The dandelion clock represents the cohesive and integral nature of the Abbotsford School Plan. Each individual part is interconnected and supports the whole, yet each floret is able to be independent and self-sufficient. School and community are intertwined.
## School background 2015 - 2017

### School vision statement

*All students at Abbotsford Public School will discover the world around them and understand the world within them.*

**To achieve this vision we believe that:**
- all students have the right to learn and achieve their potential;
- high expectations enhance learning;
- quality teaching is central to student learning;
- informed, collaborative decision making supports learning;
- critical reflection and continuous improvement promote excellence;
- effort, progress and achievement need to be acknowledged and celebrated;
- principles of equity and ‘a fair-go for all’ need to guide our actions and school goals,
- achievements and challenges need to be shared and celebrated with our community.

**Therefore we aim to provide an environment that:**
- is safe, calm, clean and inviting;
- is supportive, stimulating and challenging;
- promotes balanced life-long learning;
- promotes a culture of ongoing professional development of staff;
- encourages everyone to do their personal best and support others to do the same;
- encourages everyone to have pride in themselves, their families, our school and Australia;
- encourages everyone to take responsibility for their own behaviour and learning;
- encourages everyone to have-a-go, take risks and learn from their mistakes;

### School context

Abbotsford Public School is located within the inner west of Sydney and is nestled on a peninsular which is framed by the Parramatta River. Situated on a large tree filled site, enrolments over the last four years have increased dramatically as there has been change to the demography of the local area, with younger families moving in. In 2009, the school population was 321 and in 2015 has an enrolment of 600.

Abbotsford Public School has established a reputation for providing quality education, comprehensive sporting programs and dynamic, creative performing arts programs.

The school currently comprises 24 classes with specialist programs which include the support of the teacher librarian, specialist music teacher, English as a Second Language, a specialist Learning and Support teacher and a Community Language program in Italian. The school has a very active P&C who actively support teaching and learning programs. It also organise events to enhance the community spirit of the school. The P&C supports a comprehensive chess program and a flourishing art program which are run by parents after school.

### School planning process

The school planning process commenced in 2014 with a review of current practices and school data. Teachers were involved in the decision making around the three Strategic Directions of this plan, including identifying the Improvement Measures. These strategic directions involve creating a whole school culture of high expectations, providing clarity on what teachers are to teach and students are to learn, establishing strong professional learning communities and leading ongoing efforts to improve teaching practices. The directions are:
- Enriching lives through learning
- Sustaining a strong culture of innovative professional practice
- Promoting community partnerships

Teams were formed to create the 5P’s (purpose, people, processes, practices and products) to be implemented under each Strategic Direction. Consultation and collaboration took place with students, parents and the school community, including a comprehensive parent survey and ongoing conversations at both P&C meetings and parent focus groups. The Department of Education and Communities reform agenda has been embedded into the plan including the School Excellence Framework; Great Teaching, Inspired Learning; and Local Schools, Local Decisions. The National School Improvement Tool; the National Curriculum; and Australian Professional Standards for Teachers have also informed the planning process. At each step, the school leadership team has engaged in professional dialogue and learning, before leading staff through a series of learning experiences and collaborative decision making processes.
values optimism, resilience and a sense of humour
- encourages positive home-school learning and engagement partnerships
- respects the environment and promotes sustainable practices
- fosters partnerships within the local community, Community of Schools and external agencies
- embeds systems sustainability into school practices and processes

As a result of these beliefs and values, learning programs will aim to:
- be enjoyable, relevant and meaningful;
- promote a strong focus on literacy, numeracy, technology, social skills and student wellbeing;
- ensure student access to stage appropriate outcomes across all Key Learning Areas;
- reflect inclusive teaching and learning practices that are systematic, explicit and respond flexibly to students’ needs;
- maximise quality teaching-learning time;
- encourage students and staff to work independently and co-operatively;
- encourage everyone to reflect on their own and others’ achievements
‘Every student at Abbotsford Public School will discover the world around them and understand the world within them.’

**STRATEGIC DIRECTION 1**
Enriching lives through learning

**Purpose:**
Build student learning behaviours to enable them to actively engage in an inclusive and innovative curriculum to develop skills and achieve goals which will help them to succeed at, and beyond, school.

**STRATEGIC DIRECTION 2**
Sustaining a strong culture of innovative professional practice

**Purpose:**
Build teacher capacity to ensure the relationship between student learning and engagement is developed, maintained and strengthened in teaching and learning programs.

