



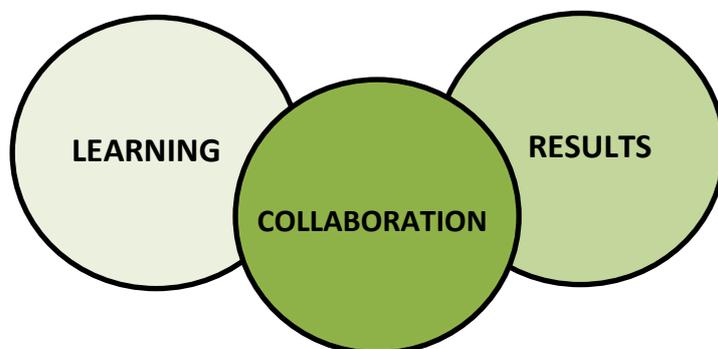
Business Plan

2016 – 2019

ASHDALE PRIMARY SCHOOL VISION

We aim to provide all students and staff with ongoing opportunities to develop the knowledge, skills and confidence to achieve their potential and actively contribute to Ashdale Primary School as a 'school of excellence'.

Our vision is underpinned by a professional learning community model which is driven by the following three elements:



1. Focus on **LEARNING**: The purpose of Ashdale Primary School is to ensure all students learn at high levels.
2. Focus on **COLLABORATION**: Helping all students learn requires a collaborative and collective effort.
3. Focus on **RESULTS**: To measure our effectiveness in helping all students learn we must focus on results and use that evidence to inform and improve our professional practice.

ASHDALE CLUSTER VISION

Ashdale Primary School, Ashdale Secondary College, Carnaby Rise, Landsdale Primary School and Madeley Primary School are an integrated, holistic K-12 learning community.

Through the collaborative partnership, we have developed a shared identity assisted by geographical proximity and a strong sense of being an inclusive community. As a cluster we have a common purpose and a joint vision for the improvement, attainment, achievement and progression of young people.

SCHOOL CONTEXT

Ashdale Primary School is located in the suburb of Darch in the North Metropolitan Educational Region. As of October 2016 there were 870 students in K-6 enrolled in the school. A significant trend is the high enrolments of students with English as a second language and the cultural diversity of our students and families. Major language groups represented include Gujarati, Romanian, Vietnamese, Macedonian, Italian and Arabic.

Ashdale Primary School forms part of a local cluster of Independent Public Schools in the suburbs of Landsdale, Darch, Carnaby Rise and Madeley.



EVIDENCE BASED APPROACH TO THE BUSINESS PLAN

Ashdale Primary School is a high performing school that continually strives to be a 'school of excellence'. This is achieved, in large part, through the efforts of highly skilled and motivated teachers and school leaders. In order to achieve these goals, our most important endeavour is further improving the quality of teaching at Ashdale Primary School. Nationally and internationally there is unequivocal evidence that the quality of teaching is the most significant in-school factor affecting student outcomes. As such, everything that teachers do, and that is done to support them, needs to be linked to increasing the positive impact (effect size) of student achievement.

This Business Plan has been created based on research based practices, consultation with the community and the finding from the 2016 Independent School Review. It references and implements the Department of Education corporate framework including the Strategic Plan for WA schools 2016-2019 and the Director Generals' Classroom First Strategy. The plan outlines a succinct overview of the strategic intent of the school towards quality improvement strategies within academic and non-academic areas. The Business Plan forms part of a suite of documents including annual Operational Plans, Workforce Plan and the Delivery and Performance Agreement.

The implementation of the vision and strategic direction of the school is informed by school effectiveness research and underpinned by an effective change management paradigm. The critical feature of the change process is that teaching and learning are the main focal points and Ashdale Primary School will only continue to improve by raising standards of professionalism and building core competence throughout its workforce.

The Business Plan is based upon the *National School Improvement Tool (NSIT)* which brings together findings from international research and is endorsed by the Standing Council on School Education and Early Childhood (SCSEEC) in 2012. The tool provides evidence about a schools day to day work and consists of nine-inter-related 'domains' which are illustrated below.

A key feature of the National School Improvement Tool is the set of performance levels, 'Low', 'Medium', 'High' and 'Outstanding'. These levels enable schools to make judgements about where they are on their improvement journeys, to set goals and design strategies for improvement, and to monitor and demonstrate school improvement over time.

