

VISION

At Ascot Park PS we will work closely with the community to create a learning environment that promotes both academic and social/emotional competencies.

Our focus is developing positive interpersonal skills, self-management, self-motivation and reflective thinking amongst our students by raising empathy and increasing understanding of themselves and others.

Staff will have high expectations and provide engaging programs.

Our school values of RESPECT, EXCELLENCE and RESPONSIBILITY underpin our work.

DECD VISION

A high performing system that improves the educational attainment and wellbeing of South Australia's children and young people.

PARTNERSHIP STRATEGIC PLAN

Literacy / Numeracy

Transition

Leadership Capacity Building

Well Being

PRIORITIES – KEY IMPROVEMENT GOALS

LITERACY & NUMERACY

Key Improvement Goals

- To improve outcomes for students
- Develop succinct, agreed plans

PLAY IS THE WAY

Key Improvement Goals

- All staff, students and parents understand the language
- Life Raft programme delivered by all staff
- Dedicated staff meeting time each term
- All staff using GPS process
- All classes play game each day BUT understand underlying reason

Key Improvement Goals	Key Improvement Strategies	Performance Indicators	Targets	Data Collected
LITERACY	<ul style="list-style-type: none"> ● MARKIT software programme being used by ALL teachers to record achievement and analyse growth. ● 2016 Improvement Cycle Calendar enacted and becoming standard practice. ● Teachers to provide a differentiated program to meet all students' needs. ● Teachers collect data regularly, feedback to students, set individual goals. ● Intervention processes and programmes are enacted and data informed. ● Standardised tests and associated achievement levels available to staff, parents, and students. ● L & N reviewed Term 2. ● All staff meet leadership to discuss reading & spelling levels (Week 5 each term) ● Literacy Agreement simplified – pack of information for staff (big 6) ● All students tracked in PAT-R PAT-S, RR, Lexiles ● JP & MP/UP meetings scheduled for class, cohort discussion each term ALL staff trained in RR, Language & Literacy levelling ● SFD for passing on student data 	<ul style="list-style-type: none"> ● All staff use MARKIT software effectively. Further PD if needed. ● Improvement Cycle calendar adhered to. ● Data showing an improvement, set goals achieved. ● Teachers can discuss each students literacy levels and provide evidence, 	<ul style="list-style-type: none"> ● All students reach DECD Running Record standards End of Rec – 5 or above End of 01 – 1-15 or above End of 02 – 2-21 or above End of 03 – 3-30. ● All students able to read, write and spell OXFORD SIGHT WORDS. END OF REC – 100 END OF YR 2 – 400 ● All students meet NMS ● PAT testing = All students at Australian Mean Score (stanine 5) or above. ● ALL students reach DECD Running Record standards After 4 terms REC – 5 or above End of year 01: 17-20 End of year 02: 21 – 24 End of Year 03: 30 ● PAT Testing: ALL students at Australian Mean Score (stanine 5) or above. 	<ul style="list-style-type: none"> ● PAT – R, PAT – S ● NAPLAN ● RR each term ● Jolly Phonics ● Oxford Words ● LITETRACY PRO (lexile level) each term: ● Language & Literacy levels. ● BOEHM, ● Concepts of Print, ● PAST ● SAST (UP) ● Waddington Reading & Spelling ● See term calender for dates

