



2017 ANNUAL IMPLEMENTATION PLAN

ASHMORE STATE SCHOOL

Key priorities for 2017

Explicit Improvement Agenda

- **Oral Language**
 - Focus on developing four domains of oral language – Listening and Responding, Vocabulary and Concepts, Recounts and Retells and Building Talk for Thinking.
 - Focus on oral language in different subjects across the curriculum enabling oral language to be woven into students' learning throughout the day.
 - Increase students' talk time and reduce teacher talk time.

It is intended that this approach will translate to enhance student knowledge & skills in written and viewed forms of text that result in:
100% of students achieving literacy/numeracy indicators.
- **Reading**
 - Focus on building reading stamina & extending reading interests.
 - Place emphasis on developing student knowledge and skills in inferential comprehension, reasoning and reflective practice.
 - Provide opportunities to practise and integrate the strategies students learn during modelled, shared and guided reading lessons.
 - Utilise authentic personalised reading rotations that align to the Link It! strategy in teaching Reading.

It is intended that this approach will result in:
55% students achieving in the top 2 bands and 100% growth in reading..
- **Writing**
 - Focus on cohesion, connectives, paragraphing, sentence structure, punctuation, spelling and writing stamina.
 - Build student skills in developing Ideas that are interesting and important.
 - Focus on organization of writing that is logical and effective.
 - Develop student knowledge of the importance of formal and casual voice.
 - Build student vocabulary to assist them in word choice that is specific and memorable.
 - Develop student skill in sentence fluency that is smooth and expressive.
 - Develop students understanding of the purpose of writing and the intended audience.

It is intended that this approach will result in:
55% students achieving an 'A' or 'B' and 100% growth in writing.
- **Numeracy**
 - Focus on pedagogy in the use of concrete materials to assist students to solve multiple step problems.
 - Enhance student competence in the metalanguage of Math to ensure understanding of mathematical concepts and literacies.

It is intended that this approach will result in:
Yrs. 3-5 achieving expected growth in two bands.
- **STEM**
 - Focus on pedagogy to develop students' scientific, technological, engineering and mathematical knowledge, understandings and skills.
 - Build the expertise of teachers in the teaching of STEM resulting in student engagement in this area of learning.

It is intended that this approach will result in:
All students achieving a "C" or above and 50% of students achieve Stanine 7+

Priority Areas for Ongoing Development

- Aspirational, Personalised & Connected Teaching & Learning Pedagogical Practice.
- Provide meaningful opportunities for students to engage in inquiry based learning.
- Continuation of Student Personalised Improvement Plans (PIPS).
- Building Productive School & Community Partnerships.
- Introduce STEM and Digital Technologies to the Ashmore state school curriculum.
- Embed Student Digital Portfolios as demonstration of student learning.
- Continue to build Instructional Leadership capacity.
- Continue focus on Well-Being (Kids Matter) and Teachers Matter.
- Expand Gifted & Talented program.
- Continue Link It! – Literacy and Numeracy whole school intervention.
- Continue Peer Observation & Feedback (V.O.W)/Collegial Engagement.
- Integrate Abecedarian approach into Early Childhood education.
- Continue Pre-Prep Program to 2 x half day sessions.
- Introduce Playgroup.
- Extend LOTE from Prep to Yr 3.



Certification

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

School Principal

P&C/School Council

Research Underpinning Pedagogical Practice

- Choosing the Right Drivers - Building Collective Capacity: *Fullan M. 2011*
- The Six Secrets of Change : *Fullan M. 2008*
- Improving Learning: *King & Kovacs 2015*
- The Self- Transforming School : *Caldwell & Spinks 2013*
- The Teaching and Learning Cycle: *Fullan M. & Hargreaves A. 1991*
- The Art and Science of Teaching: *Marzano R.J 2007*
- Visible Teaching Visible Learning: *Hattie J.2009*
- Gradual Release of Responsibility: *Pearson & Gallagher 1993*
- Inquiry Based Learning: *University of Manchester 2012*
- Personalising Education: *Department of Education and Early Childhood 2007*
- Fifth Discipline (Watching Others Work/Feedback Loops): *Senge P. 2009*
- Gardner's Multiple Intelligences: *Gardner H. 1991*
- Higher Order Thinking: *Bloom B. 1956*

Department of Education and Training Links

- [DETE 2014-2018 Strategic Plan](#)
- [South East Region 2016](#)
- [Solid Partners. Solid Futures](#)
- [Statement of Expectations for a Disciplined School Environment](#)
- [United in our Pursuit of Excellence](#)
- [Great Skills. Real Opportunities](#)
- [Great teachers = Great Results](#)
- [P-10 Framework](#)
- [Parent Community Engagement Framework](#)
- [Step Up Into Education](#)
- [School Performance Assessment Framework](#)
- [Independent Public Schools](#)
- [Not Now, Not Ever: Response to domestic and family violence](#)
- [Early Start materials for Prep to Year 2](#)
- [Solid Pathways professional development: Critical and creative thinking pedagogies](#)
- [A Flying Start for Queensland Children](#)
- [Advancing Education: An action plan for education in Queensland Investing in Queensland](#)
- [Investing for Success](#)

