

# Ashgrove State School Annual Implementation Plan 2022

## Ashgrove State School Improvement Priorities 2022



We will provide high impact teaching and learning strategies that support all students to accelerate in their learning through improved English. Our targets for improved student outcomes include the following.

- Target the number of students achieving a 'B' or above in English to increase by 5% in 2022
- 100% of 2021 Year 3 students identified in U2B show positive relative gain in 2023 Year 5 NAPLAN Reading
- 100% of Year 2 students achieve positive gain in PAT-R reading
- 75% of Year 1 students reading at a Stanine 6 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"> <li>• Expand and implement a whole of school transition program to ensure smooth transitions to and from school and between year levels.</li> </ul>	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"> <li>• Plan for and incorporate outdoor learning experiences as part of the Early Years curriculum delivery.</li> </ul>	Outdoor learning experiences documented in Year level unit plans.  Outdoor learning spaces created and utilised within the Early Phase of Learning.	Per Term On-going	

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## Every Student Succeeding

Strategy: <i>Engaging curriculum and evidence-based teaching practices that responds to student needs, creates empowered learners and challenges students to achieve their potential.</i>			
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Implement high impact teaching and learning strategies that will ensure that all students accelerate in their learning through improved English.</li> </ul>	Formal teacher observations - reading pedagogy. Professional learning team English inquiry cycles for highly achieving students. All staff provided coaching/mentoring in supporting high achieving students. All students receive feedback on their reading goals.	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"> <li>Embed inclusive practices that empower every student to experience academic success.</li> </ul>	All teachers provided coaching/mentoring in supporting high achieving students. Teachers articulate and embed strategies to support all students including those with special needs and/or learning difficulties in planning documents.	Term by term ongoing	
<ul style="list-style-type: none"> <li>Enhance the 4 stages of the moderation process within all learning areas.</li> </ul>	Planning documents reflect before, during and after moderation for English (Every term), Maths and Science (HASS 3-6).	Term 2 ongoing	DP's
<ul style="list-style-type: none"> <li>Collective efficacy embedded through professional learning teams.</li> </ul>	Term by term inquiry cycle of data analysis and cohort goals linked to improve outcomes for all students with a focus on highly able students.	Term by term (10 week cycles)	DP's
<ul style="list-style-type: none"> <li>Develop and use pre-assessment practices to inform student differentiation.</li> </ul>	Embed in all classrooms Sharratt visible learning/bump it up walls. Pre assessment for English, Maths and Science.	Term 2 Professional Development Ongoing	DP's

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## 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"> <li>Align student support staff to target identified areas of need.</li> </ul>	<p>Advanced learning mentor engaging in coaching cycles for all staff.</p> <p>Targeted support for students with disabilities and learning support program.</p> <p>Targeted early intervention program including a speech and EALD focus.</p>	<p>Ongoing</p> <p>End of Term 4</p>	<p>DP 3- 6 Principal</p>
<ul style="list-style-type: none"> <li>Implement a whole school model that supports the wellbeing and engagement of vulnerable students. (eg Berry Street Education Model).</li> </ul>	<p>Create an agreed set of Berry Street practices to embedd P-6.</p> <p>All teachers to receive feedback on these practises.</p>	<p>Term 1</p>	<p>GO Leadership Team</p>
<ul style="list-style-type: none"> <li>Implement a whole school outdoor education program that provides meaningful curriculum connections and supports the well-being of students.</li> </ul>	<p>Complete Ashgrove State School P-6 Outdoor Education Program.</p>	<p>Term 2</p>	<p>DP 3-6</p>
<ul style="list-style-type: none"> <li>Continue to build parent and community partnerships.</li> </ul>	<p>Continue to work with Director of Advancement to build community partnerships. Sponsorship focus on STEM Classroom of the Future.</p> <p>Provision of parent education / support programs in response to identified needs.</p> <p>One Community in the Classroom afternoon to share student work in progress.</p> <p>Twice a term provide Parents with a brief classroom update.</p>	<p>On-going</p> <p>Each term</p> <p>Once a year</p> <p>Each Term</p>	<p>Principal</p> <p>GO</p>

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## 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"> <li>Further develop teacher knowledge and engagement with the Pedagogical Framework and the Digital Technologies curriculum.</li> </ul>	<p>Early Years pedagogy embedded in teaching sequences.</p> <p>Continue to review and refine Digital Technologies implementation.</p>	End of Term 4	DPs
<ul style="list-style-type: none"> <li>Build capacity for teachers to embed technology and the other general capabilities to prepare students with 21<sup>st</sup> century skills.</li> </ul>	<p>Embedded in planning documents.</p> <p>Staff professional development provided that aligns to teacher need.</p>	End of Term 2	DP 3-6
<ul style="list-style-type: none"> <li>Formulate a review process to evaluate the impact of internal and external professional development.</li> </ul>	<p>Staff Meetings provide professional development focus each term aligned to school priorities.</p> <p>All professional development includes data gathering to evaluate the impact of learnings.</p>		DP P-2
<ul style="list-style-type: none"> <li>Follow an inquiry process to develop a rigorous Watching Others Work framework that supports the development of teacher capacity.</li> </ul>	<p>Embed initial stages of Watching Others Work program with links to staff Annual Performance Development Plan and/or school priorities.</p> <p>Agreed plan and follow up from each session with line manager (APDP).</p>	Each term – as requested.	Principal
<ul style="list-style-type: none"> <li>Align professional development opportunities for non-teaching staff with school priorities and individual professional development plans.</li> </ul>	<p>Review of non-teaching staff professional development needs.</p> <p>Development of professional development program.</p> <p>Teacher Aides to be provided with a professional development session.</p>	<p>End of term 1</p> <p>End of Term 1</p> <p>Each term</p>	<p>Business Manager</p> <p>DP P-2</p>
<ul style="list-style-type: none"> <li>Further develop the Aspiring Leaders Program to ensure opportunities for capacity building are offered each year.</li> </ul>	<p>Leadership Toolkit Program for beginning leaders.</p> <p>Aligning project work for emerging leaders.</p>	Completed by Term 4	Principal

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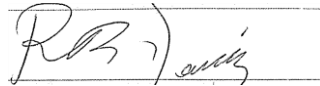
<ul style="list-style-type: none"> <li>Implement efficient budget monitoring process to ensure alignment to school priorities and the delivery of targeted use of resources.</li> </ul>	Realign budget to allow more autonomy for year levels and faculties to plan and track spending.  Regular budget reviews.	Each term	Business Manager
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## Endorsement

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



Anita Bond  
Principal



Roger Desailly  
School Council Chair