



Educational achievement

Ascot State School
2026 Annual Improvement Plan



Belonging and engagement

School priority 1	Increase the proportion of students achieving A–B in English and Mathematics across all year levels through strengthened instructional depth and consistency in agreed pedagogies for reading, English and mathematics. Build digital competency of staff and students to enhance teaching, learning and engagement.	School priority 2	Build a cohesive school vision and values which builds on strengths, providing clarity to current effective practices and incorporating new. Strengthen staff and student belonging and engagement to build collective efficacy and learner empowerment.
Strategies	Research, develop and implement focussed whole-school instructional elements in reading, English and mathematics that strengthens explicit instruction, curriculum alignment, formative assessment and differentiation to increase A–B achievement. Develop staff and student digital capability through structured professional learning, intentional integration into curriculum and consistent use of digital tools to enhance teaching and learning.	Strategies	Refine the school’s current vision and ensure priorities reflect stakeholder perspectives and future needs. Embed a whole-school belonging and engagement framework that builds relational trust, shared language, student voice and collective responsibility for learning.

Actions:	Resources	Actions:	Resources
- Formalise procedures for leaders in supporting teachers’ curriculum delivery to enhance quality assurance – <i>reframe roles and responsibilities, including DP responsible for enacted curriculum and Learning Enhancement Team.</i> - Formalise professional conversations to develop a shared language about pedagogy and enable systematic academic data analysis – <i>through ACE (Ascot Collective Efficacy) Conversations with DPs.</i> - Revisit Visible teaching and learning principles – Llsc; learning walls, self-evaluation processes, goal setting etc for learner agency. - Formalise professional learning and collaborative processes to build collective capability of teaching staff in reading, mathematics, and digital pedagogies to further refine teaching practices to support student engagement and challenge. - <i>through staff Driving Teams (reading, Digital Futures, mathematics)</i> - READING- refine and review whole school expectations and practices in relation to teaching reading across the curriculum. Emphasis on developing whole-school approach to the various elements of reading though peer coaching and feedback, incorporate processes to quality assure effective implementation of reading quality standards, and progress along signposts. - Actively engage in cluster M in STEM project - to improve mathematical skills through building teacher pedagogical practices this will impact engagement and develop positive dispositions towards maths. - Enhanced access to digital devices for responsive, proactive use of digital pedagogies, training and expanded access to range of assessment tools for students– <i>by staged introduction of 1:1 BYOD iPads (yr 3/5/2) and use of existing devices Yr 4-6; new iPads for teachers</i> - Age Appropriate Pedagogies learning-coaching mentoring process in preparation for room design and curriculum renewal. - Embed a range and balance of assessment tasks, verified through moderating processes; further refine data collection and analysis to strengthen data-informed teaching. - <i>pre-assessment practices, Dibels, review of PLD; new data profiles; targeted students, triangulation, use of SmartLab data and revised Case Management conversation process</i> - Continue to strengthen assessment literacy and use of achievement standards – <i>through CAP design, ACE conversations and leadership oversight of task and portfolio moderation; engaging staff in setting aspirational cohort strand level targets.