Director General

SCHOOL CURRICULUM

TEACHING PRACTICE	ACTIONS	PERFORMANCE MEASURES			RESPONSIBLE OFFICER	RESOURCES
School strategies	Actions	Description	Target	Date		
*Continue implementation of the Dimensions of Teaching and Learning as the pedagogical framework with key focus areas of Aspirational, Personalized, Connected & Precision Teaching and Learning.	<ul style="list-style-type: none"> Differentiate PD to support staff in interpretation and implementation of the Australian Curriculum. Curriculum planning and delivery provides multiple opportunities for students to inquire and discover knowledge. Introduce Ashmore Learners philosophy aligned to effect sizes (<i>Hattie. J.</i>). Embed uninterrupted teaching & learning time. Continuation of International Student Program (ISP). Focus on building teacher capacity and student achievement in spelling and writing and numeracy. 	<ul style="list-style-type: none"> Teaching programs, assessment, personalised learning and reporting aligned to Pedagogical Framework and 4 year Strategic Plan. Continued high satisfaction rate of parents and students in curriculum domains of school opinion survey (SOS) Continued enhancement on student outcomes and attendance. Smooth transition to new school for overseas students. 	<ul style="list-style-type: none"> 100% staff 100% Min. 100% attendance rate 100% parent/student satisfaction - ISP survey 	<ul style="list-style-type: none"> Jan –Dec 2017 2017 Sem 1 & 2 2017 	<ul style="list-style-type: none"> Principal Deputy Principals Director of Curriculum Directors of Teaching and Learning 	<ul style="list-style-type: none"> School quality assurance guidelines Pedagogical Framework School Strategic Plan Visible Learning for Teachers (<i>Hattie J.</i>)
*Continue implementation of the Australian Curriculum for English, Mathematics, Science and HASS through curriculum plans supported by Curriculum to the Classroom as a resource.	<ul style="list-style-type: none"> Teachers plan, teach, assess & report all Australian Curriculum KLA's P-6. All areas of the Explicit Improvement Agenda are aligned to PIPs. Implementation of PAT M / R / Science Diagnostic Assessments. In school coaching & external PD provided for teachers & admin. In effective use of governing documents. Refinement and Implementation of Whole School Curriculum plan. 	<ul style="list-style-type: none"> SOS Confident & competent implementation of Australian Curriculum. Strategic analysis of Quadrant Data. Progression demonstrated in Achievement & Improvement Quadrants Implement Digital Technologies P-6 	<ul style="list-style-type: none"> 100% Staff 100% students moving the annual gain in Diagnostic Assessments. Improve the % students achieving Region's Target & above. 	<ul style="list-style-type: none"> Dec 2017 Aug 2017 2017 	<ul style="list-style-type: none"> Principal Deputy Principals Director of Curriculum Directors of Teaching and Learning Science Specialist Curriculum Support Team 	<ul style="list-style-type: none"> Australian Curriculum Whole School Curriculum Plan Planning guidelines and proforma Pedagogical Framework PAT Tests P.M. Benchmarks PROBE OneSchool
*Closing the Gap Embed Aboriginal and Torres Strait Islander perspectives across key learning areas.	<ul style="list-style-type: none"> Allocate appropriate budget for TA support for indigenous students Monitor the students' progress and provide feedback to parents and students (mid and end of term) Monitor attendance and address any concerns immediately Committee to meet at least 2 x per term EATSIP committee to assist with inclusive curriculum that embeds indigenous studies and celebrations including NAIDOC Week and National Aboriginal and Islander Children's Day Identified students engaged in solid pathways program Ensure planning incorporates indigenous content when applicable and possible 	<ul style="list-style-type: none"> NAPLAN results to gauge performance/progress made Ashmore's Literacy & Numeracy Learning Continua to monitor distance travelled. PAT Quadrants to monitor distance travelled Words their Way and PM Benchmark results to monitor distance travelled Monitor Attendance data through personal contact with parents, DETE letters 	<ul style="list-style-type: none"> Continual progress in achievement and improvement "I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas" – improving School Opinion Survey result for Teachers (aim – 100%) 	<ul style="list-style-type: none"> On-going: Jan-Dec 2017 	<ul style="list-style-type: none"> Principal Deputy Principals Director of Curriculum EATSIP Committee Classroom Teachers 	<ul style="list-style-type: none"> Regional office – EATSIP advisors Indigenous celebrations calendar Indigenous Schooling Support Unit Library Governing curriculum documents Systemic & school based data Ashmore EATSIPS Implementation plan OneSchool
*Continue to Implement the Early Years Strategy with on-going reflection on practice and effectiveness.	<ul style="list-style-type: none"> Continue Link It! Program P – 2 Continue Support- A-Talker (Prep) – employed and volunteer TAs Continue Ashmore Teaching and Learning Centre. Centre to provide high quality literacy training to Ashmore staff and interested S.E Region schools. Continue to implement Personalised Improvement Plans in Early Years. Continue Learning Lounges for Staff 	<ul style="list-style-type: none"> Literacy & Numeracy Indicators Sight Word lists Ashmore Achievement Standards PM Benchmarks 	<ul style="list-style-type: none"> 90% Prep students at PM Level 5 90% Yr 1 PM Level 15 90% Yr 2 PM Level 20 	<ul style="list-style-type: none"> On- going Pre-Prep S2 	<ul style="list-style-type: none"> Principal Deputy Principals Director of Curriculum Directors of Teaching and Learning 	<ul style="list-style-type: none"> QSA Early Childhood Guidelines Australian Curriculum Literacy /Numeracy Continua PM Benchmarks
*Continue targeted strategies that ensure the identification, monitoring and improved educational outcomes for specific student groups – G&T, ATSI ,Learning difficulties, SWD, average or 'C' student and international students (I.S.P.)	<ul style="list-style-type: none"> Needs and priorities established at Individual Student Plan meetings, Special Needs Meetings and Learning Support Conference Intervention as required (T.A support and Individual Curriculum plans (ICP) 	<ul style="list-style-type: none"> Literacy / Numeracy and Learning continua NAPLAN PROBE PAT R PAT M 	Refer to attached targets	On –going	<ul style="list-style-type: none"> Principal Deputy Principals Director of Curriculum Directors of Teaching and Learning G&T Co-ordinator 	<ul style="list-style-type: none"> School of Distance Education – Independent Education Mathletics QSA Link-It program W.T.W.

