

2016 Ashmore State School Explicit Improvement Agenda

Proud
to
Shine

Literacy

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.

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.

Writing

- Focus on cohesion, connectives, paragraphing, and 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.

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.
- Develop whole school approach to problem solving (POLYA)
- Focus on explicit teaching of problem solving strategies through the whole school P5 program
- Utilise Mathletics to enhance mental computation, fluency and math reasoning.

Science

- Focus on identifying student's strengths in scientific areas requiring improvement and teach accordingly
- Focus on pedagogy to develop students' scientific knowledge, understandings and skills to make
- Informed decisions about local, national and global issues and encourage the pursuit of scientific-related careers.
- Utilise the expertise of teachers skilled in the teaching of science and build the capacity of staff to build student engagement in Science.

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
- .School Reform – Inside and Out: Elmore, R 2004
- .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
- Content Pedagogical Knowledge: Shulman L. 1987
- .Choice Theory: Glasser W. 1998
- .Beyond Discipline: Kohan, A.1996



Priority Areas for Ongoing Development

- Establishment of the Ashmore State School Council aligned to IPS requirements
- Aspirational, Personalised & Connected Teaching & Learning (Pedagogical Practice)
- Consolidation of Words Their Way spelling program
- Expansion of use of Exit Card strategy (MarzanoR: 2007) in Math and English to inform personalised learning
- Continuation of Student Personalised Improvement Plans (PIPS)
- Building Productive School & Community Partnerships
- Embed ICT embedded in Teaching & Learning
- Continue to refine Student Digital Portfolio Design
- Build Instructional Leadership capacity
- Focus on Well-Being (Kids Matter) and Teachers Matter
- Engage students in Project 600 & UniFY – University for You/Impact to extend learning
- Build teacher and student capacity in the teaching and engagement in of Science P – 6
- Continue Link It! – Literacy and Numeracy whole school intervention
- Continue Peer Observation & Feedback (W.O.W)/Collegial Engagement
- Extend the Gifted and Talented Program to engage and extend students in learning
- Extend Pre-Prep Program to 2 x half day sessions
- Extend LOTE from Prep to /Year2
- Extend Literacy Development Centre to include State, Independent and Catholic Schools.

