



# 2016 I4S Report

## ***Research supporting Ashmore State School's I4S Agreement***

The Administration team, comprising of the Principal and two Deputy Principals, in consultation with the Learning Support team and Special Needs Teacher, referred to Ashmore State School's Teaching and Learning Framework and 4 Year Strategic Plan to determine our priorities in the allocation of funds received with the grant of \$302,417.00. This was to ensure the grant was spent efficiently for the enhancement of student outcomes.

The school's Pedagogical Framework is informed by Michael Fullan's philosophy regarding 'Moral Purpose'. This incorporates personalisation, pedagogical practice and professional development. Furthermore, we referred to John Hattie's work regarding 'effect size' of pedagogical practice. Consequently a significant amount of funding to build teacher capacity was directed to strategies to improve teacher practice.

## ***Strategies used to inform the I4S Agreement***

### **LEGEND**

- Red: Limited progress
- Amber: Substantial progress
- Green: Outcomes met or exceeded



Ashmore State School (an Independent Public School) utilised the following strategies to inform the GRG Agreement:

- Continuation of a Pre-Prep program to more readily prepare children for school through immersion in early literacy and numeracy;
- Expansion of the Ashmore Literacy Development Centre to provide support and professional development to our teachers, cluster teachers and Administrators in the teaching of literacy;
- Continuation of the appointment of a Literacy Advisor to staff the Literacy Development Centre and provide coaching, mentoring and modelling of expert teaching practice to teachers and teacher aides;
- Continued up skilling of present teacher's aides involved in the school's Link-It! A whole school intervention program to ensure that expertise in teaching is occurring across all ability levels for two hour daily literacy blocks. Link-It! is a whole of school intervention program to support students at all levels of their literacy and numeracy learning;
- Focused data meetings with individual teachers each term based on diagnostic data results and utilising school produced quadrant data that tracks achievement and progress of students;
- Employment of 2 Specialist Maths teachers to extend students in mathematical problem solving twice per week.



- The continuation of employment of an ESL trained teacher aide who complements the work of the ESL teacher and assists students who have English as their second language;
- Increased allocation of ESL teacher aide hours to support ESL teacher;
- Engagement in professional development by STLaN to enhance capacity in the teaching of literacy and numeracy for learning support and extended learning.
- Installation of Astro Turf outside Student Services providing an alternative learning space for Special Needs students, ESL students and EITSIP students;
- Continued appointment of a Specialist Science Teacher to build student knowledge and skills in Science and enhance teacher capacity.

### ***Selection criteria for strategies relating to I4S Agreement***

Primarily, strategies were selected on the basis of those which best met the needs of the school. These needs were determined through literacy and numeracy indicator data, NAPLAN data, diagnostic PATM, PATR & PATS data, the continuing success of the school's Link-It! program, feedback from the community regarding the desire to continue and expand the Pre-Prep program. Ashmore early years screening data further demonstrated how students in Prep would benefit from early immersion in literacy and numeracy. Also, the influx of students through the International Schools Program required an ongoing strategic approach to ensuring they receive maximum assistance in literacy and numeracy to enable them to be successful at Ashmore State School.

### ***Evaluation of strategies relating to I4S Agreement***

The strategies are designed to be on-going and scaffolded in nature. This allows the school to continually evaluate and build upon a focused agenda of improvement both in the short term and long term. Ashmore State School is committed to continual student improvement in oral language, literacy, numeracy and science as outlined in the Explicit Improvement Agenda, an agenda which is confirmed by the continued improvement in student outcomes. Additionally, these strategies align to the school's Pedagogical Framework of aspirational, personalised and connected learning.



### ***Distribution of funding across strategies***

Funding is distributed in a manner that aims to ensure equity of access to quality human and material resources to all students. The specialist staff build expert teaching practice across the entire school and thus all children benefit – not just early childhood. The provision of material resources is focused on the Link-It! Intervention literacy and numeracy initiative that benefits all students from early childhood to the upper years and across the entire learning





spectrum. Ashmore State School has developed a strategic plan for the disbursement of funds which is aligned to the whole school Annual Implementation Plan, 4 year Strategic Plan and data sets. I4S funding has been expended as was planned and achieved the outcomes intended.

### ***Actual expenditure against planned expenditure after 12 months***

Ashmore State School had a residual of \$13,977.00 which was rolled over to the funding of the Science Teacher.

### ***Funding challenges and advantages***

Students, staff and the community have been advantaged by the I4S funding as it has enabled Ashmore State School to provide additional teaching and learning resources in a range of priority areas. Enrolments have continued to increase significantly as a result of the community appreciating and valuing the opportunities offered to students. This is evidenced by the number of children enrolled in surrounding day care centers whose parents are choosing Ashmore as their preferred school. Ashmore is also accepting enrolments in the catchment area from private schools.



### ***Funding influences for 2017***

Ashmore State School has aligned the I4S funding to the strategic direction of the school as outlined in key documents and the DET Strategic Plan. In undertaking this approach, the school will avoid spending money on 'quick fixes' and rather has developed a long term plan which is intended to be effective and sustainable. To achieve this goal regular reviews of data will continue to occur that informs students' progress so that adjustments can be made if necessary. These actions will subsequently inform the 2017 Annual Implementation Plan and the 4 year Strategic Plan 2017 – 2020.

### ***Indicators for success***

Indicators for success included the relative gain of a significant number of students in literacy and numeracy measured by diagnostic tools and school assessment. Other indicators include:

- Student Personal Improvement Plans (PIPs)
- Significant increase in demand for enrolment in Pre-Prep
- Increased participation by surrounding schools in the Literacy Development Centre



- Increased number of staff volunteering to engage in collegial observation of practice and feedback with specialist teachers and the curriculum support team
- Continued significant increase in Prep enrolments for 2017 compared to previous years.
- Enhanced student engagement in learning of STEM & Digital Technologies with increased participation by teachers in observing expert STEM & Digital Technology teaching practice.
- Increased engagement and understanding of teaching and learning experiences by ISP, ESL and EITSIP students as a result of outdoor learning environments.



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