	<ul style="list-style-type: none"> Regular and rigorous analysis of student data. Collaborative meetings with Director of Curriculum, Directors of Teaching and Learning and classroom teachers to design term teaching and learning programs Term moderation of student work to ensure constancy of judgment across grades. Regular revision of strategies to ensure improvement in student outcomes. Personalised Improvement Plans - Students aware of targets set collaboratively with teacher through goal setting. Introduction of gifted and talented programs e.g. <ul style="list-style-type: none"> Unify, Optiminds Fully implement G & T program to inform extension personalised learning opportunities Continued implementation of student Personalised Improvement Plans P-6 (P.I.Ps) Continue the Link It! program to incorporate EALD/SWD students 	<ul style="list-style-type: none"> Quadrants Words Their Way Individual Curriculum Plans International Student Program Magic 100/200/300 words 			<ul style="list-style-type: none"> Special Needs Teacher STL&N ICT coordinator GEM I.S.P. Co-ordinator E.S.L Advisor 	<ul style="list-style-type: none"> The Writing Book <i>Sheena Cameron</i> Teaching Reading Comprehension Strategies <i>Sheena Cameron</i> All You Need to Teach <i>Angela Ehmer</i> EQI Accreditation checklist Sayers Test S.A.G.E Test UniFY/Optiminds Magic 100/200/300 words Jolly Phonics
<ul style="list-style-type: none"> *Continue to deliver Online Learning projects, implementing EdStudios and explore additional means of delivering online learning across the school *Digital Portfolios *Paperless School *E-Learning Classrooms 	<ul style="list-style-type: none"> ICT coordinator to provide PD to staff in the design of EdStudios through access to Learning Place. Parents informed of EdStudio purpose & effective use at Parent Education days. Staff share progress in ICT learning at staff meetings Leadership opportunities offered to staff in leading on-line learning. Learning Lounges to build staff capacity in the design of Ed Studios and development of student digital portfolios. Purchase of Overdrive – digital resources 	<ul style="list-style-type: none"> Enhanced student and staff engagement with ICT's as reflected through observation and monitoring processes Continued high satisfaction rate in Opinion survey -technology dimensions On-Line Learning Projects structure used as a model in curriculum delivery across the whole school to cater for all children. Digital portfolios by students as visual representation of progress in learning App added on iPads Link added on student desktops 	<ul style="list-style-type: none"> 100% staff 100% <ul style="list-style-type: none"> 100% Classes <ul style="list-style-type: none"> 100% students 100% students 	<ul style="list-style-type: none"> On- going Aug 2017 Dec 2017 Sem 1 & 2 reporting 2019 E-Learning Classrooms 	<ul style="list-style-type: none"> Principal ICT coordinator 	<ul style="list-style-type: none"> Learning Place Appropriate ICT resources School of Distance Education Literacy Planet Mathletics UniFY/Optiminds EdStudios Oliver iPads BeeBots Spheros Smart tv
<ul style="list-style-type: none"> *Continue to utilise collaborative processes to establish the budget and the allocation of resources. 	<ul style="list-style-type: none"> Ensure budget supports school priorities. Needs determined by stage teams and aligned to Strategic Plan and AIP and needs of particular staff. Committees develop budgetary action plans in consultation with BSM. 	<ul style="list-style-type: none"> Processes for accessing resources are efficient, equitable and aligned with school and systemic priorities. 			<ul style="list-style-type: none"> Principal Deputy Principals Director of Curriculum BSM Stage managers Curriculum Committee 	As per budget submissions
<ul style="list-style-type: none"> *Closing the Gap Embed Aboriginal and Torres Strait Islander perspectives across key learning areas 	<ul style="list-style-type: none"> Allocate appropriate budget for TA support for indigenous students, prioritizing literacy and numeracy Monitor the students' progress to inform inclusion in support programmes; and to provide feedback to parents and students (mid and end of term) Monitor attendance and well-being; and address any concerns immediately Committee (EATSIPS Action Team) to meet at least 2 x per term EATSIP committee to assist with inclusive curriculum that embeds indigenous studies and celebrations including NAIDOC Week and National Aboriginal and Islander Children's Day Identified students engaged in solid pathways program Ensure planning incorporates indigenous content when applicable and possible 	<ul style="list-style-type: none"> NAPLAN results to gauge performance/progress made Ashmore's Literacy & Numeracy Learning Continua to monitor distance travelled PAT Quadrants to monitor distance travelled Words their Way and PM Benchmark results to monitor distance travelled Monitor attendance data through personal contact with parents, (DETE letters as required) 	<ul style="list-style-type: none"> Continual progress in achievement and improvement "I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas" – improving School Opinion Survey result for Teachers (aim – 100%) 	<ul style="list-style-type: none"> On-going: Jan-Dec 2017 	<ul style="list-style-type: none"> Principal Deputy Principals EATSIPS Committee Classroom Teachers 	<ul style="list-style-type: none"> Regional office – EATSIPS advisors Indigenous celebrations calendar Indigenous Schooling Support Unit Library Governing curriculum documents Systemic & school based data Ashmore EATSIPS Implementation plan 2014 –2017 <ul style="list-style-type: none"> OneSchool

TEACHING PRACTICE

School Strategies	Actions	Performance Measures			Responsible Officer/s	Resources
		Description	Target	Date		
*Ensure collective accountability for the assessment and monitoring of individual students, cohorts of students and the school as a whole.	<ul style="list-style-type: none"> Data meetings with year levels with admin team each term All assessments scheduled on OneSchool Continue data/curriculum committee in 2017 Continue fortnightly Admin curriculum/data meetings to ensure expert supervision of stages. Quadrant data meetings Year Level Meetings 	<ul style="list-style-type: none"> SOS. Meeting schedule Minutes from meetings taken and shared. 	<ul style="list-style-type: none"> SOS 100% . 	<ul style="list-style-type: none"> Each term for meetings Data Schedule timeframes 	<ul style="list-style-type: none"> Principal Deputy Principals Director of Curriculum Director of Teaching and Learning Data Curriculum Team Stage Managers 	<ul style="list-style-type: none"> OneSchool NAPLAN data PROBE All PATs Literacy and Numeracy Indicators Words Their Way Achievement standards Australian Curriculum
*Continue to build and reinforce quality teaching practices across the school.	<ul style="list-style-type: none"> Refine WOW proforma to better meet the needs of staff in their efforts to negotiate observation and feedback sessions. Curriculum Support Team to support staff in collegial observation and feedback/reflection practices. – assistance from Directors of Teaching and Learning/ Director of Curriculum. Provide additional NCT for observers where necessary. Curriculum Support Team to promote/coach/model 	<ul style="list-style-type: none"> Staff engaging consistently with instructional model and WOW program in a positive & productive manner 	<ul style="list-style-type: none"> 100% staff 	<ul style="list-style-type: none"> On- going 	<ul style="list-style-type: none"> Principal Directors of Teaching and Learning Director of Curriculum Deputy Principals Stage Managers Curriculum Support Team 	<ul style="list-style-type: none"> WOW proforma Coaching and Mentoring Action Team Developing Performance Plans
*Ensure targeted teaching in response to students' specific needs and context and development of individual learning goals for every student	<ul style="list-style-type: none"> Continue the data meetings with year levels each term to discuss learning needs of students and monitor student progress – Improvement & Achievement Quadrants PIP developed each term Continue implementation of WALT, WILF, TIB and Gradual Release of Responsibility Admin Collegial Discussions, WOW, CST Team meetings, Learning Support/ICP meetings Continue to build moderation process 	<ul style="list-style-type: none"> NAPLAN PAT M/Science/R/PM/PROBE/WTW PIP for every student ICP for identified students e.g: SWD, G & T, students under achieving. 	<ul style="list-style-type: none"> 100% students moving the annual gain in PAT M/R/Science/PM/PROBE/Pm (refer to performance measures) 	<ul style="list-style-type: none"> September 2017 Closely monitored each term 	<ul style="list-style-type: none"> Principal Deputy Principals Directors of Teaching and Learning Director of Curriculum Curriculum Support Team 	<ul style="list-style-type: none"> Allocated TRS for ISP/SWD Planning Director of Curriculum for planning support Directors of Teaching and Learning. Improvement & Achievement Quadrants Moderation Roles and responsibilities checklist Systematic and school based assessment data collection
Continue implementation of consistent model for student learning in literacy and numeracy across school	<ul style="list-style-type: none"> Regular articulation of <i>Schools Explicit Improvement Agenda</i> (see Page 1) Emphasis placed on uninterrupted teaching and learning time. Specialist timetable developed to support prime teaching and learning time. Continue literacy learning support – Link It Program Continue numeracy support through - Link It Program Modelling of pedagogical practice in Literacy by Curriculum Support Team & Directors of Teaching of Learning. U2B Problem Solving focus for Years 3 & 5. 	<ul style="list-style-type: none"> Eligible students in Year 3 & 5 will achieve at or above National Minimum Standards across all strands of NAPLAN Students in Early Years (Prep -2) will achieve above standards in Literacy and numeracy continua. PAT R & PAT M 	<ul style="list-style-type: none"> Increase of students in the Upper 2 bands of NAPLAN 100% students will achieve expected growth. 100% students will achieve expected growth. 	<ul style="list-style-type: none"> May 2017 On- going Term 1 & 4 June 2015 	<ul style="list-style-type: none"> Principal STL&N Directors of Teaching and Learning. 	<ul style="list-style-type: none"> Allocated budget for appropriate resources in literacy & numeracy P-6 Adjusted specialist timetable Link- it support materials SER Reading Advisors 2 Stars and a Wish Feedback and reflection form- Directors of Teaching and Learning.
*Continue to embed a comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.	<ul style="list-style-type: none"> Utilise <i>Developing Performance Framework</i> to identify PD needs of staff & career aspirations/capacity building Review APR with staff in June/Dec Social Club provide avenues for enhanced staff social engagement. Share SOS surveys with staff to determine strategies for improvement. Provide access to differentiated PD for staff in consultation with Curriculum Committee. Introduce Teachers Matter program 	<ul style="list-style-type: none"> Increase in all domains of SOS related to staff morale. Staff engaged regularly in professional development and collegial learning – S2086 	<ul style="list-style-type: none"> 100% teachers Inc. 20.6% to 100% 	<ul style="list-style-type: none"> Aug 2017 	<ul style="list-style-type: none"> Principal Deputy Principals Social Club Guidance Officer 	<ul style="list-style-type: none"> APR plans Learning Lounges SOS data Allocated PD budget Kids matter Teachers Matter program
*Continue to assist staff in development of capacity to utilise information communication to improve learning and teaching.	<ul style="list-style-type: none"> ICT coaching and mentoring will be provided to staff in a tailored manner to further support professional learning Students will undertake authentic learning experiences that link, and are in tune with, fundamental changes occurring in the use of technology Continued increase in ICT resources e.g. cameras, i-pads & i-pods. Utilise film & sound studio into the curriculum with accompanying PD for staff Continue whole School approach to design of student digital portfolios Dedicate 2 per term Learning Lounges to building capacity for new and existing staff in ICT. 	<ul style="list-style-type: none"> Increased staff confidence and skills in using ICT's as a learning tool, in particular with using Ed.Studios or Virtual Classrooms (every class). Staff Opinion Survey ISP students provided with translated Ed Studio 	<ul style="list-style-type: none"> 100% teachers 100% 100% 	<ul style="list-style-type: none"> On-going Aug 2017 	<ul style="list-style-type: none"> Principal ICT coordinator ISP Coordinator 	<ul style="list-style-type: none"> Wide range of ICT resources. Access to webinars Learning Lounges for ICT