</i> - Clarify roles and responsibilities in differentiating for student capability to systematically enact MTSS strategies by refined processes for identifying and monitoring students requiring support - <i>changed model of Learning Enhancement providing access to expanded LET team, MTSS for literacy framework; autonomy over year level LET Teaching Assistants to respond to data, engagement in collaborative Case Management process to plan, monitor, and review targeted supports and consolidate partnerships between classroom teachers, the Learning Enhancement Team, families, and specialists for improved student wellbeing and achievement</i>	- Driving Teams - Budgets for capacity building - Expanded LET team - Year level teams’ collaboration time - Key role of teaching assistants in teams - Weekly TA meetings - iLearn program – BYOD devices - Staffing for ACE - Use of staff meeting times - Executive Portfolios - Staff new iPads, keyboards and apple pencils - Device secure storage - NAPLAN readiness plan - DPs and HOD C	- Collaboratively develop processes that support staff wellbeing and enhance team cohesion and sustained professional performance – <i>through adjustments to meeting time demands into a sustainable schedule, enabling more team time, including time to work “on the team” as well as ‘in the team”.</i> - Ongoing professional learning and reflection with Dr Amy Berry (Redefining Engagement) and Belonging@Ascot Model – <i>realisation in classroom and teams, across school – links to all; building capacity of our team leaders to lead this work and leading change.</i> - Revisioning processes – <i>Values BE ASCOT and Ascot Assets for alignment.</i> - Strengthen student voice and agency – <i>in student leadership, in curriculum assessment tasks, engagement in whole school assemblies, Eco Warriors imprint and sculpture garden improvements; continue visual arts installation top of school.</i> - Create physical and emotional environments and procedures for calm and psychological safety – <i>new Playtime Choice Menu (and clubs); Eat Play review etc.</i> - Strengthen whole-school practices for building staff capability –<i>whole school sharing, celebrating strengths, problem-solving and debriefing processes (Choice Theory – Coaching approach and models by inviting all staff to attend various levels of CT training for personal professional development.</i> - Deepen practices which realise a culture of agency and self-evaluation for staff and students – <i>setting goals; coaching-mentoring; student led conferencing etc.</i> - Enhance learning environments to create intentionally inviting classrooms and outdoor learning spaces which are accessible for all- <i>complete student legacy phase 1; green wall near Loose Parts; sample BFX learning space, continued improvements to staffroom spaces and conference room; and rejuvenation of B Block into Prep learning areas and OLAs.</i> - Leveraging partnerships and resources with P&C and sponsorships – <i>P&C contribution to undertake remarking of Junior Undercover Area; finalise Anthony Street development plans to direct P&C fundraising efforts and sponsorships.</i> - Develop a deep sense of belonging and create a positive school culture for staff and students <i>through enactment of Belonging@Ascot model, teaching choice theory, intrinsic control psychology and reality therapy; realignment of student wellbeing framework – code of conduct.</i> - Align and enact the school’s strategic vision- <i>whole-school weekly focus, lesson plans, assembly; newsletter; developing a shared language, celebrations and expectations which involve students in noticing, sharing and celebrating.</i>	- Choice Theory - Budget - Coaching Mentoring - Budget - PoB Team - Budget - Facilities improvements - Leadership Budgets for team - P&C contributions and fundraising budget - Marketing budget - Principal lead visioning process - Strategic plan - DP’s lead year level teams and leaders - HOD LET and PoB Team people and budget

