Productive School and Community Partnerships

What this means to us:

We believe that a strong collegial network where expertise of others is valued and where practices are shared, is fundamental to a good school. Our staff is focused on ensuring that regular Stage & Year level meetings occur to meet staff professional needs whilst our active and supportive P&C provides assistance in the acquisition of resources to support students and staff. Our Chaplaincy program embodies our values approach to education where all members of our school community are appreciated, regardless of cultural or religious background. Partnerships with external organisations are valued and enhance our approach to educating students for the global world.
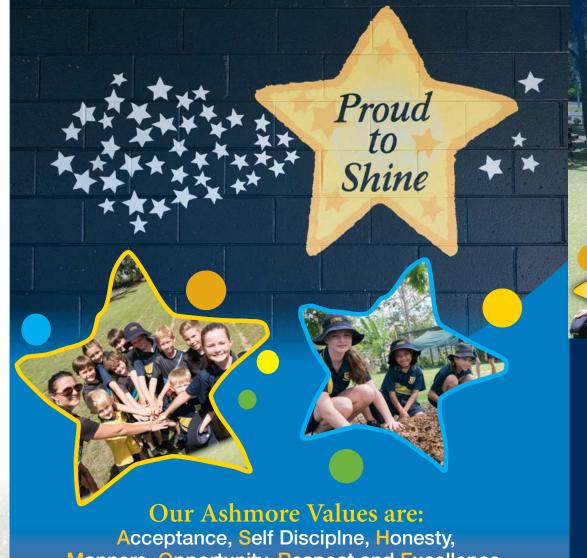
Strategies:

	2017	2018	2019	2020
• Engage with cluster schools to build staff capacity & sharing of resources.	Impl	Cons	Cons	Comp
• Organise staff planning meeting with cluster schools.	Impl	Cons	Cons	Comp
• Develop focused meeting agenda for stage and year level meetings.	Cons	Cons	Comp	On-going
• Promote community confidence and pride in our school, e.g. newsletter, end of term 'Show off' days, media.	Cons	Cons	Comp	On- going
• Offer weekly parent & carer education sessions.	Begin	Impl	Cons	Comp
• Organise regular intra & inter school sport competition.	Begin	Impl	Cons	Comp
• Develop enhanced partnerships, acceptance and understanding of Indigenous culture.	Impl	Cons	Cons	On- going
• Design defined criteria for the acquisition of future enterprise partners.	Begin	Impl	Cons	Comp
• Enhance communication practices between home & school.	Impl	Cons	Cons	On- going
• Grow our international student programme to develop global student citizenship.	Cons	Cons	Cons	On- going

Planned outcomes:

- Enhanced partnerships with cluster schools.
- Continued building of staff capacity across sectors of schooling.
- Strong community partnerships with local school community and beyond
- Continued enhancement of public awareness of the school and its strengths.
- Parents provided with skills to assist their children with their education at home.
- Student pride in their cultural backgrounds & enhanced appreciation of multiculturalism.
- Utilisation of Yarning Circle to engage community in cultural awareness and acceptance activities.
- Strong partnerships with broader community based on shared values.

"What the best and wisest parent wants for his own child that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon it destroys our democracy." (John Dewey, 1900)

Proud to Shine

Our Ashmore Values are:
Acceptance, **S**elf Disciplne, **H**onesty, **M**anners, **O**pportunity, **R**espect and **E**xcellence.

A.S.H.M.O.R.E

Our vision Working together to ensure that every child in every classroom is learning and achieving success.

Ashmore State School
AN INDEPENDENT PUBLIC SCHOOL

Strategic Plan 2017-2020

Proud to Shine

Our Goals for 2017 - 2020

- We are widely recognised by the community for our staff and student achievements.
- All members of our community articulate and embrace our **Proud to Shine** mantra.
- Staff and students teach and learn through connectedness to ICT & Digital Technologies.
- High quality teaching that engages students and fosters creative and critical thinking is always evident.
- A high quality curriculum is implemented that inspires aspirational learning and creative and critical thinking.
- A broad range of opportunities exist for students to excel in Academia, Sport and the Performing Arts.
- A culture of staff collegiality exists evidenced by the sharing of expertise through observation, feedback and discussion.
- On-going provision of quality staff professional development opportunities are offered.
- All students engage in goal setting and the use of effective strategies to continually improve learning outcomes.
- Students are respectfully active and confident in providing feedback to teachers to enhance learning.
- A culture of timely intervention based on authentic data ensures educational assistance and extension for students.
- A community that works together and recognises and embraces cultural and social differences is apparent.

Legend: Begin - Beginning, Impl- Implemented, Cons- Consolidated, Comp - Completed

Aspirational, Personalised, Connected Learning

Learning Focus Area: Connected Learning

What this means to us:

Our students will undertake authentic learning experiences that are interest-driven, peer-supported, and academically relevant. Our challenge in connected learning is to make it more effective, better integrated, and broadly accessible.

