

**Implement a Multi-tiered system of supports Framework focusing on establishing Tier 1 universal systems and practices to achieve strategic outcomes aligned to Equity and Excellence.**

**School Priority 1:** Implementation of Structured Literacy blocks in alignment with the Ashmore SS Reading Placemat to teach literacy effectively through the Australian Curriculum through evidence informed approach.

**Actions**

	Term 1	Term 2	Term 3	Term 4
<b>Prep - Year 2</b>	<b>Structured Literacy Blocks:</b> <ul style="list-style-type: none"> <li>Embed <b>Daily Review routines</b> within <b>Structured Literacy Blocks</b> from the beginning of the day, every day easing the cognitive overload for students</li> <li><b>Modelled learning</b> experiences based on <b>Fluency Reading</b> to increase students reading stamina and fluency to support comprehension of good fit texts</li> <li><i>Ongoing implementation of a Structured Literacy Block from 9:00am-11:00am daily*</i></li> </ul>	<b>Structured Literacy Blocks:</b> <ul style="list-style-type: none"> <li><b>Implement fluency reading routines</b> into daily classroom practice on a consistent basis, engaging in observation and feedback to further develop capability and student engagement</li> <li><b>Daily Review Instructional Routines</b> document from transition out of draft format</li> <li><b>Gather evidence</b> of high yield <b>fluency reading</b> strategies supported by video evidence as a resource for all staff to access</li> <li><i>Ongoing implementation of a Structured Literacy Block from 9:00am-11:00am daily*</i></li> </ul>	<b>Structured Literacy Blocks:</b> <ul style="list-style-type: none"> <li>Reflect on student <b>deep understanding and retention</b> of core literacy elements and <b>impact</b> of the <b>Daily Review Instructional Routines</b></li> <li>Develop a <b>Fluency Reading Instructional Routine</b> to support continuity of practice from P-2 into the upper school</li> <li><b>Embed fluency reading routines</b> into daily classroom practice on a consistent basis, engaging in observation and feedback to further develop capability and student engagement</li> <li><i>Ongoing implementation of a Structured Literacy Block from 9:00am-11:00am daily*</i></li> </ul>	<b>Structured Literacy Blocks:</b> <ul style="list-style-type: none"> <li>Finalise <b>2026 implementation</b> plan of next elements of the <b>Structured Literacy Block</b></li> <li><i>Ongoing implementation of a Structured Literacy Block from 9:00am-11:00am daily*</i></li> </ul>
	<b>Year 3 - 6</b>	<b>Structured Literacy Blocks:</b> <ul style="list-style-type: none"> <li>Implement <b>Daily Review routines</b> within <b>Structured Literacy Blocks</b> daily to ease student cognitive load and increase the rate of retention</li> <li>Continue with <b>modelled learning</b> experiences based on <b>Daily Reviews</b> to consolidate prior knowledge and routines</li> <li><b>Develop understanding</b> of a Structured Literacy Block through mapping the Australian Curriculum aspects to the aspects of the literacy block</li> </ul>	<b>Structured Literacy Blocks:</b> <ul style="list-style-type: none"> <li><b>Consistently</b> embed <b>Daily Review routines</b> within Structured Literacy Blocks easing cognitive load for students</li> <li><b>Modelled learning</b> experiences based on <b>Fluency Reading</b> to increase students reading stamina and fluency to support comprehension of good fit texts</li> <li><b>Daily Review Instructional Routines</b> document from transition out of draft format</li> <li><b>Gather evidence</b> of high yield <b>fluency reading</b> strategies supported by video evidence as a resource for all staff to access</li> <li><i>Implementation of a daily Structured Literacy Block (2hr uninterrupted block of learning focusing on literacy)*</i></li> </ul>	<b>Structured Literacy Blocks:</b> <ul style="list-style-type: none"> <li>Reflect on student <b>deep understanding and retention</b> of core literacy elements and <b>impact</b> of the <b>Daily Review Instructional Routines</b></li> <li><b>Implement Fluency Reading</b> based on the draft Instructional Routine using high yield strategies to increase reading stamina and maximise engagement in good fit texts</li> <li>Develop a <b>Fluency Reading Instructional Routine</b> to support continuity of practice from P-2 into the upper school</li> <li><i>Ongoing implementation of a daily Structured Literacy Block (2hr uninterrupted block of learning focusing on literacy)*</i></li> </ul>

**School Priority 2:** Utilise the Whole School Approach to Pedagogy resources to select and employ effective pedagogy, using the principles (curriculum, learner and learning), to support students' achievement, wellbeing and engagement.

