



Ascot State School Annual Implementation Plan 2017

Every child making at least a year's progress in Reading.



Improvement Priority 1 – Getting the Basics Right

Strategy – Carefully monitor the transition, progress and achievements of all students as they begin their school life to ensure success for each child.

<i>Actions</i>	<i>Performance Indicators – Student Targets</i>	<i>Performance Indicators – Teachers</i>	<i>Timeline & Responsible Officer/s</i>
Carefully monitor each individual student through embedding the Ascot SS Assessment Program and the Ascot SS Assessment Schedule across the school.	Increase the percentage of students achieving a 'A/B' standard in English from 78% in Year 1 (2016) to 85% in Year 2 (2017)	I implement Early Start, F&P and participate in Data Conversations	Gayle C & Roxanne S – Terms 1 - 4
Implement the Ascot SS Whole School Approach to Student Success in Reading to differentiate for all students.	ICPs for students significantly above / below YLE	I differentiate for all students.	Gayle C, Roxanne S & Amie N – Terms 1 - 4
Review student support processes to ensure early identification of students and families with multiple and complex needs.	P-2 96% attendance; Parent SOS Data 100%	I work with Regional teams to provide a case management approach for targeted students.	Gayle C, Roxanne S, Student Success Team – Term 1

Strategy – Embed age appropriate pedagogies in Early Years' classrooms to ensure student engagement, progress and success.

<i>Actions</i>	<i>Performance Indicators – Student Targets</i>	<i>Performance Indicators – Teachers</i>	<i>Timeline & Responsible Officer/s</i>
Align the Prep and Year 1 Curriculum Programs with the AAP Conceptual Framework	All students improve over the year as per	I ensure my weekly program includes a range and balance of approaches appropriate to young learners' needs.	Gayle C, Rochelle B, Roxanne S & YLL – Terms 1 - 4
Implement the Ascot SS whole school approach to teaching Reading and build teacher capability through an aligned PL plan.	English C 100% and Increase % of students A/B in English as per 1 above.	I participate in Case Management Meetings to identify strategies to support student learning.	Gayle C, Roxanne S, Rochelle B & Amie – Terms 1 – 4
Ensure consistent practices are embedded from Prep to Year 2 through implementation of our Ascot SS Pedagogical Framework	All students set learning goals; 100% behaviour and 100% effort	I participate in coaching and feedback sessions to improve my practice.	Gayle C, Roxanne S, Rochelle B, Amie N – Terms 1 - 4

Strategy – Provide regular and timely feedback to parents, students and staff on progress and next steps for learning.

<i>Actions</i>	<i>Performance Indicators – Student Targets</i>	<i>Performance Indicators – Teachers</i>	<i>Timeline & Responsible Officer/s</i>
Continue to provide a range of opportunities for parents to be informed and support students in the early years.	100% retention of students from Prep – Year 2	I communicate regularly and in a timely manner with all parents.	Gayle C, Roxanne S, Amie N, YLL – Terms 1-4
Continue the Ascot SS Coaching Program to align with school priorities and individual staff performance plans	PSOS 2017 & 2018 100%	I use my DPP to improve my practice.	Gayle C, Roxanne S, Rochelle B – Terms 1-4

Improvement priority 2 – Consolidating the Basics, Endless Possibilities

Strategy – Continue to monitor individual learning progress to ensure all students achieve their full potential in all aspects of school.

<i>Actions</i>	<i>Performance Indicators – Student Targets</i>	<i>Performance Indicators – Teachers</i>	<i>Timeline & Responsible Officer/s</i>
Carefully monitor each individual student through embedding the practices outlined in the Ascot SS Assessment Program and the Ascot SS Assessment Schedule	Increase the percentage of students achieving a 'A/B' standard or above in English from 75% to 80% in Years 3 to 6.	I know my learners and use data placemat to ensure every student is succeeding.	Gayle C, Simone C, Rochelle B – Terms 1 - 4
Implement the Ascot SS Whole School Approach to Student Success in Reading to differentiate for all students.	All students are engaged and challenged and attendance improves to 96%	I discuss and modify my instructional practices to ensure all students are improving.	Gayle C, Simone C, Roxanne S – Terms 1-4
Review the Learning Enhancement Program to cater for all students and continue partnerships with QACI, QASTM, City Cluster and other providers to cater for U2B students.	All students in U2B participate in Learning Enhancement programs	I actively promote all enhancement opportunities and target students for specific programs.	Simone C, Kristine A – Terms 1 - 4

Strategy – Embed school-wide, consistent teaching practices across Years 3 to 6 that support reading to learn in a range of content areas.

