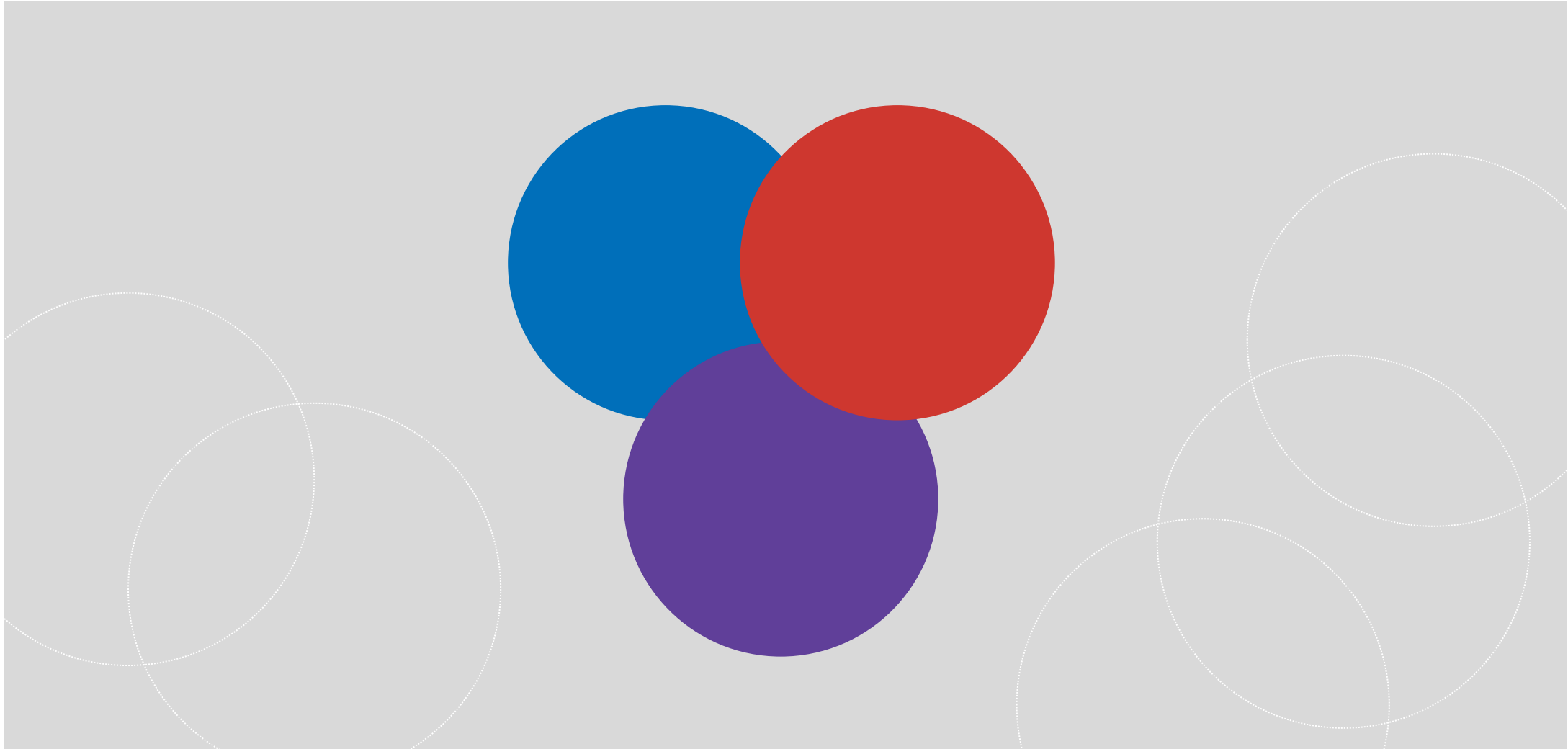


School plan 2015 – 2017

Ashford Central School 1066





School vision statement

Happy children, working with dedicated teachers in a pleasant and secure environment; preparing citizens who will be lifelong learners.

School context

Ashford Central School is a K-12 school, located in the small rural community of Ashford which has a population of 570.

Students of Ashford Central School are drawn from the township of Ashford and surrounding district. Some of the students travel a considerable distance to school by bus. Ashford is 57km north of Inverell and 40km south of the Queensland border.

The total enrolment of Ashford Central School in 2015 is 172 with 97 students in the primary department and 75 students in the secondary department.

The school is committed to the provision of a comprehensive, quality education program, the equal of any in the state. We achieve this through quality teaching and assessment practices, the provision of a broad and balanced curriculum, an emphasis on literacy and numeracy from Kindergarten to Year 12, comprehensive student welfare structures and effective use of technology.

