



## Ascot State School

### School Improvement Priorities 2019



#### Improvement Priority 1- Know your students – data collection and analysis

1.1 Strategy – Educators meet regularly to discuss data and plan for targeted teaching. (APST 1 & 2)			
Actions	Targets	Timelines	Responsible Officer/s
1.1.1 Maintain data placemat process four times a year.	Increase the % of students achieving year level Reading targets. Reduce the % of D/E/N on report cards.	Terms 1-4	Executive team
1.1.2 Refine the case management process to ensure teachers plan and implement appropriate strategies	Maintain 70% in U2B in Year 3 Reading and maintain 69% students in U2B in Year 5 Reading	Terms 1-4	Executive team and Inclusion Specialists
1.1.3 Prioritise staff meeting time to examine pre-test and post-test data.	100% student growth per term.	Terms 1-4 Weeks 2 & 10	HOC & Middle Leaders
1.2 Strategy – Staff engage in professional learning for self and school improvement. (APST 6 & 7)			
Actions	Targets	Timelines	Responsible Officer/s
1.2.1 Build capability of all staff in catering for highly capable students by engaging in professional learning with Learning Partners.	100% teaching staff have a goal in APR related to educating highly capable students.	Terms 1-4	Executive team & Middle Leaders

#### Improvement Priority 2 - Consistency of Practice – quality teaching in every classroom

2.1 Strategy – Fully implement the Ascot SS Pedagogical Framework in all learning areas to ensure high –yield, evidence-based practices are evident in every classroom. (APST 1, 2 & 3)			
Actions	Targets	Timelines	Responsible Officer/s
2.1.1 Build teacher familiarity with Ascot Learning models and elements of the pedagogical framework to ensure all students have one year's growth.	Maintain 100% staff strongly agree on feeling confident applying my knowledge of evidence-based teaching and learning practices. (S3237)	Terms 1-4	Executive team & Middle Leaders
2.1.2 Continue lesson observations, dyads and triads with a focus on targeted aspects of the pedagogical framework as a reference point for feedback.	Increase from 83% to 100% of staff strongly agree they receive useful feedback about their work at this school. (S2071)	Terms 1-4	Executive team
2.1.3 Build the capability of all staff to prioritise Inclusive practices to enable all students to succeed.	100% of students feel accepted by students at this school. (S2056)	Terms 1-4	Inclusion Specialists & HOC

**2.2 Strategy – Focus on the vocabulary and comprehension aspects of the Big 6. (APST 2, 3 & 5)**

Actions	Targets	Timelines	Responsible Officer/s
2.2.1 Deepen teacher knowledge specifically in links between vocabulary and student reading and writing performance.	Maintain 70% of students in U2B in Year 3 Reading (Similar to SQSS) and increase to 60% of students in U2B in Year 3 Writing	Terms 1-4	HOC & Inclusion Specialists
2.2.2 Embed higher order thinking skills in all learning as outlined in the Ascot Learning Models	Achieve 70% in U2B in Year 3 Reading and maintain 69% students in U2B in Year 5 Reading	Terms 1-4	HOC & Inclusion Specialists

### *Improvement Priority 3 - Feedback – to improve learning – for students, staff and parents*

**3.1 Strategy – Sustain a feedback culture across the school. (APST 5 & 7)**

Actions	Targets	Timelines	Responsible Officer/s
3.1.1 Develop an Ascot Feedback model, leveraging involvement in UQ Feedback Project and Professional Pathways work.	100% staff receive useful feedback (S2071) 100% of students state that teachers provide them with useful feedback about their work (S2040)	Terms 1-4	Executive team and Middle Leaders
3.1.2 Use success criteria as a framework for feedback	100% of students are provided with useful feedback about their work. (S2040)	Terms 1-4	HOC and Year Level Leaders
3.1.3 Design a process for student-led conferences	100% parent satisfaction that teachers provide their child with useful feedback about their school work. (S2006)	Terms 2-4	HOC and teaching staff
3.1.4 Continue to seek parent feedback on ways to engage with and improve our school.	Improve all parents responses in SOS – 100% parents satisfaction that this is a good school.	Terms 1-4	Executive Team

## Endorsement

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



Gayle Coleman  
Principal



Sarah Comiskey  
School Council Chair

Karen Howes

Assistant Regional Director

