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 their 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.

Planned outcomes:

- Engage with cluster schools to build staff capacity & sharing of resources.
- Staff development planning in own & with cluster schools
- Focused team planning agenda for Stage and Year level meetings
- Promote community confidence and pride in our school
  E.g. newsletter, end of term 'Show off' days, media
- Community Education in school agenda for parents/caregivers
- Survey parents re expectations of Chaplaincy program
- Promote community days dedicated to emotional, physical health and safety
- Gain approval for International Schools’ Program accreditation

Strategies:

-不停地增长学生成果
-提升对多元文化的欣赏
-学生对自己的文化背景的自豪感
-提升对学校及其强项的公众意识
-更深的理解和欣赏讲坛
-增强社区与学区的联系
-增强对多元文化的理解
-在学生中持续增长

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

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

Our vision is for every child at Ashmore State School to possess high aspirations and demonstrate creative and clever thinking in an environment where effort is rewarded, ambition fulfilled and potential realised.
Learning Focus Area: Connected Learning

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

Strategies:
- Continued increase in ICT resources e.g. cameras, iPads & iPods
- Students will undertake authentic learning experiences that suits students' individual needs and feedback to students and teachers will be provided.
- ICT coaching and mentoring will be provided to staff in a tailored manner to further support professional learning
- Designated literacy and numeracy learning mentors/coaches will support the building of a culture of collaborative feedback and sharing in relation to their portfolios
- Professional development to build knowledge of personalised learning and embed practices in planning and teaching

Planned outcomes:
- Increased literacy learning support - Link It Program
- Evidence of intervention and differentiation for students in planning as noted in school observation
- NAPLAN relative gain achieved for all students Prep - 7
- Improved student achievement rates in Literacy and Numeracy
- Teachers will routinely use data to inform, monitor and review their teaching practices and monitoring processes

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 leadership roles 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:
- Embed consistent model for student learning in literacy and numeracy across the school
- Increased literacy learning support - Link It Program
- Evidence of intervention and differentiation for students in planning as noted in school observation
- Evidence of intervention and differentiation for students in planning as noted in school observation
- Professional development to build knowledge of personalised learning and embed practices in planning and teaching

Planned outcomes:
- Professional development to build knowledge of personalised learning and embed practices in planning and teaching
- Increased literacy learning support - Link It Program
- Evidence of intervention and differentiation for students in planning as noted in school observation
- Evidence of intervention and differentiation for students in planning as noted in school observation
- Professional development to build knowledge of personalised learning and embed practices in planning and teaching

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 suits students' individual needs and feedback to students and that is authentic, non-judgmental and encouraging. Feedback is a strategy for productive effort and celebration. It is the cornerstone for effective student engagement.

Strategies:
- Focus on enhancing instructional leadership skills associated with coaching and feedback
- 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
- Allocating priority every day in every classroom for every student. We encourage our students to take leadership roles 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.

Planned outcomes:
- Evidence of intervention and differentiation for students in planning as noted in school observation
- Evidence of intervention and differentiation for students in planning as noted in school observation
- Evidence of intervention and differentiation for students in planning as noted in school observation
- Evidence of intervention and differentiation for students in planning as noted in school observation
- Professional development to build knowledge of personalised learning and embed practices in planning and teaching

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)

Strategies:
- NAPLAN relative gain achieved for all students Prep - 7
- 100% of all eligible students achieve the national program standard
- Targeting disadvantaged students
- Evidence of intervention and differentiation for students in planning as noted in school observation
- Staff will effectively analyse and interpret data to inform whole school and individual student improvement (School SMARTs)

Planned outcomes:
- Teachers will routinely use data to inform, monitor and review their teaching practices and contribute to whole school strategies including WALT and WILF to assist in identifying and planning for student learning needs
- Teachers will be provided with professional development to enhance their skills at administering tests and analysing test results

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, 1996)
School Profile:
Set among picturesque landscaped grounds and natural bushland, only minutes from Surfers Paradise, Ashmore State School has been providing quality educational programs since 1978. We boast an award winning music program, a focused integrated approach to a range of ICT resources, a choice of languages, comprehensive after school extra curricular activities and an emphasis on excellence and high expectations in all aspects of schooling. We deliver the Australian Curriculum in Mathematics, English, Science and History and the QLR Curriculum in The Arts, Languages, Technology and Health & P.E. Our facilities include a picturesque oval, large multi purpose courts, a hall, music block, 2 computer labs, science and cooking rooms together with a new information and research centre and conference room called the Carmichael Centre. Our students are given diverse opportunities to engage in programs which facilitate their achievement in literacy, numeracy, citizenship as preparation for living in a complex, multicultural, networked society. We provide a balanced curriculum program throughout the school with high expectations of student achievement, engaged learning time and structured teaching focused on student needs. Classroom teaching programs are balanced and innovative but never lose sight of the foundations, English and Mathematics. We actively involve our school community as partners in the learning process of our students. Our dedicated staff are regularly engaged in professional learning opportunities and are passionate about providing the best education possible for our students.

Evidence Sources:
- Teacher assessment
- Student results
- Student portfolios
- Early years profiles
- PAT / M
- PAT / R
- PROBE
- NAPLAN
- SOS - students
- SOS - parents
- SOS - teachers
- Enrolment, attendance, continuity
- School disciplinary absences
- Class size
- Progression rates
- School ICT Index
- Teaching & Learning Audit

Consultation to develop the Ashmore State School Strategic Plan has occurred with:
- Students
- Parents & Citizens Association
- Local Consultative Committee
- School Staff
- Assistant Regional Director
- Principal Education Officer School Improvement

Research underpinning teaching practice
- Dimensions of Teaching and Learning: Department of Education
- Education Training & Employment 2010
- Gradual Release of Responsibility: Pearson & Gallagher 1993
- Inquiry Based Learning: University of Manchester 2012
- Personalising Education: Department of Education and Early Childhood 2007
- The Teaching and Learning Cycle: Fullan M. & Hargreaves A. 1993
- 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

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

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Principal Jody McLeod
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P and President Alan Sampson
__________________________
Assistant Regional Director