**STRATEGIC DIRECTION 3**
Promoting community partnerships

**Purpose:**
Build active community partnerships that promote student learning and engagement.
## Strategic Direction 1: Enriching lives through learning

### Purpose
Build students’ learning behaviours to enable them to actively engage in an inclusive and innovative curriculum to develop skills and achieve goals which will help them to succeed at, and beyond, school.

### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td>Students develop personalised learning goals and are provided with opportunities to showcase their learning across a range of domains.</td>
<td><strong>Product:</strong> 80% of students demonstrate significant growth in school-based and NAPLAN assessment in the area of Mathematics from a baseline of 67.9%</td>
</tr>
<tr>
<td>Actively participate in quality teaching and learning experiences that are future-focused promoting collaboration, discussion, critical thinking, reflection and creativity.</td>
<td>The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment promoting collaboration, critical thinking and risk taking.</td>
<td><strong>Product:</strong> Evidence that students are engaged in their own learning – eg data wall, reflection journals and learning intentions, success criteria and student reflection sheets/report.</td>
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<tr>
<td>Engage with learning opportunities across a wide range of scholastic, cultural, sporting and leadership domains, where strengths are identified and amplified.</td>
<td>Ongoing staff teacher professional learning to support all staff to engage with BOSTES curriculum, providing engaging and differentiated teaching programs which reflect a clear understanding of the Quality Teaching Framework.</td>
<td><strong>Practice:</strong> All teachers competently and confidently implement current curriculum to provide a range of programs which are innovative, open-ended and ask the ‘Big Questions’.</td>
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<tr>
<td>Engage as learners by planning their own learning goals, monitoring their successes, and reporting on their learning to their peers, teachers and parents.</td>
<td>Consistent school-wide planning and assessment practices ensures student learning is meaningful and responsive to student need.</td>
<td><strong>Practice:</strong> Planning, Assessment and Reporting Framework developed to support consistency and assist with programming which responds to student needs.</td>
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<tr>
<td><strong>Staff:</strong></td>
<td>Revise existing maths programs and practices to incorporate critical thinking and real world problem solving.</td>
<td><strong>Practice:</strong> Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.</td>
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<tr>
<td>Provide a challenging and supportive learning environment by facilitating differentiated quality learning experiences that promote individual learning styles through effective and timely feedback.</td>
<td>Implement enquiry based learning and problem solving tasks within units of work (TPL - SOLE)</td>
<td></td>
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</tbody>
</table>
| Engage in structured critical reflection of their teaching practice to facilitate implementation of Quality Teaching elements: Collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. | **Evaluation Plan**
Teacher surveys to show development of confidence and capabilities in new teaching practices (Term 1 and Term 4) | |
| **Parents/Carers:** | | |
| Have a shared understanding of their responsibilities in partnership with the school’s vision that supports teachers and students. | Continuous evidence of high levels of student participation and engagement in school programs and an increase in students displaying mastery and taking the initiative within class and school programs. | |
| **Community Partners:** | | |
| Have ongoing communication between local school networks and other organisations that support the school’s strategic directions within the community and provide access to local resources. | | |
| **Leaders:** | | |
| Develop collaborative local learning communities and provide teachers with professional development opportunities. | | |
| Inspire and build the capacity of staff to take on leadership roles in areas of expertise | | |

### Purpose

- Programs, assessment tasks and classroom pedagogy reflect deep understanding and embedding of the NSW syllabuses for the Australian Curriculum and the School Excellence Framework.
- 95% of students K-6 demonstrate growth across the clusters of targeted aspects of the Literacy and Numeracy Continuums.
- 80% of students demonstrate significant growth in school-based and NAPLAN assessment in the area of Mathematics from a baseline of 67.9%
Strategic Direction 2: Sustaining a strong culture of innovative professional practice

