



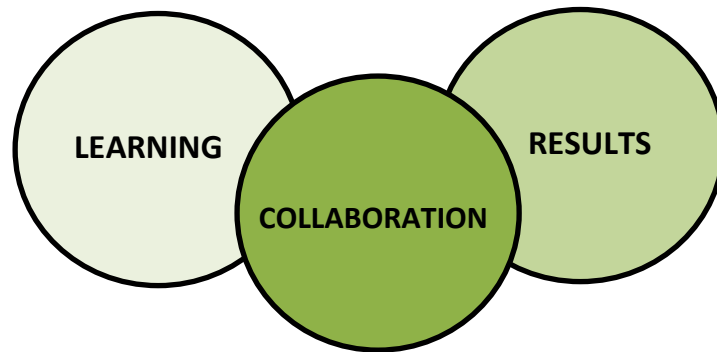
Business Plan

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 being 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.

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 that also encompasses Landsdale Primary School, Madeley Primary School, Carnaby Rise Primary School and Ashdale Secondary School across the suburbs of Landsdale, Darch, 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 founded on research based practices, consultation with the community and the findings 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 General's 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, the 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, ACER 2013)* which brings together findings from international research and which has been endorsed by the Standing Council on School Education and Early Childhood (SCSEEC) in 2012. The tool provides evidence about a school's 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. The descriptors of 'Low', 'Medium', 'High' and 'Outstanding' enable a school to make judgements about where they are on their improvement journey, to set goals and design strategies for future improvement, and to monitor and demonstrate school improvement over time.

1. An explicit improvement agenda

Outstanding schools occur 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/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 the school community.
- Ensure school staff are united in their commitment to improving the quality of teaching and learning throughout the school and address obstacles to school-wide improvement.
- Clearly articulate strategies for improving levels of student achievement and well-being.

2. 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 performance 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?
- Support individual staff members to build their ability to understand/analyse student data and data concepts ("value-added", "standard deviation", "statistical significance" etc).

3. 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:

- Place a high priority on student and staff wellbeing and establish processes to provide both academic and non-academic support to address individual needs through:
 - The Ashdale Kite Club – which promotes parent/caregiver involvement in classroom and school programmes in order to promote positive parent partnerships, belonging and trust.
 - Virtues program – a whole school approach to the explicit teaching of a collection of key virtues and real life opportunities for students to demonstrate and be recognised for demonstrating virtues within the school community.
 - Scheduled collaborative meetings with members of the Executive Team, Engagement Leadership Team and Workload Advisory Committee to maximise staff wellbeing and morale.

4. 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 well-being needs of all students. There are 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 model, whereby 100% of students receive access to high-quality teaching.
- Implement systemic strategies for identifying student needs and the development of creative school-wide solutions for addressing differentiation through:
 - The Abilities Based Learning and Education Support (ABLES) program
 - Pre-Lit, Mini Lit, Multi Lit and Mac-Lit small group intervention programmes
 - STEM learning across the school
 - Fostering a problem solving approach and higher order thinking skills

5. An expert teaching team

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

external professional learning, classroom-based learning, mentoring and coaching arrangements is encouraged.

To strive for 'Outstanding' in this domain, Ashdale Primary will:

- Take collective responsibility for the learning and wellbeing of all students through a sophisticated approach to:
 - Providing regular school and cluster level opportunities for teachers to collaboratively analyse student data, plan and review teaching and learning programmes and further refine their individual and collective pedagogical knowledge and skills across year groups and learning areas.
 - Reviewing and refining Performance Management processes to facilitate teacher observations/feedback, and, mentoring/coaching opportunities.
 - Extend the use of CONNECT by all staff as a means of promoting online learning teams/communities within the school, cluster and system.
- 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, providing feedback, participating in classroom observations and coaching and:
 - Continue to develop curriculum and pedagogical leaders at a school and cluster level.
 - Continue to support Professional Learning Communities throughout the school/cluster and ensure that high-levels of staff accountability are embedded.