SCHOOL AND COMMUNITY

School Strategies	Actions	Performance Measures			Responsible Officer/s	Resources
		Description	Target	Date		
*Engage with cluster schools to build staff capacity & sharing of resources	<ul style="list-style-type: none"> Organise staff twilight planning meetings in own & with cluster schools to build teacher capacity across cluster. Continue to utilise common planning checklist ensuring alignment to pedagogical framework & Australian Curriculum. Invitation to cluster schools to attend Ashmore SS Learning Lounges, professional development sessions and term planning sessions. 	<ul style="list-style-type: none"> Minimum of three schools within Southport precinct meet once per term to develop common approach to planning curriculum delivery, in the Middle Phase of Learning, particularly in Literacy 	<ul style="list-style-type: none"> 50% cluster school engagement 	<ul style="list-style-type: none"> On- going 	<ul style="list-style-type: none"> Principal Deputy Principals Cluster School principals 	<ul style="list-style-type: none"> Middle phase of learning support materials Planning proformas Planning checklist Governing curriculum documents
*Continue to implement a comprehensive approach to engaging families in supporting high expectations for student learning - Community Garden - ED Week Celebration - Baby Boomers Day - Fitter Faster stronger -Play Group	<ul style="list-style-type: none"> Provide parents with child's clearly articulated goals and targets (PIPS/Exemplars) and information regarding teaching and learning activities – commencement of each term Parent information evening to explain school approach to teaching and learning followed by classroom information. Wk. 1/ Term 1 Student led conferences - T1, 3 & 4 Parent Education Tuesday (PET) offered weekly to enable parents to assist children in their learning Criteria Rubrics displayed in classrooms for student and parent referral. 	<ul style="list-style-type: none"> Increased number of parent attendance at information evening. Increased number of parents at interviews particularly in Yr 6&7 Increased number of parents, caregivers, grandparents at PET days Enhanced SOS in domain of parent input into the school 	<ul style="list-style-type: none"> 100% parents 95% Inc. 10% 	<ul style="list-style-type: none"> Feb Wk 3 Sem 1 & 2 reporting Weekly Aug 2017 	<ul style="list-style-type: none"> Principal Deputy Principals I.C.T. Co-ordinator Stage Managers Translation Tab on Ed Studio 	<ul style="list-style-type: none"> Student Communication Book containing goals & targets (P.I.Ps) Term agenda & invitations for PET days Digital Portfolios G.C.C – Gardening Website
*Promote community confidence and pride in our school	<ul style="list-style-type: none"> Promote newsletter on-line, school signage & twitter Promote 'Show Off' days and ensure all classrooms participate. Promote community days inviting parent participation dedicated to emotional, Physical health and safety. Promote Baby Boomers club to engage grandparents and friends. Continue to work in partnership with Local Gov. to improve school facilities Assembly awards aligned to Ashmore Values further reinforcing schools' behaviour management plan. Share SOS data and request input from parent and staff community for continual improvement strategies. Engage Gold Coast Community groups to assist in integration to school of ISP families 	<ul style="list-style-type: none"> Parent / student / staff opinion survey Number of school facilities improved due to the local Gov. partnership 	<ul style="list-style-type: none"> Students inc. 0.8% to 100% s2048 Parents inc. 8.9% to 100% s2016 Parents inc. 13.3% to 100% s2035 All projects completed 	<ul style="list-style-type: none"> Aug 2017 Dec 2017 	<ul style="list-style-type: none"> Principal Deputy Principals 	<ul style="list-style-type: none"> P & C Baby Boomers Gold Coast City Council External health & well –being organisations.
*Continue to promote and celebrate Ashmore SS Brand 'Proud to Shine'	<ul style="list-style-type: none"> Ensure mantra is continually articulated in all aspects of the school- i.e. assemblies, awards, classrooms, internal & external signage, stationery etc. 	<ul style="list-style-type: none"> Students, parents and teachers will ably articulate the definition of <i>Proud to Shine</i>. i.e. proud to do our best in all aspects of life and learning. 	<ul style="list-style-type: none"> 100% school community 	<ul style="list-style-type: none"> On- going 	<ul style="list-style-type: none"> Principal All staff P&C 	<ul style="list-style-type: none"> Kids Matter Ashmore Values
*Expand International Schools' Program	<ul style="list-style-type: none"> Continue employment of EAL/D TA as part of Link It! Edstudio developed for EAL/D students – Leigh H Engage all staff in cross cultural training – induction sent to all ISP teachers (or meeting Term 1) Planning support each term with Curriculum DP Allocate iPads to EAL/D students 	<ul style="list-style-type: none"> Term reports as required by EQI Enrolment /attendance data Parent/ student survey Staff confident in delivering curriculum to international students Link between SAE + first language 	<ul style="list-style-type: none"> Full integration of ISP students Maintain EQI/ISP accreditation 	<ul style="list-style-type: none"> Each term for reports On-going 	<ul style="list-style-type: none"> Principal I.S.P Co-ordinator EAL/D Teacher Aides Deputy Principals 	<ul style="list-style-type: none"> ISP checklist ISP Supporting documentation Lap Tops & iPads EdStudio Induction Program EAL/D Teacher and TA
*Continue to build relationships with parents of indigenous students and local elders to support embedding culturally appropriate curriculum and pedagogy	<ul style="list-style-type: none"> Work with RO Advisor to increase indigenous community/school relationships Continue EATSIPS Committee (increase involvement) Newsletter updates Celebration of significant indigenous events Local elders to attend school events (eg. special assemblies) Integrate 'Yarning Circle' into curriculum 	<ul style="list-style-type: none"> School curriculum reflects and respects the indigenous culture 	<ul style="list-style-type: none"> 100% engagement of indigenous groups in school. 	<ul style="list-style-type: none"> On- going 	<ul style="list-style-type: none"> Principal Deputy Principals 	<ul style="list-style-type: none"> RO advisors EATSIP Committee Kalwyn PACE Ashmore's EATSIPS Implementation Plan
*Sustainable environmental practices are embedded into the school's structure and Processes	<ul style="list-style-type: none"> Reduction in photocopying budget encouraging student & teacher utilisation of ICT environment Reduce night lighting of school Maintain approach to water conservation Utilise Ashmore Community Garden for education of students and parents in permaculture Continue of recycling paper project with senior classes Continue 'Paperless School' practices to reduce use of reprographics material Upgrade of electricity power board. Installation of Astroturf to create additional outdoor learning space. Installation of shade structures and installation of seating in outdoor learning space. Continuation of Stephanie Alexander Kitchen Garden Program 	<ul style="list-style-type: none"> Reduction in expenditure on reprographics Number of students engaged in lunch time clubs. Community engaged in garden project Reduction in utilities accounts 	<ul style="list-style-type: none"> Reduce reprographic budget by 10% Permaculture group engagement 10% reduction 	<ul style="list-style-type: none"> On-going Quarterly accounts 	<ul style="list-style-type: none"> Principal Deputy Principals BSM 	<ul style="list-style-type: none"> USBs for all students Well maintained interactive ICT resources. Permaculture advisors P&C

PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY

School Strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
*Lead the school Improvement agenda	<ul style="list-style-type: none"> Implement procedures that complement the Independent Public School agenda Clearly inform and describe improvement agenda to all staff and the wider school community. Discuss improvement agenda strategies, targets, outcomes with staff to ensure consistency and understanding of messages Commit to achieving the National Minimum Standard and above for literacy and numeracy. Lead the development of an evidence based plan to meet the specific learning needs of each child. Utilise additional government funding, obtained through Investing for Schools (I4S) efficiently and transparently. 	<ul style="list-style-type: none"> Enhanced NAPLAN results : School community readily articulates improvement agenda. Teaching & Learning Audit results Continued improvement in Literacy and Numeracy data in Early Years. 	<ul style="list-style-type: none"> Yr. 6 upper 2 bands Reading ; Yr. 5 upper 2 bands Grammar & Punctuation & numeracy; Yr. 3 Upper 2 bands Writing & Punctuation . Outstanding rating in all domains 100% student progress 	<ul style="list-style-type: none"> May 2017 Feb 2017 On-going 	<ul style="list-style-type: none"> Principal Deputy Principals 	<ul style="list-style-type: none"> School Strategic Plan 2017-2020 Teaching & Learning Framework NAPLAN Strategy I4S funding Australian Curriculum Whole School Curriculum
*Enhance instructional leadership capacity of administration team and stage managers	<ul style="list-style-type: none"> Continue Admin. Timetable re. daily sessions for Admin to visit and assist in classrooms DP's monitor and support respective stages re. planning, curriculum delivery, assessment, personalisation - 2x per term. Provide coaching to Stage Managers in instructional leadership through Collegial Group Toolkit Individual meetings with beginning and new teachers Continue weekly Administration Curriculum Meetings 	<ul style="list-style-type: none"> Confident and skilled leadership team in curriculum delivery and assessment practices Commitment by staff to meeting key elements of Developing Performance Plan Positive engagement by administration in leadership opportunities as per Developing Performance Plans Teaching & Learning Audit results 	<ul style="list-style-type: none"> 100% leadership team Outstanding rating in domain of Targeted Use of Resources 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Principal Deputy Principals Central Office Regional Office 	<ul style="list-style-type: none"> Substantive conversations proforma Regional Office staff External PD providers Instructional Leadership readings; Fullan M: Elmore R; Marzano R. Audit Tool
*Lead school in implementation of Teaching & Learning framework	<ul style="list-style-type: none"> Regular monitoring of pedagogical practice ensures that aspirational, personalised and connected learning are the focus for teachers. Continue Collegiate Learning Groups to forward the schools pedagogical Framework and explicit improvement agenda. Provide on-going PD in underpinning philosophy of framework. Continue to focus pedagogical practice and professional discussion on <i>The Art and Science of Teaching- Marzano R.</i>; <i>The Moral Purpose of Teaching - Fullan M.</i>; <i>Visible Learning for Teachers Hattie.J</i> 	<ul style="list-style-type: none"> All teachers engaged in Collegial engagement process 	<ul style="list-style-type: none"> All teachers engaged in Watching Others Work (WOW) with peers and supervisors 	<ul style="list-style-type: none"> Aug 2017 	<ul style="list-style-type: none"> Principal Deputy Principals Stage Managers Collegiate Groups 	<ul style="list-style-type: none"> Pedagogical Framework School Strategic Plan. SOS Surveys Principal Performance Collegiate Groups Toolkit (Victorian Education Dept)
*Facilitate the use of data to inform teaching practice	<ul style="list-style-type: none"> Attend data & curriculum meetings Curriculum Admin meetings – Wednesday Continue the data meetings with year levels each term to discuss learning needs of students and monitor student progress – Improvement & Achievement Quadrants 	<ul style="list-style-type: none"> Continue to enhance capacity of teachers to interpret and utilise data to inform practice. resulting in improved student outcomes (2014 96.2%) Data routinely uploaded to OneSchool and monitored/analysed 	<ul style="list-style-type: none"> 100% teachers 	<ul style="list-style-type: none"> Dec 2017 On- going 	<ul style="list-style-type: none"> Principal Deputy Principals STLaN/Literacy Advisor Teachers Curriculum Support Team 	<ul style="list-style-type: none"> Systemic and school based data OneSchool
*Use the Developing Performance Framework as a tool to align teacher capability development with school priorities	<ul style="list-style-type: none"> Engage staff in reviews of Developing Performance Plans 	<ul style="list-style-type: none"> Staff Opinion Surveys 	<ul style="list-style-type: none"> Retain above state mean 	<ul style="list-style-type: none"> Term 2 & 4 DPP Aug SOS 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Developing Performance Plans
*Continue to effectively lead the good management of the school	<ul style="list-style-type: none"> Monitor the purchase and deployment of staff and material resources. Monitor staff absenteeism and employ supportive strategies to encourage attendance. Ensure appropriate delegation of tasks to administration to ensure accountability & build instructional leadership capacity. Clearly define roles of senior leadership team and monitor the outcomes Encourage a reflective culture to enhance staff capacity in audit domains. Introduce refined <i>Role Statements</i> for all staff for 2015 Effectively utilise additional funding – <i>Great Results Guarantee</i>. Monitor attendance and follow through with appropriate strategies Continue upgrading of facilities in consultation with Business Services Manager. 	<ul style="list-style-type: none"> School Opinion Surveys TRS data Attendance Data 	<ul style="list-style-type: none"> S2075 inc. 10% S2084 inc. 20% S2094 inc. 15% S2095 inc. 8.8% S2105 inc. 10% 	<ul style="list-style-type: none"> On- going 	<ul style="list-style-type: none"> Principal Deputy Principals BSM 	<ul style="list-style-type: none"> Staff Induction Plan School Budget Teaching and Learning Audit

