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.

Aspirational, Personalised, Connected Learning
Productive School and Community Partnerships

Strategic Plan
2017-2020

Our Goals for 2017 - 2020

Proud to Shine

Strategic Plan
2017-2020

Our Ashmore Values are:
Acceptance, Self Discipline, Honesty, Manners, Opportunity, Respect and Excellence.

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

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

The Queensland Department of Education and Training trading as: Education Queensland International (EQI) CRICOS Provider Number: 00608A

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Aspirational, Personalised, Connected Learning

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

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)
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:
- Implement effective use of ICT resources across the school.
- Enhance students in the study of Digital Technologies.
- Provide ICT & Digital Technologies coaching and mentoring to staff.
- Effectively utilise the Green Room to enhance student engagement in technology.
- Deliver BYOD program in Stage B & C (Yrs. 3-6).
- Pursue installation of Wi-Fi network across school.

Planned outcomes:
- Enhanced student and staff engagement with ICT.
- Expanded 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 & staff competent in implementing effective BYOD program.
- All classrooms fitted with Wi-Fi network.
- Yearly improvement in Opinion Surveys re technology access for students.

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.

Strategies:
- Increased performance in Year 6 NAPLAN relative gain 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.

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.

Learning Focus Area: Personalised Learning

What this means to us:
We strive to maximise learning for every student with particular attention to their literacy and numeracy development. Personalised learning requires deep analysis of student capacity, learning experiences that suit 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:
- Regular reviews of data and intervention strategies where appropriate for students, including indigenous children and children in care, to support enhanced literacy & numeracy outcomes.
- Continued Literacy & Numeracy learning support - Link It Programs.
- Identify and adapt gifted and talented programs to suit student capabilities.
- Ensure all students develop authentic and rigorous personalised improvement plans (PIP) and semester digital portfolios.
- Use Standard of Evidence process to regularly enhance instructional leadership skills associated with coaching and feedback.
- Embed a strong culture of staff regularly discussing teaching practice & professional development needs with school leaders.
- Allocate appropriate budget for the capacity development of the principal and other school leaders playing a hands-on role in leading instruction, coaching and feedback.
- Further refine distributive leadership model to support collegial feedback and sharing of practice & resources.

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 & ICPs.
- Authentic Gifted & Talented program that provides multiple opportunities for student extension.