**Actions**

	Term 1	Term 2	Term 3	Term 4
	<b>Whole School Approach to Pedagogy:</b> <ul style="list-style-type: none"> <li>Develop understanding of A <b>Whole School Approach to Pedagogy</b> through the use of the Pedagogy Leaders Pack provided by the Department of Education through targeted <b>professional development</b> for all staff</li> <li>Introduce the subject specific pedagogical approaches resource during Term 1 planning days to bring <b>precision</b> and <b>quality</b> to <b>planning</b> and teacher practice supporting differentiation</li> </ul>	<b>Whole School Approach to Pedagogy:</b> <ul style="list-style-type: none"> <li>Utilise subject specific content from the <b>Whole School Approach to Pedagogy</b> package to promote collaboration and professional autonomy during <b>case management</b> and <b>cohort planning discussions</b> to determine pedagogies that are most appropriate for the school content, curriculum, learning and learner</li> <li>Create <b>alignment of processes</b> adopted across the school to support every teacher to make informed pedagogical decisions</li> </ul>	<b>Whole School Approach to Pedagogy:</b> <ul style="list-style-type: none"> <li>Develop school-based strategies to further enhance the application of <b>effective pedagogical approaches</b> to support student achievement, wellbeing and engagement</li> <li>Clearly define links between <b>appropriate pedagogical approaches</b> for the school context and the Australian Curriculum based unit plans.</li> </ul>	<b>Whole School Approach to Pedagogy:</b> <ul style="list-style-type: none"> <li>Embed <b>Whole School Approach to Pedagogy</b> approaches in English and Specialists KLAs planning to support student achievement, wellbeing and engagement.</li> </ul>

**School Priority 3:** Strengthen Tier 1 universal systems and practices by embedding evidence-based wellbeing and behaviour supports across the whole school community, creating a foundation for consistent, positive behaviour, wellbeing and academic achievement. *To build a culture of support and safety through connecting respectfully with each other to learn and grow.*

**Actions**

	Term 1	Term 2	Term 3	Term 4
	<b>Wellbeing and Engagement:</b> <ul style="list-style-type: none"> <li>First 2 weeks of Term 1 student induction (explicitly teach routines, connection with teacher and peers and support social emotional wellbeing).</li> <li>Review Ashmore Values and refine to develop a clear set of 3 positive expectations and common language.</li> <li>Identify behaviours that require explicit teaching (data driven) to inform fortnightly positive behaviour assemblies and fortnightly behaviour focuses.</li> <li>Build staff capability to create, develop and implement lessons.</li> <li>Prep – Year 3 engage with Zones of Regulation to support social emotional wellbeing</li> <li>Year 4-6 and pilot classes engage with Switch4schools to support social emotional wellbeing</li> <li>Understanding and building team connection and culture.</li> </ul>	<b>Wellbeing and Engagement:</b> <ul style="list-style-type: none"> <li>Identify whole school positive reward system, present to staff for discussion and feedback.</li> <li>Continue with data informed fortnightly positive behaviour focus.</li> <li>Continue to build staff capability to create, develop and implement lessons.</li> <li>Research and identify evidence based whole school, Tier 1, positive behaviour practises to support whole school student and staff wellbeing and behaviour. Present to staff for discussion and feedback.</li> <li>Prep – Year 3 engage with Zones of Regulation to support social emotional wellbeing</li> <li>Year 4-6 and pilot classes engage with Switch4schools to support social emotional wellbeing</li> <li>What does healthy communication and connection look like to support our wellbeing?</li> </ul>	<b>Wellbeing and Engagement:</b> <ul style="list-style-type: none"> <li>Implement whole school positive reward system.</li> <li>Identify a school wide system evidence-based Tier 1 practises in response to:                             <ul style="list-style-type: none"> <li>-consistent and fair consequences</li> <li>- minor versus major behaviours</li> <li>-strategies</li> </ul> </li> <li>Continue with data informed fortnightly positive behaviour focus.</li> <li>Review and identify safe systems of support.</li> </ul>	<b>Wellbeing and Engagement:</b> <ul style="list-style-type: none"> <li>Consolidate and review whole school wellbeing and behaviour supports across the whole school.</li> <li>Consultation with school community to revise 'Student Code of Conduct' to reflect positive behaviour for learning.</li> <li>Implement safe systems of support to enhance the wellbeing of all.</li> </ul>

**ASHMORE STATE SCHOOL - 2025 ANNUAL IMPLEMENTATION PLAN**

2024 Baseline Data		2025 Targets		2025 Interim Indicators: Semester 1		2025 Outcome Measures: Semester 2	
English A-C		English A-C		English A-C		English A-C	
Prep – Year 2	85%	Prep – Year 2	90%	Prep – Year 2		Prep – Year 2	
Year 3 – Year 6	90%	Year 3 – Year 6	90%	Year 3 – Year 6		Year 3 – Year 6	
First Nations	74.4%	First Nations	85%	First Nations		First Nations	
NCCD	62.2%	NCCD	75%	NCCD		NCCD	
English A-B		English A-B		English A-B		English A-B	
Prep – Year 2	59.3%	Prep – Year 2	70%	Prep – Year 2		Prep – Year 2	
Year 3 – Year 6	55%	Year 3 – Year 6	60%	Year 3 – Year 6		Year 3 – Year 6	
First Nations	30.8%	First Nations	40%	First Nations		First Nations	
NCCD	28.9%	NCCD	40%	NCCD		NCCD	

**Endorsement**

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

**Principal**  
Kim Brewitt

**P and C / School Council**  
Ron Odle

**School Supervisor**  
Alisha Le Brese