By 2018, this school will be in the 5th percentile of schools Nationally.

Ashmore Performance Profile																School target ¹	Met Region		Headline indicators	Current Performance - NATION									
Year Level	Measure	AIPS 2010	AIPS 2011	AIPS 2012	AIPS 2013	AIPS 2014	AIPS 2015	AIPS 2016	AIPS Relative Gain	Nation Relative Gain	Relative Gain	AIPS trend	AIPS Av	AIPS Min	AIPS Max	AIPS Target 2017	Region target	Region Target2	Measure 2	Nation av	Nation min	Nation max	Nation Trend	Nation 2012	Nation 2013	Nation 2014	Nation 2015	Nation 2016	
Reading	Year 3	MSS	399.80	423.10	420.70	405.40	420.30	427.90	469.4	64.0	7.4	56.6		428.74	405.40	469.40	479	445		MSS	421.7	418.3	425.8		419.6	419.1	418.3	425.8	425.7
	Year 3	NMS	88.00	97.40	94.00	95.30	95.60	98.90	99.0	5.0	1.6	3.4		96.56	94.00	99.00	100	95	95	NMS	94.4	93.5	95.3		93.6	95.3	93.5	94.6	95.1
	Year 3	U2B	46.00	46.70	51.00	32.60	48.20	48.40	64.6	32.0	3.6	28.4		48.96	32.60	64.60	75	54	45	U2B	47.3	45.8	49.4		47	45.8	46.2	48.2	49.4
	Year 5	MSS	469.80	473.60	482.30	506.20	534.60	505.70	551.9	69.6	8.1	61.5		516.14	482.30	551.90	562	519.0		MSS	499.3	493.6	502.3		493.6	502.3	500.6	498.2	501.7
	Year 5	NMS	84.90	93.40	92.50	97.60	96.50	95.70	95.6	3.1	1.5	1.6		95.58	92.50	97.60	100	96	90	NMS	93.4	91.6	96.1		91.6	96.1	92.9	93.3	93.1
	Year 5	U2B	20.40	23.40	22.50	39.00	50.60	33.70	61.9	39.4	3.9	35.5		41.54	22.50	61.90	72	43	35	U2B	33.5	31.3	35.2		31.3	32.8	34.5	33.5	35.2
Writing	Year 3	MSS	418.60	421.30	421.70	411.90	410.00	427.20	433.5	23.5	18.3	5.2		420.86	410.00	433.50	439			MSS	414.1	402.2	420.5		415.8	415.6	402.2	416.3	420.5
	Year 3	NMS	96.00	98.70	98.00	97.60	95.70	99.00	99.0	3.3	2.6	0.7		97.86	95.70	99.00	100	95		NMS	95.2	93.8	96.4		95.3	95	93.8	95.5	96.4
	Year 3	U2B	54.00	51.20	59.60	46.30	47.00	58.30	53.5	7.2	9.5	-2.3		52.94	46.30	59.60	70	45		U2B	45.6	39.1	48.6		46.6	46.7	39.1	46.8	48.6
	Year 5	MSS	469.10	491.40	447.60	480.60	496.00	478.10	479.3	31.7	7.1	24.6		476.32	447.60	496.00	506			MSS	475.3	468.3	478.1		477	477.9	468.3	478.1	475.4
	Year 5	NMS	89.10	93.60	82.10	93.90	93.10	97.80	92.0	9.9	3.1	6.8		91.78	82.10	97.80	100	90		NMS	91.9	90.2	93.3		92.1	91.7	90.2	92.3	93.3
	Year 5	U2B	12.60	30.20	15.40	26.80	29.90	14.60	22.3	7.7	1.9	5.8		21.80	14.60	29.90	40	35		U2B	18.3	15.5	20.0		19.3	20	15.5	19.1	17.4
Spelling	Year 3	MSS	400.50	414.90	404.20	403.70	416.00	396.40	443.5	47.1	11.3	35.8		412.76	396.40	443.50	454			MSS	413.2	408.8	414.3		414.3	410.8	411.8	408.8	420.1
	Year 3	NMS	98.00	92.40	96.60	96.60	94.80	97.90	98.0	3.2	1.6	1.6		96.78	94.80	98.00	100	95		NMS	93.6	92.7	94.0		94	93.8	92.7	93	94.3
	Year 3	U2B	40.00	51.90	37.90	37.90	47.80	36.50	56.4	19.9	5.3	14.6		43.30	36.50	56.40	66	45		U2B	43.6	41.2	43.8		43.8	42.6	43.7	41.2	46.5
	Year 5	MSS	468.40	487.60	490.90	497.90	513.40	498.50	514.7	23.8	-1.3	25.1		503.08	490.90	514.70	525			MSS	495.5	494.2	498.1		494.9	494.2	497.6	498.1	492.9
	Year 5	NMS	85.80	97.20	97.70	93.80	97.70	97.80	93.8	0.0	0.2	-0.2		96.16	93.80	97.80	100	90		NMS	93.0	92.7	93.5		92.8	93.1	92.7	93.5	92.9
	Year 5	U2B	19.40	27.20	43.70	37.00	43.70	36.70	41.1	4.4	-0.7	5.1		40.44	36.70	43.70	54	35		U2B	31.5	30.3	33.6		31.4	30.3	33.6	32.6	29.6
G&P	Year 3	MSS	431.90	427.20	428.00	429.70	449.00	432.10	483.0	55.0	15.0	40.0		444.36	428.00	483.00	493			MSS	427.1	421.3	432.7		421.3	428.2	426.3	432.7	436.3
	Year 3	NMS	94.00	93.60	93.00	98.90	95.70	99.00	99.0	6.0	2.5	3.5		97.12	93.00	99.00	100	95		NMS	94.1	92.9	95.3		92.9	95.3	93.6	94.5	95.4
	Year 3	U2B	54.00	53.10	54.00	49.40	59.10	49.00	68.3	19.3	3.1	16.2		55.96	49.00	68.30	78	45		U2B	50.7	49.7	52.2		49.7	51.1	49.9	52.2	52.8
	Year 5	MSS	481.00	499.50	499.60	503.30	535.80	514.60	559.0	59.4	14.0	45.4		522.46	499.60	559.00	569			MSS	499.6	491.0	503.8		491	500.6	503.1	503.8	505
	Year 5	NMS	86.70	91.80	97.40	92.60	96.60	93.30	95.5	2.9	3.3	-0.4		95.08	92.60	97.40	100	90		NMS	92.8	90.5	94.8		90.5	94.8	92.8	92.9	93.8
	Year 5	U2B	31.80	36.30	38.50	45.70	52.90	41.10	60.7	22.2	5.7	16.5		47.78	38.50	60.70	71	35		U2B	34.1	30.6	36.6		30.6	33.1	36.6	35.9	36.3
Numeracy	Year 3	MSS	400.70	411.40	390.70	403.40	430.20	411.00	437.9	47.2	6.7	40.5		414.64	390.70	437.90	448			MSS	398.0	395.5	401.8		395.5	396.9	401.8	397.8	402.2
	Year 3	NMS	98.00	96.20	93.10	98.90	97.40	96.80	100.0	6.9	1.8	5.1		97.24	93.10	100.00	100	95	95	NMS	94.7	93.9	95.7		93.9	95.7	94.6	94.4	95.7
	Year 3	U2B	36.50	41.90	33.70	36.80	54.40	38.90	53.9	20.2	3.8	16.4		43.54	33.70	54.40	64	45	45	U2B	33.8	31.9	36.2		33.4	31.9	36.2	33.5	35.7
	Year 5	MSS	480.90	481.30	507.80	490.40	508.90	486.20	536.8	50.6	7.1	43.5		506.02	486.20	536.80	547			MSS	488.7	485.8	492.5		488.7	485.8	487.6	492.5	492.9
	Year 5	NMS	93.70	96.30	94.60	97.60	94.30	96.70	98.2	3.9	1.3	2.6		96.28	94.30	98.20	100	90	90	NMS	93.8	93.3	95.1		93.3	93.4	93.5	95.1	94.6
	Year 5	U2B	19.60	21.80	37.80	21.40	28.70	22.00	47.7	26.3	3.1	23.2		31.52	21.40	47.70	58	35	35	U2B	26.4	25.1	27.8		26.7	25.1	25.9	27.8	28.2