<i>Actions</i>	<i>Performance Indicators – Student Targets</i>	<i>Performance Indicators – Teachers</i>	<i>Timeline & Responsible Officer/s</i>
Continue to support the full implementation of the Australian Curriculum through building teacher knowledge, understanding and practices.	C standard 100% English and Maths	I can articulate what my students have to know and do in each learning area.	Rochelle B – Terms 1-4
Implement the Ascot SS whole school approach to teaching Reading and build teacher capability through alignment of DPP and PL plans.	NAPLAN U2B Year 3 Reading – 72% and Year 5 Reading – 65%	I use the DPP to guide my personal improvement and development.	Gayle C, Simone C, Rochelle B, Deb L – Terms 1- 4
Implement our STEAM Action Plan to ignite interests, cater for 21 st Century learners and develop a deeper understanding of our role in our World.	Improved SSOS data - 2052 100%	I regularly use digital devices, specific apps and attend iCafe sessions.	Simone C, Kristine A, Rochelle B, Carmel F – Terms 1 - 4

Strategy – Engage students in their own learning through regular, timely feedback on learning goals, progress and next steps for improvement.

<i>Actions</i>	<i>Performance Indicators – Student Targets</i>	<i>Performance Indicators – Teachers</i>	<i>Timeline & Responsible Officer/s</i>
Continue to provide timely feedback to all students and set learning goals in Reading, Writing, Mathematics and learning behaviour.	All students set learning goals and continually provide evidence to set new goals.	I provide regular feedback to each student on progress towards their learning goals.	Gayle C, Simone C, Roxanne S – Terms 1 - 4
Continue the Ascot SS Reading Coaching Program and Co-teaching Programs to build staff capability and ensure consistency of practice across the school.	All students can articulate what they are learning and what they need to do to improve.	I work with colleagues to embed high yield strategies in my teaching.	Rochelle B, Amie N & Carmel F - Terms 1- 4

Improvement Priority 3 – Quality Leadership, Teaching and Learning

Strategy – Implement a whole-school Approach to Support Student Success in Reading

<i>Actions</i>	<i>Performance Indicators – Student Targets</i>	<i>Performance Indicators – Teachers</i>	<i>Timeline & Responsible Officer/s</i>
Embed the Instructional Leadership practices in our daily routine to ensure the focus remains on Learning for all and building a positive school culture.	Student successes are celebrated with the leadership team.	The leadership team drives the school improvement agenda.	Gayle C, Rochelle B & YLL – Terms 1-4

Build staff capability across all learning areas through a case management approach to monitoring student progress and tailoring instruction.	All students are progressing and attendance is high at 96%	I continually monitor student learning and adapt instructional practices.	Gayle C, Simone C, Roxanne S, Amie N, Rochelle B – Terms 1 - 4
Strategy – Develop collective responsibility and accountability for the success of every student through building team capability and collaboration.			
Actions	Performance Indicators – Student Targets	Performance Indicators – Teachers	Timeline & Responsible Officer/s
Embed the Ascot SS Pedagogical Framework across the school to ensure quality teaching in every classroom every day.	Students can articulate what they are learning, how to improve and where to get help.	I teach using the gradual release of responsibility model and modify instruction to suit targeted needs.	Gayle C, Roxanne S, Simone C & Rochelle B – Terms 1- 4
Provide a comprehensive Professional Learning Program that aligns with school priorities and ensures every teaching and non-teaching staff member is improving their performance.	All students show at least a years gain in achievement over the year.	There is a strong culture of collaboration and sharing expertise. SOS data – staff moral to 80%	Gayle C, Roxanne S, Simone C & Rochelle B & Amanda T – Terms 1 - 4
Continue to build partnerships and support networks to grow as a school through City Cluster, 14 Parameters, STEAM contacts and participation in Regional or State Bodies.	Student attendance at 96% and high levels of engagement	I engage in professional dialogue with colleagues from within the school and cluster to improve my practice.	Gayle C, Roxanne S, Simone C, Rochelle B – Terms 1 - 4

Improvement Priority 4 – Parents as Partners

Strategy – Continue to engage parents in the school vision, values, strategies and actions to further enhance educational outcomes for all students at Ascot State School.			
Actions	Performance Indicators – Student Targets	Performance Indicators – Teachers	Timeline & Responsible Officer/s
Continue to collaborate with CPRs, School Council and P&C to communicate the 2016-2019 Strategic Plan, AIP & I4S.	PSOS 2032 100%	I can articulate the school’s priorities and my role in achieving these.	Gayle C, Simone C & Roxanne S- Terms 1 - 4
Review communication strategies to improve feedback loops, consultation and learning partnerships with parents and teachers.	PSOS 2024 2025 100%	I share learning successes through a range of communication channels.	Gayle C, Simone C & Kristine A – Terms 1 - 2
Continue to raise parental awareness of Reading, Growth Mindset, latest education research in Gifted Education and STEAM initiatives through a comprehensive Parents as Partners Program.	PSOS2016 100%	I make connections between latest research and classroom practice with parents.	Gayle C, Roxanne S & Rochelle B – Terms 1 - 4

Endorsement

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



Gayle Coleman
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