

School Priority 1: Implementation of Ashmore SS Reading Action Plan to teach reading across all learning areas and subjects of the Australian Curriculum using an evidence informed approach.			
Actions			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Engage with the following: Reading Position Statement Effective Teaching of Reading Literature review Leadership complete Modules 1, 2, 3 & 5 Reading Though the Australian Curriculum Efficacy Survey to determine confidence in teaching reading Continue to implement current Ashmore SS Reading Framework Leadership undertake Reading through the Australian Curriculum – Signposts and Implementation Guide for School Leaders as an audit tool to reflect on current practices, highlighting strengths and next steps. 	<ul style="list-style-type: none"> Staff complete Modules 1, 2, 3 & 5 Reading Though the Australian Curriculum Review and adjust Reading Action Plan Establish Reading Committee comprising of teachers, aides, SLP, IET apply inquiry cycle to determine the implementation of a whole school, consistent synthetic phonics approach Reading Committee: analyse Efficacy Survey results as part of inquiry cycle Continue to implement current Ashmore SS Reading Framework 	<ul style="list-style-type: none"> Outcome of inquiry cycle shared with all staff Develop 2025 Implementation Plan: Whole school synthetic phonics approach Review and adjust Reading Action Plan Continue to implement current Ashmore SS Reading Framework 	<ul style="list-style-type: none"> Finalise 2025 Implementation Plan: Whole school synthetic phonics approach Develop 2025 Ashmore SS Reading Framework

School Priority 2: Utilise the P-12 CARF to develop, quality assure, communicate and deliver a clear, explicit improvement agenda to ensure every child has every opportunity to be engaged in the key learning area: English			
Actions			
Term 1	Term 2	Term 3	Term 4
Whole School moderation: <ul style="list-style-type: none"> Develop understanding and highlight importance of Before Moderation process, in order to gain a lift in relative performance in English A-C and A-B Determine teacher knowledge and understanding of whole-school approach to moderation: Before After After End Model and provide professional development in response Review whole-school approach to moderation: Before After After End Model Term 2 planning to include before moderation process 	Whole School moderation: <ul style="list-style-type: none"> Implement updated whole-school approach to moderation: Before After After End Model Provide professional development to support implementation of whole school approach to moderation 	Whole School moderation: <ul style="list-style-type: none"> Embed whole school approach to moderation 	Whole School moderation: <ul style="list-style-type: none"> Embed whole school approach to moderation Analysis of English LOA to measure the impact of whole school approach to moderation Celebrate student success in relative performance in English A-C and A-B target attainment
Culture and Inclusion: <ul style="list-style-type: none"> Develop evidenced based Case Management process Initiate Case Management of students that identify as First Nations, are in Out of Home Care and have a disability 	Culture and Inclusion: <ul style="list-style-type: none"> Share and build staff capacity in Case management approach Leadership increase Case Management of students who may be vulnerable 	Culture and Inclusion: <ul style="list-style-type: none"> Instructional leadership to build capacity of staff to implement Case Management 	Culture and Inclusion: <ul style="list-style-type: none"> Instructional leadership to build capacity of staff to implement Case Management Celebrate the impact of Case management: students achieve at least 1 year of learning growth

2023 Baseline Data		2024 Targets		2024 Interim Indicators: Semester 1		2024 Outcome Measures: Semester 2	
English A-C		English A-C		English A-C		English A-C	
Prep – Year 2	88.8%	Prep – Year 2	90%	Prep – Year 2		Prep – Year 2	
Year 3 – Year 6	91.4%	Year 3 – Year 6	90%	Year 3 – Year 6		Year 3 – Year 6	
First Nations	89.3%	First Nations	90%	First Nations		First Nations	
NCCD	85.4%	NCCD	90%	NCCD		NCCD	
English A-B		English A-B		English A-B		English A-B	
Prep – Year 2	61.9%	Prep – Year 2	70%	Prep – Year 2		Prep – Year 2	
Year 3 – Year 6	50.8%	Year 3 – Year 6	60%	Year 3 – Year 6		Year 3 – Year 6	
First Nations	49%	First Nations	60%	First Nations		First Nations	
NCCD	44.8%	NCCD	50%	NCCD		NCCD	

Endorsement

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

Principal
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