



## ASCOT PARK PRIMARY SCHOOL

R-7 SPECIALIST PHYSICAL EDUCATION & SPORT SCHOOL

*We are proud of our diversity and value the individual needs and interests of each student. Our spacious, supportive and happy learning environments, along with high expectations, give all students the opportunity to achieve their academic, social, emotional and physical potential.*

### VISION AND VALUES

Our vision at Ascot Park Primary School is to develop independent and enthusiastic life-long learners who are able to think critically and work together to solve problems.

They will be confident and resilient learners who strive for their personal best.

Students will be community minded, living with integrity and compassion, are able to communicate effectively in a variety of forms and contribute to the future.

Our school values of **respect, responsibility and excellence** underpin our work and relationships with others.

### SITE IMPROVEMENT PLAN (SIP) OVERVIEW

Our 3 year site improvement plan focuses on **improving outcomes for all students** and has been developed and agreed upon by the Ascot Park Primary School community.

Based on DECD and Marion Inland Partnership priorities, *ResultsPlus* expectations, external school review directions and self-review processes, it is aligned with the Australian Curriculum, SA Teaching for Effective Learning framework (TfEL) and the Australian Professional Standards for Teachers (The Standards).

### SITE ACTION PLANS (SAPs)

In our yearly site action plans:

- key staff are delegated roles
- teams are set to guide actions and professional learning, and
- financial resources are allocated in order to inform implementation planning

### RAISING STUDENT ACHIEVEMENT AND SUSTAINING HIGH PERFORMANCE

When developing our SIP and SAPs we consider the five key focus areas that reflect qualities of highly effective schools:

1. **Student learning** - achievement, growth, challenge and engagement, equity
2. **Effective teaching** - Australian Curriculum, effective pedagogy, assessment, differentiated teaching
3. **Effective leadership** - school culture, educational leadership, building teacher capacity, building leadership capacity
4. **School community partnerships** - student influence, parent partnerships, Marion Inland partnership, the wider community
5. **Improvement agenda** - analysis and use of data, strategic planning and resourcing, monitoring and evaluation, self-review

## ASCOT PARK PRIMARY SCHOOL – SITE IMPROVEMENT PLAN 2017-2019

PRIORITIES	OUTCOMES	STRATEGIES	EVIDENCE
<u>Quality Teaching and Learning</u> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• STEM</li> <li>• Critical and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of whole school inclusive approaches in numeracy and literacy</li> <li>• Learning programs are responsive, have high expectations and are differentiated to meet the needs of every student</li> <li>• High level intervention processes are implemented, monitored and reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Student growth in numeracy and literacy is tracked, monitored and responded to</li> <li>• Teachers work collaboratively at school and partnership level in learning design, assessment and moderation in literacy, numeracy and STEM</li> <li>• Targeted professional learning eg inquiry, formative assessment, differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Most students (without NEP) meet DECD Standard of Educational Achievement</li> <li>• The number of students achieving in the higher levels of numeracy and literacy proficiency have increased, especially in the early and middle years</li> <li>• Performance &amp; development processes indicate increase in teachers' confidence in designing differentiated learning and assessment tasks to engage, challenge and support all learners</li> </ul>
<u>Wellbeing for Learning</u> <ul style="list-style-type: none"> <li>• <i>KidsMatter</i></li> <li>• <i>Play is the Way</i></li> <li>• <i>Keeping Safe</i> Child Protection Curriculum</li> <li>• Student voice</li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogical practices engage, challenge and stretch students, develop resilience and growth mindsets</li> <li>• A welcoming and friendly school environment where there is a sense of belonging and inclusion</li> <li>• The social and emotional wellbeing of all students is supported</li> <li>• Work in partnership with families</li> </ul>	<ul style="list-style-type: none"> <li>• <i>KidsMatter</i> framework implemented</li> <li>• <i>Play is the Way</i> games, language and awards consistently implemented</li> <li>• <i>Life Raft</i> beginning of year program</li> <li>• Review school behaviour code</li> <li>• Bullying audits, student and parent opinion surveys</li> <li>• Whole school approach to Child Protection Curriculum</li> <li>• Voice of Kids (VoK)</li> </ul>	<ul style="list-style-type: none"> <li>• Continual improvement of attendance data</li> <li>• Decrease of behaviour incidences</li> <li>• Surveys indicate students feel healthy, safe, and have a sense of belonging and identity</li> </ul>
<u>Information and Communication Technology</u> <ul style="list-style-type: none"> <li>• Digital Technologies</li> <li>• ICT capability</li> <li>• STEM</li> <li>• Communication</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• The use of computers and the development of information technology skills are integrated in all areas of the curriculum</li> <li>• Effective on-line communication with families and community</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to become familiar with the ICT general capability</li> <li>• Teachers work on the Digital Technologies learning area, in which students use computational thinking and information systems to define, design and implement digital solutions.</li> <li>• Introduce a wider range of technologies to be used across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Parents, staff and students have a greater understanding of cyber-safety and decrease in cyber-bullying</li> <li>• Teachers have the confidence to incorporate a range of technologies in their teaching and students are able to access digital learning as needed</li> <li>• On-line communication is evaluated and consolidated</li> </ul>
<u>Specialist PE and Sport</u> <ul style="list-style-type: none"> <li>• Australian Curriculum: Health and PE (incl Gymnastics)</li> <li>• Internal specialist sport programs - netball, soccer, gymnastics</li> <li>• External specialist sport programs - Gym SA and Diving SA</li> </ul>	<ul style="list-style-type: none"> <li>• All students engage in regular high skill level, movement-based learning experiences</li> <li>• Students in specialist sport programs maximise their potential whilst achieving a balance between their learning and sporting goals</li> <li>• Student participation in interschool competitions eg extra curricula, SAPSASA</li> </ul>	<ul style="list-style-type: none"> <li>• Scope and sequence developed for HPE</li> <li>• <i>Gym for all</i> program, Gym-play, Kindergym and pre-school gymnastics programs</li> <li>• Elite sports eg Gym Jets and diving</li> <li>• Quality coaches and programs eg netball, soccer</li> <li>• Strong relationships with third parties eg Netball SA, FFSA, Gym SA, Diving SA</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in enrolments in all programs</li> <li>• Stronger relationships with local preschools</li> <li>• Increase number of students in district and state teams</li> <li>• Students reach DECD SEA in HPE curriculum and other relevant standards</li> </ul>