An explicit improvement agenda

Outstanding schools are when leadership teams and/or governing bodies have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Ashdale Primary utilises the Teacher Development School relationship to drive this belief. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

To strive for outstanding in this domain, Ashdale Primary will:

- Set explicit targets for students in Literacy, numeracy and science, based on whole-school data and communicate this to staff, parents and school community.
- School staff are united in their commitment to improve the quality of teaching and learning throughout the school and address obstacles to school-wide improvement.
- The school has clearly articulated strategies for improving levels of student achievement and well-being.

Analysis and discussion of data

In outstanding schools, a high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

To strive for outstanding in this domain, Ashdale Primary will:

- Establish and implement a systematic plan to collect and monitor data, in Literacy, numeracy, science and wellbeing.
- Prioritise data discussions in meetings related to curriculum, assessment and student achievement and focus on the four questions when collaborating;
 - What do we want each student to learn?
 - How will we know when each student has learned it?
 - How will we respond when a student experiences difficulty in learning?
 - What do we do if they already know it?

A culture that promotes learning

Outstanding schools are driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, and inclusive and that promotes intellectual rigour.



To strive for outstanding in this domain, Ashdale Primary will:

- The school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs through;
 - Kite Club
 - Virtues program
 - Use of engagement and work advisory committee for teacher wellbeing
 - Virtues

Targeted use of school resources

Outstanding schools apply their resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.



To strive for outstanding in this domain, Ashdale Primary will:

- Target resources according to gaps in learning and address the needs of students, according to the Response to Intervention, whereby 100% of students receive access to high-quality teaching.
- Implementation of systemic strategies for identifying student needs and the development of creative school-wide solutions for addressing differentiation through;
 - ABLES program
 - Pre-Lit, Mini Lit, Multi Lit and Mac-Lit
 - Stem
 - Problem solving approach

An expert teaching team

Outstanding schools have found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

To strive for outstanding in this domain, Ashdale Primary will:

- Take collective responsibility of the learning and wellbeing of all students through a sophisticated approach to;
 - Collaborative Meetings
 - Re-invigorate PL Wednesdays

- Develop lead teachers, with high levels of pedagogical knowledge and skill, who will implement evidence-based teaching strategies and then support the learning of other teachers through mentoring feedback, observation and coaching and;
 - Continue to develop curriculum and pedagogical leaders at a school and cluster level
 - Continue to support PLCs throughout the school and ensure high-levels of accountability are embedded.

Systematic curriculum delivery

Outstanding schools strive to have coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Western Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

To strive for outstanding in this domain, Ashdale Primary will:

- The school has an explicit, coherent, sequenced plan for whole-school curriculum delivery across the school which makes clear what (and when) teachers should teach and students should learn. These include;
 - Literacy and Numeracy Blocks
 - Backward design model
- Assessment processes are aligned with the curriculum and are designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning (e.g., gaps in knowledge and understanding), and to monitor learning progress across the years of school;
 - Shared understanding of assessment practices

Differentiated teaching and learning

Outstanding schools strive to place a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

To strive for outstanding in this domain, Ashdale Primary will:

- Utilise professional learning communities to engage in ‘high level dialogue’ about student learning and ensure all students’ needs are being met and challenged through understanding and implementing universal lesson design.
- Teachers work to ensure that all students – including high-achieving students – are appropriately engaged, challenged and extended by designing classroom activities to

meet students' learning needs, levels of readiness, interests, aspirations and motivations through the Introduction and implementation of Blooms Taxonomy.

Effective pedagogical practices

In outstanding schools, the principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

To strive for outstanding in this domain, Ashdale Primary will:

- Support Leadership and Curriculum Teams to establish and communicate clear expectations concerning the use of effective teaching strategies throughout the school by;
 - Continue to implement the evidence-based, cooperative learning strategies – into all classrooms
 - Continue to develop teaching practices by providing teachers specific PL in high-level instructional strategies
 - Enhance teacher's awareness of being consciously competent through sophisticated and evidence-based improvement strategies at school and cluster level.



School community partnerships

Outstanding schools actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purpose and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.



To strive for outstanding in this domain, Ashdale Primary will:

- Continue to build partnerships with parents, families, local businesses and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students;
- Identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing through the Cultural Framework.

Self-Assessment Cycle

Ashdale Primary strives to promote initiatives linked to the Department Strategic Plan 2016-2019, "High Performance – High Care" and Classroom First Strategy. We structure our self-assessment according to the School Improvement and Accountability Framework and the *National School Improvement Tool (NSIT)*.

Successful students are at the core of our school improvement with both academic and non-academic standards the central focus. All operations and processes at Ashdale Primary School are ultimately evaluated in relation to their impact on student achievement. Our school improvement cycle is an ongoing process encompassing three components.

