



INCLUSIVE, COLLABORATIVE COMMUNITY

A Great Start for all Children

Quality early learning opportunities responsive to the needs of all students and families.

- 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.

Every Student Succeeding

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

- 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, writing and numeracy outcomes.
- 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.

OUR VISION

Ashgrove State School: an inclusive, collaborative community of engaged, capable and confident learners, prioritising the success and wellbeing of every student.

Safe, Fair and Productive Workplaces and Communities

A positive culture and environment which supports the health, safety and well-being of all members of our school community.

- 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).
- Continue to build parent and community partnerships.
- Annually review school activities and initiatives to sustain and support work performance and well-being of staff.
- Implement a whole school outdoor education program that provides meaningful curriculum connections and supports the well-being of students.
- Implement a continual cycle of improvement to ensure sustainability practices are embedded across the school.

Capable and Confident People Delivering Responsive Services

Strengthened capability of staff expertise in the learning process and recognition of diversity and talent to grow future leaders

- 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.
- Build capacity in teachers to embed technology and the other general capabilities to prepare students with 21st century skills.
- Follow an inquiry process to develop a rigorous Watching Others Work framework that supports the development of teacher capacity.
- Formulate a review process to evaluate the impact of internal and external professional development.
- Align professional development opportunities for non-teaching staff with school priorities and individual professional development plans.
- 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.