

Investing for Success

Under this agreement for 2017 Ascot State School will receive

\$221,274*

This funding will be used to

- 100% of students identifying individual learning goals to track progress.
- 100% of EALD and Indigenous students achieving year level expectations in English and Mathematics except those on ICP at lower year level expectations (still achieving a C standard at that year level).
- 100% of students achieving the NMS in NAPLAN Reading in Years 3 and 5.
- Increase the percentage of students achieving in the U2B in Reading in Year 3 from 66% to 72%.
- Increase the percentage of students achieving in the U2B in Reading in Year 5 from 58% to 65%.

Our initiatives include

- Build staff understanding of formative assessment practices and use of a range of methods of gathering evidence of student learning to inform next steps for teaching.
- Implement a case management approach to improving literacy through ongoing monitoring of student progress and by making informed decisions on differentiating instruction and resource allocation.
- Build staff capacity in understanding the Australian Curriculum and implementing high expectations, effective questioning and inquiry practices in a range of curriculum areas to enhance learning.
- Build staff capacity through coaching, collaboration and collective responsibility for student learning by embedding evidence-based, consistent Reading practices from Prep to Year 6.
- Continue to develop Mindset beliefs for 21st century learning and skills through raising awareness of non-cognitive factors that affect learning.

Our school will improve student outcomes by

- Implement the whole-school approach to support student success in Reading through a focus tiered support for students and teachers.
- Employ a HOC to lead the implementation of the Australian Curriculum and the Ascot SS whole-school approach to teaching Reading.
- Employ Learning Enhancement specialists (.2 x 2) to build teacher capacity and improve student outcomes by providing Level Two support.
- Provide teacher release for a school-based Data Coach to work with class teachers to gather evidence of student learning so that individual progress can be tracked and celebrated.
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional learning and encourage reflective practice and action learning.



Gayle Coleman
Principal



Sarah Comiskey
Ascot SS P&C President