style="list-style-type: none"> ▪ Each teacher’s classroom practice demonstrating E5 implementation.

To ensure effective and positive transitions and learning pathways for all students into, through and beyond the school.	Year 1	<ul style="list-style-type: none"> ▪ Review the current processes for student transition into, through and within the school. ▪ Review process for grade 5/6 students into Secondary school. ▪ Feedback from parents regarding transition 	<ul style="list-style-type: none"> ▪ Network between secondary schools and pre-school established. ▪ Feedback implemented in programs.
	Year 2	<ul style="list-style-type: none"> ▪ Feedback on transition programs. ▪ Continue to build connections and shared learning opportunities. 	<ul style="list-style-type: none"> ▪ Transition programs implemented and actioned.
	Year 3	<ul style="list-style-type: none"> ▪ Focus on student movement throughout the school. ▪ Use student movement data to track student performance. ▪ Maintain feedback from parent groups. 	<ul style="list-style-type: none"> ▪ Data reviewed and acted upon. ▪ Feedback used to inform actions about curriculum development and transition.
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate student data for pre-school and secondary transition feedback. 	<ul style="list-style-type: none"> ▪ Transition in place based on data and information gained.