

Ashgrove State School Annual Implementation Plan 2020

Ashgrove State School Improvement Priorities 2020



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.
- 50% of Year 2 students reaching PM Level 26 by the 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. | | | |
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| 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. • Build teacher capacity in Early Years Pedagogy and embed across the Early Phase Learning. • Plan for and incorporate outdoor learning experiences as part of the Early Years curriculum delivery. • Build K-2 leadership capacity through participation in The K-2 Metropolitan Region Communities of Practice. | Framework completed Professional Sharing in Sector Meetings Contribution and Sharing | Term 4 Once per term On-going Each term – on-going | 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. | | | |
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| 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. • Implement high impact teaching and learning strategies that will ensure that all students accelerate in their learning through improved reading. | Units reviewed each term Formal teacher observations - Reading pedagogy | Term 1,2,3,4 Term 1 and Term 3 | Head of Curriculum Principal, DPs, HOC |

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| <ul style="list-style-type: none"> • Embed inclusive practices that empower every student to experience academic success. • Enhance the 4 stages of the moderation process within all learning areas. • Collective efficacy embedded through professional learning teams. • Develop and use pre-assessment practices to inform student differentiation. • Systematic implementation of a whole school approach to student goal setting. • Clarify curriculum expectations for the school community. | Goals reviewed | Each term | DPs HOC |
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Safe, Fair and Productive Workplaces and Communities

| <i>Strategy: Nurture a positive culture and environment which supports the health, safety and well-being of all members of our school community</i> | | | |
|--|--|-------------------------------|------------------------------------|
| 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. • Support staff well-being through engagement in programs and initiatives (eg. The Wellbeing Toolkit -NESLi). • Align student support staff to target identified areas of need. • Provide meaningful opportunities to acknowledge and celebrate diversity across the school. • Implement a process to review and create a code of behaviour that reflects school values, contextual needs and departmental expectations. • Implement a whole school model that supports the wellbeing and engagement of vulnerable students. (eg Berry Street Education Model). • Implement a whole school outdoor education program that provides meaningful curriculum connections and supports the well-being of students. | Draft framework | Term 1 | Principal and Deputy Principal P-2 |
| | Implement minimum 2 sessions/term | Term 1-4 | Deputy Principal P-2 |
| | Learning Hub Meeting each week | Each Term | |
| | Complete Code of Behaviour to School Council | Early Term 4 | Deputy Principal P-2 |
| | Key Staff Trained Draft program reviewed | Completed by Term 3 Term 3 | Principal Deputy Principal 3-6 |

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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 | | | |
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| 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. Review the current Year Level Leaders role, and create clear responsibilities and deliverables for this position. Further develop the Aspiring Leaders Program to ensure opportunities for capacity building are offered each year. Provide professional learning opportunities for teachers to build capability in designing assessments and marking guides directly aligned to the Australian Curriculum achievement standard. Implement efficient budget monitoring process to ensure alignment to school priorities and the delivery of targeted use of resources. | Coaching session | Every Term | Deputy Principal 3-6 Technologies Mentor |
| | Finalised | Beginning Term 1 | Principal |
| | Program commencing | Term 2 | Principal |
| | | | Head of Curriculum Business Manager |

Endorsement

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



Anita Bond
Principal



Ben Fosten
School Council Chair