	Ashmore exceeds Nation
	Ashmore exceeds Regional Target
	Ashmore achieves School Target
	Relative Gain
	Ashmore growth well ahead of national growth
	Ashmore growth equal to and ahead of national growth
	Ashmore growth similar to national growth
	Ashmore growth similar and below national growth
	Ashmore growth below national growth
	Ashmore growth well below national growth



OTHER REQUIREMENTS

PROFESSIONAL LEARNING PLAN

OVERVIEW

In accordance with Ashmore State School's commitment to ensure our staff are building capacity to meet both their own professional needs and the needs of the school, it is expected that a certain amount of Professional Development and Training is undertaken each year by all staff aligned to but not limited by the school's 4 Year Strategic Plan, Annual Implementation Plan (AIP), regional and state-wide DETE priorities and individual Developing *Performance Plans*.

The goals of the school's Professional Development Plan are:

- Specific
- Measurable
- Attainable
- Results based
- Time bound



The professional development budget is determined in February of each year and equates to a minimum of 10% of the School Grant however each year Ashmore State school allocates in excess of 30% of the School Grant raising additional funding through school enterprise.



FOCUS

Ashmore State School ensures that professional development addresses student learning needs by aligning all opportunities with assessment of student learning and student achievement. Staff are encouraged to work in professional learning teams (PLT's). Within each team there exists a collegiate group who focus on their specific learning needs and also influence the broader school agenda.

The school's long-range goals are created around principles of learning which focus on critical elements of teaching and learning. All curriculum initiatives and programs are given priority status when planning professional development. Since all of these factors influence the direction of local professional development, alignment is guaranteed.

Ashmore State Schools' established learning goals and other learning needs are;

- Based on school, regional and state-wide DETE goals
- Aligned to the school's explicit improvement agenda (see Fig.1)
- Based on an analysis of systemic and school based data.
- Support aspirational student learning
- Support personalised student learning
- Measurable and attainable



Inherent in these overarching topics are the issues of data analysis and performance assessment, and technology integration across the content areas.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Evidence of student learning drives instructional practice and professional development is designed to support the teachers in their content knowledge, pedagogical knowledge (CPK), curricular best practices, and decision making. Closing the achievement gap between subgroups of students, support of curriculum initiatives and differentiated instruction is paramount when professional development planning takes place.

Professional Development activities may consist of a variety of activities which include, but are not limited to:

- Leadership development programs,
- Participation at seminars and conferences
- Mentoring and Coaching
- Action Learning Projects
- Self-Awareness programs,
- Engagement in higher study
- Secondments and work shadowing,
- Collegiate groups / staff study programs
- Training programs
- Professional breakfasts/dinners with guest speakers
- Preparation for presentations and delivery of presentations



Mentoring of new teachers to the school is a priority supported by an in-depth induction program and on-going coaching and mentoring from trained coaches. The coaching model also provides sustained support for all teachers' individual professional needs.

Term and twilight planning sessions and moderation of student work at a school and cluster level also provide professional development opportunities aligned to meet the needs of the school. See Figure 1 for additional professional development opportunities.

