

Look to the Future

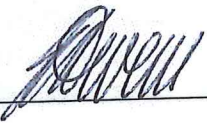
North Ainslie 2015-2018 School Plan

North/Gungahlin Network

Endorsement by School Principal

Name: Louise Owens

Signed



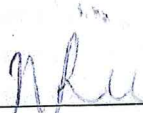
Date:

17/12/2014

Endorsement by School Board Chair

Name: Naomi Lee

Signed



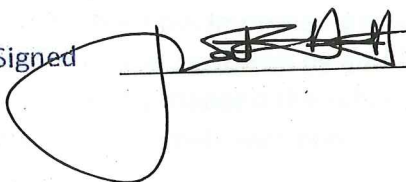
Date:

19/12/14

Endorsement by School Network Leader

Name: Judith Hamilton

Signed



Date:

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School Context

North Ainslie Primary School, built in 1958, is a unique coeducational government school consisting of two campuses. The main site in Ainslie has a preschool co-located with a K-6 mainstream school. It also hosts an Introductory English Centre (IEC) for migrant, refugee and temporary international private students, and a learning support unit (LSU) for students with autism. An additional preschool campus is located in the neighbouring suburb of Hackett. North Ainslie currently caters for five hundred and fifty students.

Families who enrol at North Ainslie value the school's strong culture of community involvement and partnerships, its adherence to restorative and relational practices and its inquiry based, internationally minded curriculum. North Ainslie Primary School continues to deliver the International Baccalaureate Primary Years Programme (IB PYP) and an early childhood developmental play based curriculum.

North Ainslie has a culturally and linguistically diverse student population, both in the IEC and the mainstream school. At any one time at least sixty different cultural and linguistic groups are represented in the school. The English as an Additional Language or Dialect (EAL/D) component of our mainstream classes ranges between twenty-five and thirty-five percent. We continue to work with the Indigenous community to achieve sound learning outcomes for our Aboriginal and Torres Strait Islander children, who consistently represent four percent of our student population. The school's current ICSEA value is 1132¹, with families coming from a diversity of socio-economic backgrounds.

The demographics of our student population have changed significantly. Since February 2010 mainstream enrolments have increased overall by 25%. The most remarkable increase of 17% occurred between August 2012 and August 2013. Early childhood enrolments have increased dramatically (41% since 2010), requiring the establishment of six additional junior classes. Needless to say, this change has also impacted the middle and senior school. In 2015 there will be four additional senior classes.

North Ainslie's school improvement team consists of a coordinator, the executive leadership team and the School Board, along with key staff and parents who oversee specific elements of the strategic plan, including KidsMatter and our Healthy Eating Hub initiatives. The views of staff, parents and students have been sought regularly through system and school surveys, and discussion forums to inform the school's self-assessment of its performance over the past four years. The school has collected and carefully examined well-triangulated data to thoroughly review its performance in achieving strategic priorities. Self-assessments have also been conducted, using the National School Improvement Tool, the National Safe Schools Framework Audit Tool and the National Quality Standards for Early Childhood Education and Care. In August 2014 North Ainslie's progress in school improvement was validated by an Education and Training Directorate panel. The school was also reviewed by an ACER (Academic Council of Educational Research) panel who independently mapped the school against the National School Improvement Tool. The school is therefore extremely well prepared and excited to commence its new strategic plan.

North Ainslie has been assessed as achieving high to outstanding ratings across all domains of the National School Improvement Tool. Significant strengths are the school's systematic alignment and delivery of curriculum and its school-community partnerships, "designed to enhance student

¹ Index of Community Socio-Educational Advantage (ICSEA): In 2008 the school's value was 1131. It then dropped to 1101 in 2010 but has climbed back to the earlier value. Six percent of students are in the lowest distribution quartile.

outcomes, increase student engagement and create learning opportunities”². The school has been acknowledged for: its “unrelenting focus on excellence in teaching and student learning”³; its strong commitment to the creation of a culture that positively promotes learning; its focus on a rigorous curriculum which fosters inquiry; and the development of a culture of continuous professional improvement which includes mentoring, coaching and classroom observation.

The following practices have been affirmed and the school is encouraged to refine and strengthen them in its next strategic plan:

- “the ongoing implementation of a whole school comprehensive approach to students’ mental health and well-being”⁴, and
- the continued promotion of high expectations for students through the use of explicit learning intentions, success criteria, essential agreements and ISMART learning goals.

Recommended priorities for North Ainslie in the next strategic plan involve building on existing strengths to develop an increasingly explicit improvement agenda which is clearly articulated to the whole school community and is driven by sophisticated analysis and discussion of data. The school has been recommended to fully embed evidence and inquiry based practice, strengthening staff members’ data literacy skills so that they can “collect, interpret and action classroom data over shorter term cycles”⁵ to improve student learning outcomes in line with strategic priorities. The school has also been recommended to review the formulation of students’ personal learning goals, linking them more closely to the explicit improvement agenda.

