

Ashgrove State School Annual Implementation Plan 2021

Ashgrove State School Improvement Priorities 2021



We will provide high impact teaching and learning strategies that support all students to accelerate in their learning through improved reading.

Our targets for improved student outcomes include the following.

- Target the number of students achieving a “C” standard or above in English to 99% in 2021.
- Target the number of Year 5 students in the top 2 bands in NAPLAN for reading to 75% by 2021.
- Target the number of Year 3 students in the top 2 bands in NAPLAN for reading to 80% by 2021.
- 60% of Year 2 students reading at a Stanine 7 or above in PAT-R data by end of the year
- 40% of Year 1 students reading at a Stanine 7 or above in PAT-R data by end of the year

A Great Start for all Children

Strategy: Provide quality early learning opportunities responsive to the needs of all students and families.			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> • Expand and implement a whole of school transition program to ensure smooth transitions to and from school and between year levels. 	Whole school transition program documented Whole school transition program embedded in end of year planning Increased collaboration with local high school and early childhood centres	Term 3 (Early Childhood to Prep and Year 6 to high school) Term 4 – within school	Deputy Principals
<ul style="list-style-type: none"> • Plan for and incorporate outdoor learning experiences as part of the Early Years curriculum delivery. 	Outdoor learning experiences documented in Year level unit plans	Per Term On-going	

Ashgrove State School Annual Implementation Plan 2021

<ul style="list-style-type: none"> Build teacher capacity in Early Years Pedagogy and embed across the Early Phase Learning 	Consistent whole school approach to reading in the Early Years	Embedded by end of Term 3	Deputy Principal (P-2)
--	--	---------------------------	------------------------

Every Student Succeeding

Strategy: Engaging curriculum and evidence-based teaching practices that responds to student needs, creates empowered learners and challenges students to achieve their potential.

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Develop engaging units of work that reflect the intent of the Australian Curriculum and provide opportunities for meaningful curriculum connections for students. 	Units reviewed each term Consolidation of 2020 unit plan and delivery (intended to implemented)	Term by term ongoing	DP's Principal
<ul style="list-style-type: none"> Implement high impact teaching and learning strategies that will ensure that all students accelerate in their learning through improved reading. 	Formal teacher observations - reading pedagogy Professional learning team reading inquiry cycles All staff provided coaching/mentoring in supporting high achieving students All students have a reading goal monitored by teacher	Term 2 reading observations End of year all staff participated in coaching cycle	Principal DP's Advanced Learning Mentor
<ul style="list-style-type: none"> Embed inclusive practices that empower every student to experience academic success. 	All staff provided coaching/mentoring in supporting high achieving students Leadership team to use Sharrat 5 questions in classroom with links to writing visible learning	Term by term ongoing	
<ul style="list-style-type: none"> Enhance the 4 stages of the moderation process within all learning areas. 	Planning documents reflect before, during and after moderation for English and Science	Term 2 ongoing	DP's

Ashgrove State School Annual Implementation Plan 2021

<ul style="list-style-type: none"> Collective efficacy embedded through professional learning teams. 	Term by term inquiry cycle of data analysis and cohort goals linked to improving reading outcomes	Term by term (10 week cycles)	DP's
<ul style="list-style-type: none"> Develop and use pre-assessment practices to inform student differentiation. 	Sharratt visible learning/bump it up walls in classrooms Pre assessment for English and Science	Term 2 Professional Development Ongoing	DP's

Safe, Fair and Productive Workplaces and Communities

Strategy: Nurture a positive culture and environment which supports the health, safety and well-being of all members of our school community			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Develop and implement a school-wide framework which prioritises the well-being of all members of the school community. 	Documented framework available on website	End of Term 4	DP P-2 and GO
<ul style="list-style-type: none"> Align student support staff to target identified areas of need. 	Advanced learning mentor engaging in coaching cycles for all staff Learning support staff utilised effectively across school Teacher aide time used effectively to support all students	Ongoing End of Term 4	DP 3- 6 Principal
<ul style="list-style-type: none"> Implement a whole school model that supports the wellbeing and engagement of vulnerable students. (eg Berry Street Education Model). 	Term by term implementation of focus areas In class strategies embedded across classrooms	Term by term	Leadership Team
<ul style="list-style-type: none"> Implement a whole school outdoor education program that provides meaningful curriculum connections and supports the well-being of students. 	Finalised Outdoor Education document Clear links in Unit Plans	Term 4	DP 3-6
<ul style="list-style-type: none"> Continue to build parent and community partnerships 	Continue to work with Director of Advancement to build community partnerships	Ongoing	Principal

Ashgrove State School Annual Implementation Plan 2021

Capable and Confident People Delivering Responsive Services

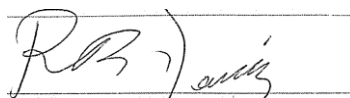
Strategy: Continue to strengthen the capacity of staff expertise in the learning process and recognise diversity and talent to grow future leaders			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Further develop teacher knowledge and engagement with the Pedagogical Framework and the Digital Technologies curriculum. 	Early Years pedagogy embedded in teaching sequences Continue to review and refine Digital Technologies implementation	End of Term 4	DP's
<ul style="list-style-type: none"> Build capacity for teachers to embed technology and the other general capabilities to prepare students with 21st century skills 	Embedded in planning documents Staff professional development	End of Term 2	DP 3-6
<ul style="list-style-type: none"> Provide professional learning opportunities for teachers to build capability in designing assessments and marking guides directly aligned to the Australian Curriculum achievement standard 	Staff professional development Continued refinement of delivery of Australian Curriculum	End of Term 4	Leadership team
<ul style="list-style-type: none"> Follow an inquiry process to develop a rigorous Watching Others Work framework that supports the development of teacher capacity 	Term 2 professional development Term 3 WOW process delivered	Ongoing	Principal DP's
<ul style="list-style-type: none"> Align professional development opportunities for non-teaching staff with school priorities and individual professional development plans 	All non-teaching staff in classrooms to receive PD in Berry Street model	Ongoing	DP P-2 and GO

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Glen O'Halloran
Acting Principal



Roger Desailly
School Council Chair