End of Year Success Criteria	Measures	Performance:	End of Year Success Criteria	Measures	Performance:
		- NAPLAN performance – <i>improved performance in Yr 3 Numeracy towards like schools’ achievements</i> - Relative proportion of students achieving in English and mathematics: A or B – <i>below year level and strand targets</i>			Student Wellbeing Survey Targets (2026) - Sense of Belonging - Increase High from 76% → 85%+ - Student–Staff Relationships- increase High from 72% → 85% - Self-Management (Personal Social Capabilities)- Increase High from 20% → 40% - Responsible Decision-Making Increase High from 57% → 65% - Mastery Goal Orientation Increase High from 78 to 85% - Perseverance Increase High 59 to 70% - Academic Self-Efficacy Increase High 71 to 78% - Safety Increase High 73 to 80%
		English			mathematics



		<i>Engagement Measures:</i> • 90% family participation into the iPad resourcing model • All staff engage in professional goal setting to impact practice • Degree of participation in coaching models such as dyads and triads for professional learning			School Opinion Survey (2026) – Staff Targets • Student behaviour is well managed Baseline: 65.1% Increase to 75–80% • I am supported to manage the pressures of my workload Baseline: 73.2% Increase to 82%+ • Increase staff completion of SOS to 100% by providing time and value School Opinion Survey (2026) – Student Targets • Student behaviour is well managed - Baseline: 71.5%; Increase to 80%+ • I am interested in my schoolwork - Baseline: 78.3% Increase to 85%+ • Teachers treat students fairly - Baseline: 79.5% Increase to 88%+ • I can talk to my teachers about my concerns - Baseline: 80.8% Increase to 88%+
		Behaviours for Quality: Students can: • Articulate their learning goals in reading, English and mathematics and describe A–B quality work. • Use feedback from teachers and peers to improve their work. • Engage in explicit reading routines and apply strategies across curriculum areas. • Demonstrate increasing independence in using digital tools to learn and present learning. • Participate in pre-assessment and goal setting conversations, and student led conferences. • Demonstrate perseverance and depth of thinking in challenging tasks. Teachers will: • Deliver consistent, explicit instruction aligned to agreed focussed whole-school quality standards in reading, English and mathematics. • Consider effective use of Llsc and learning walls. • Use pre-assessment and formative assessment to plan differentiated instruction. • Analyse DIBELS, SmartLab and cohort data during ACE conversations to identify A–B uplift opportunities. • Set and monitor aspirational cohort strand-level targets and targeted individual student achievement. • Design assessment tasks aligned to achievement standards and participate in moderation processes. • Integrate digital pedagogies purposefully to enhance depth, feedback and engagement. • Engage in coaching (dyads/triads) and provide actionable peer feedback. • Adjust instruction responsively through MTSS processes. Teaching Assistants will: • Work collaboratively within year level teams and LET structures using clear role definitions. • Participate in weekly TA meetings, year level and case management conversations. • Deliver targeted support aligned to classroom learning intentions. • Use agreed intervention programs and document progress. • Support students in using assistive technologies and digital tools. • Contribute insights about student engagement and progress during collaborative planning. Leadership Team can / will: • Provide consistent oversight of enacted curriculum through structured quality assurance processes. • Lead ACE conversations focused on data analysis and instructional improvement. • Monitor implementation of Reading quality standards and digital pedagogy framework. • Facilitate professional learning aligned to identified needs and data trends. • Ensure moderation processes are embedded and consistent. • Track progress towards A–B uplift and adjust resourcing responsively. • Model instructional leadership through classroom walkthroughs and feedback cycles.			Behaviours for Quality: Students can: • Articulate the BE (ASCOT) values and describe what they look like in action. • Demonstrate agency through goal setting, reflection and student-led conferencing. • Contribute voice and ideas in assemblies, leadership forums and classroom discussions. • Demonstrate respectful relationships consistent with Choice Theory principles. • Show increasing independence, self-regulation and problem-solving. Teachers will: • Explicitly teach and model <i>Belonging@Ascot</i> framework and <i>Choice Theory@Ascot</i>. • Create emotionally safe and psychologically calm classrooms. • Integrate student voice into curriculum design and assessment opportunities. • Participate in coaching and reflective practice to strengthen relational pedagogy. • Contribute to cohesive team practices and collective problem-solving. • Adjust meeting and collaboration time to focus on both team wellbeing and improvement. • Communicate the school vision consistently through assemblies, newsletters routines. Teaching Assistants will: • Reinforce shared relational language and expectations across settings. • Support students in self-regulation and conflict resolution aligned to Choice Theory. • Participate actively in team discussions about wellbeing and belonging. • Model respectful and calm interactions with students. • Support implementation of Playtime Choice and wellbeing structures. • Contribute observations about student engagement and relational needs. Leadership Team will: • Clearly articulate and model the refreshed school vision and values. • Ensure alignment between strategic plan, weekly focus, assemblies and classroom practice. • Facilitate structured opportunities for staff voice and wellbeing support. • Protect collaboration time to build team cohesion. • Monitor SOS, engagement, attendance and behaviour data to identify trends. • Lead transparent decision-making aligned to BE ASCOT values. • Strengthen partnerships with P&C and community to reinforce belonging. • Regularly celebrate strengths, progress and contributions of staff and students.
	Artefacts	• Developing whole-school digital technology pedagogy framework • Reviewed and refined Data plan • ACE and Case Management processes • Executive Team and LET Team portfolios • Quality Standards – co constructed • <i>Create quality standards based on practical application pedagogies</i> • <i>Compile professional learning resources for consistency of practice</i>		Artefacts	• Student Wellbeing and Code of Conduct reviewed document. • Published Vision – Values, Beliefs and Capabilities (Ascot Assets) • Belonging@Ascot model and posters
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.  Deb Cox Principal  Francis Carroll School Council  Evan Willis School Supervisor					