Further recommendations include: linking resource and facilities planning with the school’s strategic vision to enable the school to respond appropriately to the needs of a growing student and staff population; ensuring that new staff are inducted into the school’s specific and unique programs; and continuing to place a high priority on differentiated teaching and learning and improving pedagogical practice in key areas⁶. Continuing data analysis currently indicates that these key areas are numeracy, in particular for students for whom English is an Additional Language/Dialect (EAL/D) , and writing.

The following North Ainslie Strategic Plan 2015-2018 is underpinned by the above-mentioned commendations and recommendations of both 2015 review panels and the school’s own self-assessments.

² ACER National School Improvement School Review Report for North Ainslie (August, 2014), page 13.

³ Ibid

⁴ Ibid

⁵ Ibid

⁶ External Validation Report for North Ainslie (ETD, August 2014), pages 11-12.

Strategic Priority 1: Embed an explicit school agenda driven by data analysis to improve student outcomes in literacy, numeracy and science.

Desired Outcome

- All members of the school community understand and help to drive the school improvement agenda with a focus on improving student learning outcomes.
- High level data analysis takes place at the classroom and whole school level and is linked to students' personal learning goals.
- Improved student outcomes in literacy, numeracy and science are evident.

Performance Measures

- The proportion of personal learning plan (PLP) goals achieved by students
- The proportion of "within school match" students achieving expected growth in reading, writing, spelling, grammar and punctuation, and numeracy (as measured through NAPLAN)
- The proportion of students meeting the achievement standards in English, mathematics and science (as measured through A-E assessment)
- The proportion of teaching programs that show a link to data in driving the direction of classroom instruction

Key Improvement Strategies

- Collaboratively develop an explicit improvement agenda which is clearly articulated and understood by the school community
- Develop structures and processes that build teachers' data literacy skills for short and long term analysis that informs effective teaching and learning
- Embed the consistent use of explicit learning intentions, success criteria and personal learning goals

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

Quality Area 1 - Educational program and practice

Quality Area 7 - Leadership and service management

Strategic Priority 2: Develop an expert teaching team

Desired Outcome

- Teachers and learning support staff demonstrate a high level of expertise that results in improved learning outcomes.
- School leaders demonstrate a high level of instructional leadership skills.
- Teachers effectively use peer coaching and mentoring techniques that result in the building of professional capacity.

Performance Measures

- The proportion of staff who demonstrate improvement in individual teaching practice in self-assessment against the National Teacher Quality Standards
- The proportion of staff who agree/strongly agree that the school's instructional leadership model effectively supports quality teaching (Instructional Leadership Survey)

Key Improvement Strategies

- Develop the leadership team's understanding of the application of growth coaching within a school performance management framework
- Embed instructional leadership structures and processes that build professional capacity
- Develop teacher expertise in peer coaching and mentoring to build professional capacity
- Develop teacher expertise in identified areas of classroom practice to build professional capacity

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

National Quality Standard Area covered by this priority

Quality Area 4: Staffing Arrangements

Quality Area 7 - Leadership and service management

Strategic Priority 3: Promote a safe, inclusive and respectful learning environment

Desired Outcome

- All members of the school community understand and consistently implement restorative and relational practices.
- All members of the school community feel safe, included and respected.

Performance Measures

- The proportion of parents and students who agree/strongly agree that students *feel safe* (as measured through Satisfaction Survey)
- The proportion of staff, parents and students who agree/strongly agree that they feel respected in the school environment (as measured through school survey)

Key Improvement Strategies

- Develop explicit high expectations of students in the learning environment.
- Embed the consistent use of restorative and relational practices.
- Complete the implementation of the school's well-being framework.
- Embed structures and processes that enable effective student welfare management.

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

National Quality Standard Area covered by this priority

Quality Area 2: Children's health and safety

Quality Area 4: Staffing Arrangements

Quality Area 5: Relationships with Children

Quality Area 6 - Collaborative partnerships with families and communities

Strategic Priority 4: Embed targeted use of school resources to support all students

Desired Outcome

- The school is well resourced to meet the needs of all staff and students.
- The provision of resources is targeted to individual needs to improve learning outcomes.

Performance Measures

- The proportion of individual learning plan(ILP) goals achieved by students

- The proportion of parents who agree/strongly agree that *my child's learning needs are being met at this school* (Satisfaction Survey)
- The proportion of staff who agree/strongly agree that *I have adequate resources to support student learning* (Satisfaction Survey)
- The proportion of staff who agree/strongly agree that *the different needs of all students are catered for* (Satisfaction Survey)

Key Improvement Strategies

- Continue to develop staff expertise in meeting the academic, social and emotional needs of individual students.
- Collaboratively develop an intervention model which is clearly articulated and understood by the school community.
- Embed structures and processes that enable effective, targeted resourcing.

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

National Quality Standard Area covered by this priority

Quality Area 2: Children's health and safety

Quality Area 3: Physical Environment