School planning process

This strategic plan was prepared after consultation with staff, parents, students and the wider community in the form of surveys completed by all stakeholders.

The Parents' and Citizens' Association held a meeting to discuss the strategic plan for the school. At the time of writing this plan, the Aboriginal Education Consultative Group was not functioning so a number of Aboriginal parents were consulted.

The wider community was consulted through surveys and a meeting of the Ashford Business Council where members of the wider community were consulted.

The 5Ps (purpose, people, processes, practices and products) for each strategic direction were discussed at all meetings.



STRATEGIC DIRECTION 1

Consistent, high standard education practices across our school.

Purpose:

To ensure that the learning of students across our school is based on quality educational delivery and consistent, high standards and shared professional practices.

STRATEGIC DIRECTION 2

Linking individual learning for all students in a secure, engaging and supportive way.

Purpose:

To establish and provide stimulating learning experiences which are personalised and responsive to each student.

STRATEGIC DIRECTION 3

Collaborative and supportive engagement with the wider community to produce students who are confident to be involved in the wider world.

Purpose:

To engage with the wider community to create citizens who actively engage with the world outside their small rural community.

Strategic Direction 1: Consistent, high standard education practices across our school

Purpose

To ensure learning of students across our school is based on quality educational delivery and consistent, high standard and shared professional practices.

Improvement Measures

- ❖ To increase the percentage of students achieving growth beyond the state wide growth in all areas of NAPLAN data for Years 5, 7 and 9. Baseline – 60% above state wide growth in 2014. 60% above state wide growth in 2013.
- ❖ 100% of students seeking admission to university will gain entry following HSC results.
- ❖ Years 3, 5, 7 and 9 NAPLAN data will demonstrate 20% of students achieving at Proficiency in Reading. Baseline - 2014: Yr 3 – 20%, Yr 5 – 22%, Yr 7 – 8% and Yr 9 – 8%. 2013: Yr 3 – 14%, Yr 5 – 25%, Yr 7 – 8% and Yr 9 – 18%.
- ❖ Years 3, 5, 7 and 9 NAPLAN data will demonstrate 20% of students achieving Proficiency in Numeracy. Baseline - 2014: Yr 3 – 13%, Yr 5 – 10%, Yr 7 – 15% and Yr 9 – 8%. 2013: Yr 3 – 14%, Yr 5 – 8%, Yr 7 – 14% and Yr 9 – 18%.
- ❖ Year 8 ESSA data will demonstrate 90% of students achieving above Level 3. Baseline - 2014 92%, 2013 100%.
- ❖ School based assessment data will demonstrate 90% of students achieving at or beyond expected stage standard in Numeracy. Baseline - 2014 Primary 97.7%, Secondary 89.1%. 2013 Primary 97.7%, Secondary 92.7%.
- ❖ School based assessment data will demonstrate 90% of students achieving at or beyond expected stage standard in Literacy. Baseline - 2014 Primary 98.9%, Secondary 92.7%. 2013 Primary 98.8%, Secondary 96.3%.

People

Students: Engage student leaders in the development of leadership capabilities which integrate skills and learning experiences.

Students: Encourage student pursuit of excellence by recognising achievement through academic awards and PBL.

Staff: Design for the development of leadership capabilities for staff participating in project teams through professional learning support and appropriate structures.

Staff: Develop capabilities for teaching staff in the area of intellectual quality. This will include planning for skill development for staff to design and implement appropriate programs and lesson designs.

Staff: Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.

Parents: Design a multi-faceted communication strategy to build awareness amongst parents of the school focus on intellectual quality. This will include tips for parents on supporting the learning of their children in relation to this focus.

Processes

School project teams to focus on establishing frameworks for consistent, high standard practices in learning support, curriculum (numeracy and literacy), leadership, professional learning, citizenship, leadership and student success.

Intellectual quality to be the theme for professional learning activities, focusing on improved teaching practice applied to deep knowledge and understanding, problematic knowledge, higher-order thinking, meta-language and meaningful communication.

Developing a deeper, shared understanding of quality teaching, including a framework for teacher self-evaluations, lesson observations, feedback and TARS process.

Evaluation Plan:

Internal
Regular reporting against milestones by the leadership group with feedback from project teams, focus group sessions and staff surveys.

External
Engage the services of a critical partner to review the quality and effectiveness of the implementation process across the school.

Products and Practices

Product: To increase the percentage of students achieving above state average growth in NAPLAN from 60% baseline in 2014.

Product: To have all students seeking university entry after completing the HSC gaining entry to university.

Product: K-12 scope and sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy and numeracy.

Practices: High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessment, TARS and improved learning outcomes.

Practices: Professional learning teams established across stages and curriculum areas that are leading improved and embedded practice in relation to curriculum continuity and quality teaching.