We **assess** data and other evidence related to student achievement and school operations, we **plan** to improve the standards of student achievement and we **act** to implement planned strategies. At Ashdale Primary School this process will be complemented by a reflective mentoring and coaching paradigm.

The National School Improvement Tool (NSIT) has the nine areas of focus that will be monitored to determine our effectiveness in relation to student achievement, in the priority areas identified.

STUDENT ACADEMIC ACHIEVEMENT IMPROVEMENT TARGETS	
YEAR 3	YEAR 5
<ul style="list-style-type: none"> ○ The percentage of Year 3 students in Bands 5 and 6 will be equal to or better than like schools in Reading, Numeracy, Writing Spelling and Grammar & Punctuation. ○ The percentage of Year 3 students above the National Minimum Standard will be equal to or better than like schools in Reading, Numeracy, Writing, Spelling and Grammar & Punctuation. 	<ul style="list-style-type: none"> ○ The percentage of Year 5 students in Band 7 and 8 will be equal to or better than like schools in Reading, Numeracy, Writing Spelling and Grammar & Punctuation. ○ The percentage of Year 5 students above the National Minimum Standard will be equal to or better than like schools in Reading, Numeracy, Writing, Spelling and Grammar & Punctuation. ○ Increase or maintain the percentage of Year 5 EAL tested cohort above the Australian minimum standard in Reading, Numeracy, Writing, Spelling and Grammar & Punctuation across test period.

STUDENT NON-ACADEMIC ACHIEVEMENT IMPROVEMENT TARGETS		
ATTENDANCE	ATTITUDES / BEHAVIOURS / EFFORTS	OTHER
<ul style="list-style-type: none"> ○ Maintain high levels of student attendance at 94% or above. 	<ul style="list-style-type: none"> ○ Increase percentage of students achieving 'Consistently' across all eight descriptors. ○ Decrease the percentage of students achieving 'Seldom' across all eight descriptors. ○ Decrease the percentage of students achieving 'Seldom' on descriptor "sets goals and works towards them with perseverance. 	<ul style="list-style-type: none"> ○ Data relating to student behaviour to reflect positive and proactive strategies. ○ Increase Year 5 and above student response scores in the areas of hope, engagement and wellbeing as identified in the Gallup Australian Student Poll data. ○ Maintain high participation and performance in physical activity and arts/music based events including Interschool and state competitions.

STAFF IMPROVEMENT TARGETS

- Regular use and application of instructional strategies and tactics as evidence in Classroom Observation and Feedback models and reflection on professional learning.
- Increase teacher expertise to increase teacher expertise in data literacy and data informed planning.
- Year leaders and Australian Curriculum leaders undertaking leadership role across the school.
- Staff Satisfaction Survey data reflects increasingly high degree of satisfaction in all areas.
- Achieving an increased proportion of teachers attaining Senior Teacher and Level 3 Classroom Teacher status.

PARENT / COMMUNITY IMPROVEMENT TARGETS

- Maintaining positive parent satisfaction data in relation to the school's capacity to effectively meet the academic needs of their child.
- School Board provides positive feedback to the school regarding the school's self-reflection and analysis process, accuracy and presentation of reports and the performance and development structure.

ASHDALE CLUSTER BUSINESS PLAN

The Ashdale Cluster comprises Ashdale Primary School, Carnaby Rise Primary School, Landsdale Primary School, Madeley Primary School and Ashdale Secondary College.

Our schools are bound together by the Ashdale Cluster Board that establishes and reviews the cluster's general direction and initiatives. As a unique Independent Public School Cluster we employ flexible approaches to collectively address the needs of our local community. To do this, the cluster commits both time and resources to these shared initiatives. These resources include the development of cross-school teacher teams that develop common approaches by identifying strengths and addressing common areas of concern. The cluster also offers a range of professional learning opportunities to sustain the growth of staff members.

These approaches are significant as more than 97% of Cluster primary students transition into Ashdale Secondary College and approximately 35% of the population are drawn from a large number of diverse cultural groups.

High Performance – High Care

The Cluster DES Review outlined common areas that could be addressed through the Ashdale Cluster Business Plan. As a result, the following initiatives have been identified.