Additionally Weekly Learning Lounges, Staff Meetings and Parent Education Tuesdays (PET) provide opportunities for school based professional development. (See attached examples of term schedules)

The Administration Team (Principal, Deputy Principals and Head of Curriculum) meet once per week for two hours to engage in professional reading and discussions linked to building instructional leadership capacity.



PROFESSIONAL LEARNING PLAN 2017 ADMINISTRATION TEAM

IPS Administration and implementation

Administration Curriculum Meetings 1 x week to develop deeper understanding in Instructional Leadership

Deep knowledge of all existing school based curriculum documents

Deep knowledge of data analysis, interpretation and application

Kids Matter/Teachers Matter

Smiling Minds

Cluster Meetings – Collegiate Groupings

Principal & Admin Conference as per Improvement Plan and Developing Performance Plans

SER – SWD Plan

Professional Readings aligned to the philosophical and pedagogical framework for example Fullan, Hattie, Marzano.

EATSIPS

International Student Program (ISP)

Workplace Health & Safety

Code of Conduct

Online student protection

External PD – Regional & State

Moderation

Developing Performance

Quadrant Data design

I.C.T

Effective collegial engagement and authentic feedback

PROFESSIONAL LEARNING PLAN 2017 TEACHERS/GUIDANCE OFFICER/SPECIAL NEEDS

Weekly Learning Lounges

Kids Matter/Teachers Matter

Smiling Minds

WOW – Watching Others Work/Collegial Engagements

Dedicated curriculum planning time with DP Coordinator and Curriculum Support Team

Curriculum planning time for the development of Personal Improvement Plans (PIP)

Twilight Planning

Professional Readings

(Hattie, Marzano, Caldwell etc)

EATSIPS – Hidden Histories

International Student Program (ISP) – meeting with teachers for curriculum planning

SEP Teachers meet with class teachers to plan for SWD

Curriculum support team trained in Mentoring Beginning Teachers (MBT)

Collegiate Groups

Writing Skills PD

Words their Way professional development (WTW)

Spelling strategies professional development

Directors of Teaching & Learning professional development to teachers in classrooms re: teaching of literacy and numeracy in classrooms

Data coach working with staff to develop skills in analysis interpretation of data

Teacher's Matter/ Smiling Minds – Guidance Officer

Stem Mentor – David Hawkins

ICT Mentor – Leigh Hering

Workplace Health & Safety- Vicki Heaton

Code of Conduct- On Line

Student Protection –On line



PROFESSIONAL LEARNING PLAN 2017

COACHING ACTION TEAM

Lead Literacy Coach (Region – Support Action Plan)

Kids Matter

Behaviour Management

Smiling Minds

Ashmore Literacy Advisor – observation and support

WOW – Watching Others Work

Conferences – to be advised

External PD – regional & state

Professional readings (Hattie, Marzano, Caldwell)

EASTSIPS

International Student Program (ISP)

Workplace Health & Safety

Code of Conduct

Student Protection

PROFESSIONAL LEARNING PLAN 2017

TEACHER AIDES/VOLUNTEERS

Weekly Teacher Aide learning lounges

Kids Matter

Behaviour Management

Smiling Minds

Weekly Link-It! Meetings with STLaN & Teacher Aides

Teacher Aide Network meetings with BSM/External

PD sessions with Ashmore Literacy Advisor

EATSIPS

International Student Program (ISP)

Workplace Health & Safety

Teacher Aide meetings with BSM each Term

Code of Conduct

Student Protection



Example of Learning Lounges to support staff professional development actions plans Learning Lounges – TEACHERS (Teacher Aides also invited) Each Wednesday @8.10a.m Term 1 2017			
Week	Venue	Topic	Facilitator/s
2	Conference Room	Art of Science & Teaching at Ashmore SS	Margi
3	Conference Room	7 Steps to Writing	Leisa
4	Conference Room	Using data to inform teaching with implications for PIPs	Suzie
5	Conference Room	Sentence Structure (simple, compound, complex)	Suzie
6	Conference Room	Special Needs Screeners	Leigh J
7	Conference Room	Requirements for moderation at Ashmore SS	Karen
8	Conference Room	Working with dyslexic students	Robyn



Example of Learning Lounges to support staff professional development actions plans Learning Lounges – TEACHER AIDES (Teachers also invited) Fortnightly Friday @ 8.10a.m Term 1 2017			
Week	Venue	Topic	Facilitator/s
2	Seminar Room	Effective use of OneSchool by Teacher Aides	Amanda
3	Seminar Room	Using iPads	Dee
4	Seminar Room	How to use Excel	Adam
5	Seminar Room	Clever use of Smartboards	Anna
6	Seminar Room	Link-It! Strategies	Robyn
7	Seminar Room	Link-It! Strategies	Suzie
8	Seminar Room	By request – please advise Peta or facilitators	



Ashmore State School - *An Independent Public School*

Annual Strategic Planning Cycle

One day strategic planning exercise involving Principal, Deputy Principal's, BSM, HoSES and GO's. Review of student performance data and professional discussion to inform planning for the following year.

Annual improvement Plan, Subjects Area Improvement Plan and associated budgets developed based on external Admin Planning Days. School priorities articulated in School Report Card.



Strategic planning review opportunities scheduled throughout the year based on regular data interrogation, Line Management and staff meetings and discussions.

Strategic Operational Meeting Schedule

Weekly	<p>Staff Meeting – Year Level, Stages or Whole of School</p> <p>Student Support Weekly meeting of Admin & Support staff to monitor specific student support and cohort issues</p> <p>Leadership (School Leadership Team)</p> <ul style="list-style-type: none"> • Administration Curriculum Meeting • Weekly management meetings to oversee and manage strategic operations plus Admin Curriculum meetings • Link-It! Operational meetings including Teacher Aides
Fortnightly	<ul style="list-style-type: none"> • At regular intervals meetings focus on data interrogation, handover data, student outcome data, NAPLAN, A-E data, Behaviour Management and attendance data • Spelling Committee • Performing Arts Committee • I.C.T • School-based meeting schedule • Curriculum and Data committee
Monthly	<ul style="list-style-type: none"> • ISP Team – International Students meetings • P&C meetings • School Council meetings • Behaviour Management • Parent Reps • Stephanie Alexander meetings • Staff Data meetings • Curriculum & Data Committee meeting • EatSips meeting
Term	<p>Admin/Teacher meetings/Professional Conversations</p> <ul style="list-style-type: none"> • Collegial Engagements • Principal & Stage Managers (Stage A, Prep-Prep,Prep1,Stage B, Stage C and Stage D (4,5,6) • C.S.T with Principal x 2 • Admin Planning Days • Teacher Planning • SEP Planning • ISP Planning
Semester	<p>Developing Performance Conversations</p> <ul style="list-style-type: none"> • Link-It! Meetings • NAPLAN Strategy meetings • Every staff member meets with DPF team leader to identify professional goals and inform school professional development plan