

ASHGROVE STATE SCHOOL - 2024 ANNUAL IMPLEMENTATION PLAN

Educational
achievementWellbeing and
engagementCulture and
inclusion

School priority 1: Educational Achievement		Monitoring				Long term measurable/desired outcomes:	
		Term 1	Term 2	Term 3	Term 4		
Strategy: Develop and implement rigorous units of work that reflect the intent of the Australian Curriculum and provide opportunities for meaningful curriculum connections for staff and students.						<ul style="list-style-type: none">- Increased teacher knowledge and capability to deliver Version 9 of the Australian Curriculum in English, Mathematics through professional development and accessibility to resources.- Strengthening teacher confidence to implement version 9 through dedicated planning days each term.- Professional learning teams centred on English inquiry cycles for highly achieving students.- Students tracked and future planning articulated through collaboration in staff meetings and year level meetings.- P-6 phonics and spelling scope and sequence implemented.- Implement Leadership Team Learning Walks and formal observations.- High yield strategies identified, developed and implemented through coaching/mentoring cycles and watching others work.- Teachers engage with M2, M3 and M4.- Planning documents reflect before, during and after moderation for English (every term), and Mathematics.- Moderation processes and innovative approaches developed between other schools.- Continued update of school stored moderation records through data bank.	
Actions: <ul style="list-style-type: none">• Develop and deepen understanding of V9 in the areas of English, Mathematics through the development of engaging units of work and embedding cross curriculum priorities and general capabilities.• Implement high impact pedagogical practices to improve student outcomes in English.• Refine the 4 stages of the moderation process.							
AIP measurable/desired outcomes: <i>Target the number of students achieving an ‘A’ in English to increase from 51% (Sem 2 2023) to 55%</i>							
School priority 2: Wellbeing and Engagement		Monitoring				Long term measurable/desired outcomes:	
		Term 1	Term 2	Term 3	Term 4		
Strategy: <i>Nurture a positive culture and environment which supports the safety, engagement and wellbeing of all members of our school community</i>						<ul style="list-style-type: none">- Embedding of school determined inclusion and wellbeing models including Berry Street Education Model (BSEM) and URSTRONG Friendology 101.- Refine Student Learning and Well-Being Framework.- Termly Community in the Classroom sessions.- Targeted Parent workshops and professional development sessions provided.- Ongoing opportunities for parents to engage in classroom and extra curricula events.- Develop Rewards, accountabilities and responsibilities.	
Actions: <ul style="list-style-type: none">• Implement an updated whole school model that supports the wellbeing and engagement of all students.• Continue to build parent and community partnerships.• Collaboratively review student behaviour support processes to identify and implement consistent school wide behaviour expectations.							
AIP measurable/desired outcomes: <i>Increase the staff morale percentage - School Opinion Survey from 64% (SOS 2023) to 75% in 2024</i> <i>Increase the students safety percentage - School Opinion Survey from 83% (SOS 2023) to 88% in 2024</i>							
School priority 3: Culture and Inclusion		Monitoring				Long term measurable/desired outcomes:	
		Term 1	Term 2	Term 3	Term 4		
Strategy: <i>Embrace diversity and value culture by creating welcoming, inclusive and accessible learning environments.</i>						<ul style="list-style-type: none">- Creation of First Nations perspectives committee.- Embedded through curriculum planning.- Regular opportunities to celebrate and recognise culture.- All teachers receive coaching/mentoring in progressing the achievement of highly able students.- Teachers articulate and embed strategies to support all students including those with special needs and/or learning difficulties in planning documents.- Reasonable adjustments to teaching, learning and assessment are articulated during planning days utilising SWD teacher support.	
Actions: <ul style="list-style-type: none">• Valuing First Nations cultures and voice in our approach to engagement and learning.• Enrich learning through connections to culture.• Embed inclusive practices that empower every student to experience positive social, emotional and academic outcomes.							
AIP measurable/desired outcomes: <i>Increase the number of staff making connections with culture both within and outside of the classroom.</i>							
						Responsible officer(s): <i>Principal, Deputy Principal P-2 and 3-6, Curriculum Leader, Advanced Learning Leader</i>	
						Resources: <i>School funded staffing – additional support and teacher staff (I4S funding)</i>	
						Long term measurable/desired outcomes:	
						Responsible officer(s): <i>Guidance Officer, Well-being committee, Learning Hub</i>	
						Resources: <i>Wellbeing support grant</i>	
						Long term measurable/desired outcomes:	
						Responsible officer(s): <i>First Nations Committee and Curriculum Leader.</i>	
						Resources: <i>Professional Development and Planning Days funded to support all staff</i>	
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.							
Principal		P&C/School Council		School Supervisor			

Monitoring Guide - Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.