The Cluster Initiatives

The 2016-2019 Cluster Strategic Plan encompasses the following initiatives:

- Effective teaching and learning
- Common data collection and cluster professional development
- Science, Technology, Engineering and Maths (STEM)
- Cluster leadership and community partnerships

1. Effective Teaching and Learning: *The Ashdale Cluster believes that all students can learn given additional time and support.*

TARGETS	STRATEGIES	OUTCOMES/DATA SOURCE
In the 3,5,7,9 NAPLAN, the progress achieved by the stable cohort will be equal to or exceed the Australian mean in each test area.	<ul style="list-style-type: none"> • Implement literacy and numeracy strategies to increase student achievement across the cluster. • Create cluster groups that engage teachers in reflection of data collected across schools. • One staff meeting per term is allocated for teachers to attend cluster meetings. • Deputy Principals analyse cluster data and share high level impact strategies. This will improve cluster On Entry, NAPLAN and OLNA results. 	<ul style="list-style-type: none"> • CNAP-NAPLAN progress data
Teacher judgement data has a strong correlation with NAPLAN and WACE.	<ul style="list-style-type: none"> • Analysis of data and teacher judgment (moderation) at the school and cluster levels. • Common assessment tasks at the school and cluster level. 	Schools online: grade alignment NAPLAN overlay / EARS
All staff engages a reflective practice model to promote professional growth and share best practice.	<ul style="list-style-type: none"> • Cluster Phase Of Learning Teams (POLTs) based on a reflective practice model. • Each school incorporates individual reflective practices within its performance management process. • Cluster Professional Learning Community Questionnaire. 	ACER Professional Learning Community Questionnaire.

An instructional framework to be implemented in each school.	<ul style="list-style-type: none"> • A common evidence-based lesson design framework. • Use of observation classroom at ASC • Trial – Instructional Rounds, beginning with APS in Term 2 	Each school will provide an instructional framework e.g. Madeline Hunter Lesson Design, LEARN Framework (ASC)
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2. Common Data Collection and Cluster Professional Development: *As a professional learning community the Ashdale Cluster believes that by analysing data and focusing on results, outcomes for students will be improved*

TARGETS	STRATEGIES	OUTCOMES/DATA SOURCE
Gather common data about student, staff and community perceptions across the cluster.	Gallup Poll administered to measure each student’s perception of hope, engagement and well-being. National School Opinion Survey (students, staff and community). Principal Reflection Tool – Leadership Impact 360	Student, staff and community feedback data National School Opinion Survey
Gather common literacy and numeracy data across the cluster.	All primary schools to implement the PAT-R and PAT-M assessments. NAPLAN On-Entry Assessment (PP as a minimum).	PAT-R and PAT-M data CNAP—NAPLAN progress data On-Entry data
Establish a PLC across the cluster.	Establishment of teaching and non-teaching POLTs across the cluster. Allocation of 90min of cluster professional learning (PL).for POLTs per term. Shared.PL opportunities in the area of PLCs.	POLT agendas ACER Professional Learning Community Questionnaire

3. STEM: *The Ashdale Cluster believes that a STEM approach should be embedded throughout the curriculum in order to encourage greater interest and competence in Science, Technology, Engineering and Maths and seek to increase the proportion of students studying STEM in senior secondary years.*

TARGETS	STRATEGIES	OUTCOMES/DATA SOURCE
All schools have an embedded approach to STEM learning.	<ul style="list-style-type: none"> • Each primary school endeavours to employ a science specialist. • Each school engages in Ashdale Cluster STEM projects guided by the Primary STEM coordinator. • Primary Connections is used throughout the cluster. • Cluster STEM Project through educational partnerships. • Community engagement through STEM Champion sessions. 	Cluster STEM Project through educational partners Longitudinal SAIS Data Individual School Operational Plans

4. Cluster leadership and community partnerships: *The Ashdale Cluster believes that exemplary schools employ distributed leadership, recognise potential in people and engage the community.*

TARGETS	STRATEGIES	OUTCOMES/DATA SOURCE
All schools are committed to building capacity of staff members.	<ul style="list-style-type: none"> • Establish the position of Executive Officer to support cluster leaders and to communicate strategies across the network. • Support for Level 3 & 4 aspirants. • Establishment of POLT leaders. • Shared PL across the cluster. • Connect communities in place across the cluster. • Regular meetings of principals, deputies and committees. 	Inventory of staff expertise throughout the cluster. Number of teachers achieving L3 Teacher status. Number of classroom based leaders. Agendas of meetings.
All schools actively engage the cluster community	<ul style="list-style-type: none"> • Restructure and branding of the Cluster Board • Ceremonies and assemblies • Events, carnivals and performances • Curriculum based activities • Transition 	Parent participation National School Opinion Survey Feedback from students



For more information on the:



Business Plan 2016 – 2019

Ashdale Primary School

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