



ASHGROVE STATE SCHOOL

2024-2027 SCHOOL STRATEGIC PLAN



School profile

Ashgrove State School, established in 1877, has a tradition of academic excellence, a dynamic curriculum, innovative learning, outstanding NAPLAN results, exceptional music & sporting programs and a high level of community engagement.

School Vision

"An inclusive, collaborative community of engaged, capable and confident learners, prioritising the success and wellbeing of every student."

School Values

"I am responsible, I am respectful and I am safe."

School review key improvement strategies

- Refine processes for internal and external moderation to deepen teachers' understanding of the achievement standards and build capability in making consistent judgements about student learning.
- Collaboratively refine the school's agreed pedagogical approaches to enhance teachers' repertoire of pedagogical practices aligned to the learning areas of the Australian Curriculum (AC).
- Establish Quality Assurance (QA) and regular instructional leadership practices to enhance a systematic school-wide approach to effective curriculum implementation.
- Expand opportunities for teachers and leaders to learn from and collaborate with colleagues from within and outside the school to enhance a strong culture of continuous professional learning.
- Collaboratively review student behaviour support processes to identify behaviour expectations and implement consistent, school-wide systems with associated rewards, accountabilities and responsibilities.

School priorities

- Systematic curriculum delivery via evidence-informed pedagogy
- Differentiated, deliberate and targeted teaching and learning
- A welcoming, engaged and connected school community

Systematic curriculum delivery via evidence-informed pedagogy



Strategies

Deepen teacher knowledge of the Australian Curriculum (AC) to enhance understanding of year level requirements throughout the staged implementation of AC Version 9 (AC V9). Reinforce the integrity of the moderation cycle and refine the processes for internal and external moderation.
Strengthen the data literacy capability of all staff to drive student progression through all learning areas.
Refine the schools agreed pedagogical approaches to enhance teachers' repertoire, aligned to the AC.

Measurable/desired outcomes

Three levels of planning completed with integrity with clear vertical alignment including cross curricula priorities and general capabilities.
Review and revise moderation practices at Ashgrove State School, including processes for internal and external moderation.
Staff authentically use a range of data sources to cater for the individual needs of students to improve student outcomes.
Embedded high impact pedagogical approaches tailored to specific learning areas.

Differentiated deliberate and targeted teaching, learning and support



Strategies

Collaboratively refine and document a research-informed approach to differentiation to support teacher capability.
Broaden modelling, mentoring and coaching opportunities to build staff capability in using a differentiated approach to providing an engaging, challenging and relevant curriculum for every student.
Refine and enhance the use of data to support the purposeful development, implementation, recording, monitoring and review of planned adjustments.

Measurable/desired outcomes

Staff have a broad range of differentiation strategies that they are independently applying to cater for student needs.
Embedded coaching cycle to build staff capability.
Student data discussions are scheduled quarterly to inform differentiated practices.

A welcoming, engaged and connected school community



Strategies

Strengthen communication processes with parents and the community to provide clear and timely messaging about school operations and opportunities for parent feedback.
Collaboratively develop processes to further align community support to the school's strategic direction.
Collaboratively review student support processes to identify expectations and implement consistent, school-wide systems.

Measurable/desired outcomes

Annually: a sustained improvement in

- SORD E&E Priority and School summary measures
- ACER Social-Emotional Wellbeing Survey Data & QEW Survey Data

Developed and implemented strategies responsive to providing inclusive communication with and between all families.
Improved School Opinion Survey Data Regarding Parental Engagement

Approvals

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

Principal: Thomas Cameron

School Council: Angie Dobbrick

Supervisor: Evan Willis