Key Improvement Goals	Key Improvement Strategies	Performance Indicators	Targets	Data Collected
<p>Numeracy</p>	<ul style="list-style-type: none"> • Staff will attend PD as determined by school & partnership. • Staff access a range of classroom resources, including ICT to improve student learning. • Display learning area on board so kids can see what they are learning. • Modes of visual, explicit oral etc of teaching. • Quicksmart./ Toosmart • Natural Maths Strategies • Morning Maths Routine (literacy in maths) • Use Thelma Perso - & other problem solving success strategies. • Feedback from maths tests & data. • Goal setting • Integrate numerical thinking across curriculum. • Use data to discuss student progress. • Students at risk identified through assessment-result being extra SSO support • Staff attend PD days and share learning with other staff. • Open ended maths tasks/investigations. • Ann Baker 'Natural Maths' strategies implemented across R-7. 	<ul style="list-style-type: none"> • Evidence of differentiated programmes • Teachers can clearly track student performance. • Students can articulate their maths learning. • Students will be able to work and learn individually and collaboratively. • Each students shows growth • A clear Numeracy improvement goal is identified and implemented by each class teacher. • One on one conferencing (goal set & feedback) • Pre-testing & post-testing to look for learning. • Visual graphing progress • Students will use and understand the language of mathematics across the curriculum. • Clearly track performance • Being able to transfer knowledge across curriculum • Provided differentiation programs. • Use previous data to compare and look for improvement/areas that are falling • Formative assessment • Summative assessment • 4 staff attend Ann Baker workshops and induct all staff. 	<ul style="list-style-type: none"> • All students meet NMS • PAT Testing: ALL students at Australian Mean Score (stanine 5) or above • All students will meet targets as per Australian Curriculum. • PAT Test all students 4+ • All students know timetables to x10 by end of year 4. • AC targets (Achievement standards) • Review goals & implement 	<ul style="list-style-type: none"> • PAT – M • NAPLAN • One minute maths

Key Improvement Goals	Key Improvement Strategies	Performance Indicators	Targets	Data Collected
<p>Play is the Way</p>	<ul style="list-style-type: none"> • Peer mediators, wear a vest/peer mediation badge, helps model behaviour. • All staff provided with a prescriptive plan to implement 'Life Raft' programme. • All students will participate in a PITW game each day for two weeks. • Whole school plays the same game once a term. • All classes will use School Values/PITW principles and incorporate in learning activities. • All classes will consistently participate in GPS meetings weekly or as issues arise. • 'mock' GPS meetings in staff meeting time to develop strategies. • Skilling students to understand 'code switching'. • PITW will be featured in each newsletter (classes will be rostered to present) • Featured on website. • New staff will attend PITW training. • Parent information night PITW, school and parents work as a team. 	<ul style="list-style-type: none"> • School community will understand and use the 'language'. • Reduction in student behaviour issues. • Positive responses in student surveys. • Observation of students supporting each other/code switching. • Students will provide positive solutions for varied social situations eg multiple year level class. • A record of GPS meeting kept on pro-forma. 	<ul style="list-style-type: none"> • 25% reduction in SBM. • 50% reduction of bullying incidents. 	<ul style="list-style-type: none"> • SBM data on EDSAS. • Bully audit terms 2 & 4. • Need a virtues list to monitor success as opposed to bully list that tracks behaviour

Key Improvement Goals	Key Improvement Strategies	Performance Indicators	Targets	Data Collected
<p>Digital Technologies</p>	<ul style="list-style-type: none"> ● Implement a 4 year plan to upskill staff and students in digital technologies. Year 1: All teachers and year levels teach the F-2 DT Curric. Then each year teachers move on, leaving behind lower grades as they go, so that at the end of the 4 years staff and students are able to teach and learn the skills at their year level. ● Lessons in the Resource centre to focus on skills involved in finding, using and evaluating information form online sources. ● Teachers begin to use digital applications that support curriculum <ul style="list-style-type: none"> - music - movie making - interactive books - QR Codes ● Basic skills in use of hardware and school computing network are included. 	<p>For 2016...</p> <ul style="list-style-type: none"> ● Students will understand how to use code at F-2 Level to be able to give explicit instructions, not necessarily using digital technology. ● Students will be able to properly save, locate folders, download images and navigate the intranet. computers saving, folders. ● Teachers will feel confident in teaching the F-2 section of the digital technologies curriculum. ● Cyber safety and responsible use on online social media will be covered at age appropriate levels across the school. ● Students can search for information using search engines. 	<p>For 2016...</p> <ul style="list-style-type: none"> ● 100% of students can correctly log on to and save using the school intranet. ● All students have had an opportunity to engage in discussions about cyber safety. ● 100% of staff can competently teach digital technologies to a Year 2 level. ● “Social Media”, students to understand what it is. ● Cybersafety. 	<p>2016</p> <ul style="list-style-type: none"> ● Curriculum elaborations data collected by John and Michelle to determine areas for staff PD. ● One staff meetings per term to support and discuss how people are going with the curriculum. ● Assessment data collected by class teachers in areas of basic computer skills competencies and basic coding.