Strategies:

	2017	2018	2019	2020
• Expand use of ICT resources across the school.	Impl	Cons	Cons	Cons
• Immerse students in the study of Digital Technologies.	Begin	Impl	Cons	Cons
• Provide ICT & Digital Technologies coaching and mentoring to staff.	Impl	Impl	Cons	Cons
• Effectively utilise the Green Room to enhance student engagement in technology.	Impl	Cons	Cons	Cons
• Deliver BYOD program in Stage B & C (Yrs. 3-6).	Begin	Impl	Impl	Cons
• Pursue instalment of Wi-Fi network across school.	Impl	Comp		

Planned outcomes:

- Enhanced student and staff engagement with ICT.
- Enhanced knowledge of staff in use of digital technologies across the curriculum.
- Media Studies includes all students being successfully engaged in utilisation of Green Room & its resources.
- Students and staff competent in implementing effective BYOD program
- All classrooms fitted with Wi-Fi network
- Yearly improvement in Opinion Surveys re technology access for students

Successful learners have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas. Melbourne Declaration on Educational Goals for Young Australians 2008

Learning Focus Area: Aspirational Learning

What this means to us:

To aspire in learning is to have powerful ambitions, a desire to achieve at a far greater height than ever imagined. We recognise that learning is developmental and that aspirational student goal setting is fundamental to individual student success. Learning takes top priority every day in every classroom for every student. We encourage our students to take learning risks to generate success. Our teachers also recognise that they are learners in the process and continue to work to build their capacity as high level educators.

Strategies:

	2017	2018	2019	2020
• Embed consistent model for student learning in Literacy, Numeracy, Science & Technology across the school.	Impl	Cons	Comp	On-going
• Ensure curriculum planning and delivery provides multiple opportunities for students to discover knowledge through enquiry based learning.	Impl	Cons	Cons	On-going
• Expand LOTE from Prep -Yr. 6	Begin	Impl	Impl	Impl
• Embed Collaborative Enquiry culture to continually support & extend professional learning.	Impl	Cons	Cons	On-going
• Embed WOW (Watching Others Work) strategy to build and reinforce quality teaching practices across the school.	Cons	Cons	Cons	On-going

Planned outcomes:

- Improved student achievement rates in Literacy, Numeracy, Science & Technology.
- 100% of all eligible students are above the national minimum standard.
- Annual Performance targets are reached.
- Continued NAPLAN relative gain achieved for all students Prep - 6 with increase in U2B.
- Teachers demonstrate high quality teaching practices characterised by:
    - High expectations of all students.
    - A safe, supportive and disciplined learning environment.
- Majority of students engage in enquiry based learning as the key to developing higher order thinking skills.
- Prep - Yr. 6 students engaged in Japanese LOTE lessons.
- Collaborative processes that result in highly effective instructional practices are evident.
- Continued recognition of the **Proud to Shine** mantra.

"We can build 'learning organisations, organisations where people expand their capacity to create results they truly desire, where new expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together." (Senge, 1990)

Learning Focus Area: Personalised Learning

What this means to us:

We strive to maximize learning for every student with particular attention to their literacy and numeracy development. Personalised learning requires deep analysis of student capacity, learning experiences that suits students' individual needs and feedback to students that is authentic, non-judgmental and encouraging. Feedback is a strategy for productive effort and celebration. It is the cornerstone for sustainable student engagement.

Strategies:

	2017	2018	2019	2020
• Regular review of data and intervention strategies where appropriate for students, including indigenous children and children in care, to support enhanced literacy & numeracy outcomes.	Cons	On-going		
• Continued Literacy & Numeracy learning support - Link It Program& ICP.	Impl	Cons	Cons	Comp
• Identify and adapt gifted and talented programs to suit student capabilities.	Impl	Cons	Comp	On-going
• Ensure all students develop authentic and rigorous personalised improvement plans (PIP's) and semester digital portfolios.	Impl	Cons	Cons	Cons
• Utilise *Standards of Evidence* process to regularly enhance instructional leadership skills associated with coaching and feedback.	Impl	Cons	Cons	Comp
• Embed a strong culture of staff regularly discussing teaching practice & professional development needs with school leaders.	Cons	Cons	Cons	On -going
• Allocate appropriate budget for the capability development of the principal and other school leaders playing a hands-on role in leading instruction, coaching and feedback.	Cons	Comp	On-going	
• Further refine distributive leadership model to support collegial feedback and sharing of practice & resources.	Cons	Cons	Cons	On-going

Planned outcomes:

- Regular reviews of planned strategies for improvement to ensure success.
- An informed and effective instructional leadership team.
- Shared responsibility for student outcomes.
- Quality intervention and differentiation for students evidenced by student achievement.
- Continued NAPLAN relative gain achieved for all students Prep - 6 with increase in U2B.
- 100% of all eligible students are above the national minimum standard.
- Annual Performance targets are reached.
- An effective whole of school intervention program that meets the needs of all students.
- Authentic analysis and interpretation of data by all teachers and administration to inform whole school and individual student improvement strategies & ICP's .
- Authentic Gifted & Talented program that provides multiple opportunities for student extension.

"Creating the kinds of conditions in schools in which teachers systematically use data to inform their practice for the benefit of students requires that they teach in contexts in which such practice becomes part of the organisational routines." (Timperley, 2009)