Practices: Staff and students reflecting and reporting on the achievement of their own learning and leadership goals.

Strategic Direction 2: Linking individual learning for all students in a secure, engaging and supportive way

Purpose

To establish and provide stimulating learning experiences which are personalised and responsive to each student.

Improvement Measures

- ❖ To increase the percentage of students attending school in all stages. Baseline – 2014 92%, 2013 91%, 2012 93%.
- ❖ To increase the percentage of our students achieving silver level or higher on the school's positive welfare levels. Baseline - 2014 Primary 18.9%, Secondary 30.6%, 2013 Primary 17.2%, Secondary 28.9%.
- ❖ To reduce the percentage of students being suspended from school. Baseline - 2014 6.2% (total 18 suspensions), 2013 1.7% (total 6 suspensions).
- ❖ To increase the percentage of students who commence Stage 6 and then go on to complete the HSC. Baseline - 2014 71.0%, 2013 72.7%.

People

Students: Engage student leaders in the development of welfare strategies to increase attendance and engagement.

Staff: Regularly monitor attendance patterns so attendance problems are identified and appropriate support is given.

Staff: Focus on providing regular positive feedback to students to encourage effort and achievement.

Staff: Develop capabilities for teaching staff to develop programs to cater for individual strengths and weaknesses of students.

Parents: Design a multi-faceted communication strategy to build awareness amongst parents that regular attendance is essential and that students must engage in all activities at school.

Processes

Regular meetings of STUDEC to develop strategies to encourage attendance, engagement and ambition amongst the student body.

Conduct meetings to identify attendance problems amongst individual students and refer problem students for support.

Encourage staff to recognise individual achievements of all students and use the positive welfare system and PBL strategies to encourage students.

Introduce an Intensive Learning Class to remove disruptive students from mainstream classes and allow more intensive instruction to take place. This strategy will stop students from experiencing a continual escalation of negative behaviour which leads to suspension.

Evaluation Plan: Monitor attendance records weekly and compare to stated targets. Monitor positive welfare records term by term and compare to stated targets. Monitor suspension records term by term.

Products and Practices

Product: To increase the percentage of students attending school each day.

Product: To increase the percentage of students reaching silver level or higher on the positive welfare system.

Practices: Teaching staff will make more frequent use of the positive welfare system to lift levels of attendance and engagement.

Practices: Staff will make strategic use of the Intensive Learning Class to defuse developing disruption in the classroom and avoid the need to suspend students.

Strategic Direction 3: Collaborative and supportive engagement with the wider community to produce students who are confident to be involved in the wider world

Purpose

To engage with the wider community to create citizens who actively engage with the world outside of their small rural community.

Improvement Measures

- ❖ To increase the percentage of students who participate in major excursions. Baseline - 2013: Yrs 5-6 96%, Yrs 10-11 76%.
- ❖ To increase the percentage of Yr 10 students who seek placements for work experience outside the Ashford community.
- ❖ To increase the percentage of graduating students attending university and gaining work after completing the HSC. Baseline - 2014 80%, 2013 87.5%.
- ❖ To increase the percentage of students who participate in sporting events outside the Ashford community.

People

Students: Develop student awareness of life opportunities outside their small rural community for part time and permanent employment.

Staff: Develop links with local and broader business communities in the region to access opportunities for our students.

Staff: Establish ongoing links with UNE and New England TAFE to develop interaction with our students.

Parents: Design a multi-faceted communications strategy to build an awareness amongst parents of the changing employment market and variety of careers available outside of the Ashford area.

Parents: Encourage parents to have their children involved in regular weekend and other sporting and cultural activities outside the Ashford community.

Community Partners: Develop relationships with local business groups and service clubs to allow work experience, work related excursions and interview training to occur.

Staff: Organise careers excursions for students to a wider range of employment and tertiary organisations.

Processes

Organise an excursion program that allows all students to see more of the world so our graduates are more confident in taking on future challenges.

Develop closer links with businesses in Ashford, Inverell and the wider area to allow our students to experience a wider variety of work experiences and traineeship opportunities.

Engage with UNE to organise regular excursions to the university so that students become familiar with the environment and aware of opportunities on offer.

Organise the local service clubs to participate in mock job interviews to prepare students for this process. Selected students will also participate in Technology excursions and Engineering Challenges organised through service clubs.

Encourage successful past HSC students to share their experiences and achievements with current students.

Products and Practices

Product: An increased percentage of students will participate in the major school excursions.

Product: There will be an increased percentage of Year 10 students experiencing work experience outside the Ashford community.

Product: Increase the percentage of our graduating students attending university and going to work after school.

Practices: Staff will develop within their educational programs units that provide exposure to the wider world.