



Ainslie School 2015-2018 School Plan

North Canberra Gungahlin Network

Endorsement by School Principal

Name: Kate Chapman

Signed 

Date: 26 11 2014

Endorsement by School Board Chair

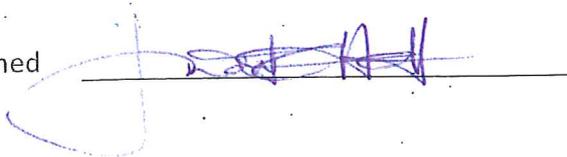
Name: Nerilee Flint

Signed 

Date: 26/11/14

Endorsement by School Network Leader

Name: Judith Hamilton

Signed 

Date: 9/11/15

School Context

For the last two years Ainslie School has been focussed on implementing the essential elements of a Professional Learning Community (PLC). These are:

- Shared mission, vision, values and goals
- A collaborative culture with a focus on learning
- Collective inquiry into best practice and current reality
- Action orientation – learning by doing
- A commitment to continuous improvement
- Results orientation

Learning teams have time to collaborate on a weekly basis and focus their discussions on learning, their own and the students'. They use data to guide their decisions. They consider the four essential questions of a PLC:

- What is it we want our students to learn? What knowledge, skills and dispositions do we expect them to acquire as a result of our programs of instructions?
- How will we know if each student is learning each of the essential skills, concepts and dispositions we have deemed most essential?
- How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a timely, directive and systematic way?
- How will we enrich and extend the learning for students who are already proficient?

The recommendations made by the External Validation panel in 2013 are supportive of school's PLC journey. They include that we continue to develop processes for the systematic collection of data, further strengthen our focus on learning, continue to implement the Australian Curriculum and that we focus on developing staff capacity.

Members of the leadership team considered the school's performance against the National School Improvement Tool and found relevant indicators in the medium, high and outstanding columns across the nine areas of the matrix. Actions will be targeting the areas of *An explicit improvement agenda, a culture that promotes learning, an expert teaching team, differentiated teaching and learning and school-community partnerships* and these link strongly with other evidence that has informed the school's improvement priorities.

Two community forums were advertised for parents and carers to be involved in the preparation of the plan prior to its completion and other parents have contributed via email. Teaching staff members were provided with the opportunity to contribute to the analysis of data and the generation of ideas during meetings set aside for this purpose. In addition, support staff members also attended a forum to discuss and share ideas about the school's new plan.

The school direction, the recommendations of the External Validation panel and these discussions have informed the development of the three strategic priorities of this four-year plan and the actions that will operationalise them.

Strategic Priority 1: Improve student learning outcomes.

Desired Outcome

- There is an expectation that every student will learn and achieve positive outcomes. There is a school-wide, shared responsibility for student learning and to encourage the development of a culture of continuous professional improvement.

Performance Measures

- The proportion of year 5 within school matched students achieving expected growth in NAPLAN reading, writing, spelling, grammar and punctuation and numeracy.
- The proportion of year 5 within school matched EAL/D students achieving expected growth in NAPLAN reading, writing, spelling, grammar and punctuation and numeracy.
- The proportion of students who achieve expected growth or better in PIPS reading and numeracy.
- The proportion of students who agree or strongly agree that student behaviour is well managed at the school.
- The proportion of Aboriginal and/or Torres Strait Islander students who achieve the goals in their *My Tracks* plan.

Key Improvement Strategies

- Establish a culture of data storage, assessment schedule and collection, analysis and use of analysed data to monitor and guide decision making.
- Establish a culture of consistent school practices and processes concerning student engagement and wellbeing.
- Establish a culture of consistent school practices and processes concerning curriculum .
- Establish a culture of high expectations and high reliability.

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Business innovation and improvement

National Quality Standard Area covered by this priority

NQS QA1 – Educational Program and Practice

Strategic Priority 2: Establish a mentoring and coaching culture to improve teaching practice.

Desired Outcome

- Expert teachers demonstrate a commitment to purposeful, successful learning. Teachers work collaboratively with colleagues to identify, understand and implement better teaching methods. A high priority is given to using strategies that have been proven to be highly effective. Students are highly engaged learners in every classroom.

Performance Measures

- The proportion of teachers who have improved on the classroom practice continuum of The Australian Professional Standards for teachers.
- The proportion of teachers who agree and strongly agree they receive quality feedback.
- The proportion of teachers who agree and strongly agree there is effective communication amongst staff.

Key Improvement Strategies

- Implement a shared and focused curriculum framework through a professional learning community environment.
- Implement a school wide instructional framework that develops and maintains effective teaching in every classroom.
- Build a culture of supportive, collaborative relationships and collective responsibility.

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership

National Quality Standard Area covered by this priority

NQS QA7 – Leadership and Management

Strategic Priority 3: Parents, carers and members of the wider community are engaged with the education of students and contribute positively to educational outcomes.

Desired Outcome

- Parents, carers and other community members feel welcome in the school and are provided with opportunities to learn how best to help children reach their learning goals.

Performance Measures

- The proportion of parents who agree and strongly agree that community partnerships are valued and maintained.
- The proportion of parents who agree and strongly agree that the school works with me to support my child's learning.
- The proportion of students who agree and strongly agree that my school gives me opportunities to do interesting things.
- The proportion of parents in each year level who attend school educational events.

Key Improvement Strategies

- Strengthen partnerships with families, local business and school for the purposes of improving student outcomes.
- Implement events and communication strategies designed to assist parents and carers to help their children learn.
- Increase engagement of Aboriginal and/or Torres Strait Islander, EALD, International and low socio-economic status students and their families in the school community.

Links to Directorate Strategic Plan

High expectations, High performance, Connecting with Families and the Community

National Quality Standard Area covered by this priority

NQS QA5 – connecting with families