<table>
<thead>
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<tr>
<td>Build teacher capacity to ensure the relationship between student learning and engagement is developed, maintained and strengthened in teaching and learning programs.</td>
<td><strong>Students:</strong> Students are provided with a wide variety of relevant, motivating and challenging learning experiences in which to explore, hypothesise, test, critically evaluate, validate and make connections with the world around them. <strong>Staff:</strong> Collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation, consistency of teacher judgement and critical reflection of their teaching practice. Participate in professional learning targeted to school priorities and their professional needs. Develop their leadership skills through mentoring, and leading the professional development of their peers. <strong>Parents/Carers:</strong> Maintain a collaborative learning community by building positive relationships with the school to ensure continuity of learning for students. <strong>Community Partners:</strong> Opportunities are sought for the school to access and engage with the Community of Schools Network to provide authentic learning experiences to enhance student learning. Foster relationships with local childcare providers and high schools to ensure a continuum of learning. <strong>Leaders:</strong> The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.</td>
<td>The school has embedded explicit sustainable systems for collaboration, classroom observation, and the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement. The school analyses internal and external assessment data to monitor, track and report on student and school performance. Plan for professional learning by accessing and critiquing relevant research, engaging in professional conversations across schools, engaging in explicit targeted TPL. Develop streamlined processes to manage the flexibility of learning spaces and environments that enable equitable distribution of resources in a dynamic and increasing school population. Develop and enhance the school’s capacity through succession planning where all staff are encouraged to meet professional standards and take on leadership roles. <strong>Evaluation Plan</strong> Measure, reflect and evaluate achievement of student learning goals for reporting purposes. <strong>Staff</strong> professional goals specified in individual Performance and Development Plans reflect increased confidence as capacity develops.</td>
<td><strong>Product</strong> 100% staff have articulated learning goals through the Performance and Development Plan <strong>Product:</strong> Develop a whole school professional learning program that supports goals within individual teacher’s Performance and Development Plan. <strong>Practice:</strong> Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. <strong>Practice:</strong> The school establishes a professional learning network across schools and works collaboratively to improve educational outcomes for students. <strong>Practice:</strong> Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.</td>
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</table>

**Improvement Measures**
- 100% staff have articulated learning goals through the Performance and Development Plan
- Increased involvement of staff in the Community of Schools group
- All staff achieving and maintaining Accreditation. Increased staff numbers working towards Highly Accomplished and Leadership levels of Accreditation
## Strategic Direction 3: Promoting community partnerships

### Purpose

Build active community partnerships that promote student learning and engagement.

### People

**Students:**
Communicate with and build relationships with the wider community.

Ensure their voice is evident in programs across the school.

Participate in a range of activities to showcase their achievements.

**Staff:**
Develop communication strategies to foster and build trust with the parent community to promote engagement in learning.

Develop a shared responsibility with parents for the holistic education of students.

Strengthen relationships within and beyond the local community.

**Parents/Carers:**
Foster educational aspiration and focus on activities which are directed at building students' decision-making and problem-solving skills and affirming their growing autonomy, resilience, independence, and academic abilities.

**Community Partners:**
The school actively looks for opportunities to engage with the local community to access rich learning experiences and resources.

**Leaders:**
The school leadership team create optimal learning conditions for students including having high expectations and aspirations.

### Processes

**Students:**
Students engage in challenging programs aligned to syllabus outcomes which are significant to the APS learning environment.

Students are engaged in activities which allow them to showcase their learning in and alongside the community.

**Staff:**
Develop and implement an engagement policy based on Family/Community Partnership & Relationship research.

Seek increased opportunities for feedback to parents about student learning provided through parent information sessions about new curriculum and welfare programs.

Strengthening of relationship with CoS and the development of the executive Canada Bay Learning Alliance to develop leadership capacity.

**Parents/Carers**
Schedule planned parent involvement opportunities to develop improved resilience, foster social cohesion, cultivate social intelligence and nurture positive behaviour.

**Community Partners**
Strengthen partnership with Abbotsford Community Centre OOSH and Abbotsford Long Day Care strengthened through systems alliance and the development of a memorandum of understanding.

**Leaders**
The school leadership team builds the capacity of staff to inform the parent community about teaching and learning programs including student welfare initiatives.

### Products and Practices

**Product:**
Development and implementation of Community Engagement Policy promoting student learning.

**Product:**
School is rated as ‘building’ or ‘sustaining’ on all seven dimensions of the School Assessment Tool – Reflection Matrix.

**Product:**
Parents indicate increased satisfaction with school communication processes.

**Practice:**
Improved awareness of values and social skills in APS families and students as seen through communication from home to school.

**Practice:**
The school uses collaborative feedback and reflection to promote and generate learning and innovation.

**Practice:**
Establish School and P&C run Parent Café as one of a number of initiatives to increase parent involvement and engagement and improve communication of school initiatives.

**Practice:**
Parent workshops based on targeted learning areas in response to parent feedback.

### Improvement Measures

School is rated as ‘building’ or ‘sustaining’ on all seven dimensions of the School Assessment Tool – Reflection Matrix.

The school uses collaborative feedback and reflection to promote and generate learning and innovation.

Practices and processes are responsive to school community feedback.

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<th>Evaluation Plan</th>
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<tbody>
<tr>
<td>Students and parents participate in the Tell them from Me Student, Teacher and Parent Survey</td>
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<tr>
<td>Visible parent involvement in a variety of school learning based initiatives</td>
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</table>