6. Systematic curriculum delivery

Outstanding schools strive to have a 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:

- Have an explicit, coherent, sequenced plan for whole-school curriculum delivery across the organisation which makes clear what (and when) teachers should teach and students should learn. These include:
 - Using Literacy and Numeracy Blocks in classrooms.
 - Using a backward design model to ensure clearly defined goals, appropriate assessments, tightly aligned lessons and purposeful/intentional teaching.
 - Ensuring that school plans reflect contextual relevance to the students and their community (making links to the Aboriginal Cultural Standards Framework).

- Developing shared approaches to how cooperative learning, thinking skills and deep conceptual understandings (i.e. within learning areas) can be incorporated into teaching and learning programmes.
- Align assessment processes with the curriculum 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:
 - Establish shared understanding of assessment practices that have clear links to the curriculum.

7. 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.
- Ensure that all students – including high-achieving students – are appropriately engaged, challenged and extended by designing classroom activities to address students' learning needs, levels of readiness, interests, aspirations and motivations through the introduction and implementation of Bloom's Taxonomy.
- Provide opportunities for teachers to share with colleagues about how they use individual student data to create personally relevant/appropriate learning experiences for students within their classes and how they document and share this information with relevant stakeholders.

8. 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:

- Continuing to implement evidence-based, cooperative learning strategies – into all classrooms.
- Continuing to develop teaching practices by providing teachers with specific professional learning in high-level instructional strategies.
- Enhancing each teacher’s awareness of being consciously competent through sophisticated and evidence-based improvement strategies at the school and cluster level.
- Refining whole school Performance and Development documentation/processes to enable teachers to identify how they can best improve their professional knowledge and practices whilst addressing areas of school priority/focus.



9. 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, cluster schools and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students;
- Identify potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing through the Aboriginal Cultural Standards 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.

Improvement Targets:

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 ○ Exceed the Australian percentage of Year 3 students above the Australian minimum standard 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 ○ Exceed the Australian percentage of Year 5 students above the Australian minimum standard 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

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 MILESTONES		

- 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 implement data informed planning
- Year leaders and Western 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 MILESTONES

- 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

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.

This business plan outlines the commitments undertaken by the schools within the Ashdale Cluster in 2016. The aim is to build the professionalism of staff in the schools in addressing trends in data and exploring highly-effective practice. Highly effective practice is determined by the confluence of theory and the reflection of the impact of classroom practice.

High Performance – High Care

There were common areas that schools could address collaboratively as identified by the DES review. These included targeting alignment with specific areas of development, creating whole-school to classroom processes and decision-making processes. The principals perceived that we can go beyond these suggestions by perusing and pursuing a *Reflection: Action* agenda. This included:

Strategies	Actions	Milestones and Targets
<p>The identification of highly-effective practice that is evidence-based.</p>	<ul style="list-style-type: none"> • Implement aspects of Literacy and Numeracy through the Improving Literacy and Numeracy Project. • Create cluster groups that engage teachers in reflection of data collected across schools. • Cluster groups are led by teachers and supported by each school's leadership team • Cluster groups include: K/ P that is concerned with National Quality Standards; year 1-4 groups for example English, technology, HASS and STEM; and year 5-8 mathematics. These meetings are scheduled across schools. • One staff meeting per term is allocated for teachers to attend cluster meetings. • Cluster leaders are offered professional learning in leadership strategies. 	<ul style="list-style-type: none"> • <i>Skill set of teachers</i> • <i>Observation and feedback</i>
<p>Common data collection instruments</p>	<ul style="list-style-type: none"> • Primary – The online Australian Council for Educational Research (ACER) Progressive Achievement Test in reading (PAT-R) and the Gallup Student Poll, which measures student's perception of hope, engagement and wellbeing • Primary/Secondary – The Gallup Student Poll. • National survey results regarding the perceptions of staff and community • NAPLAN 	<ul style="list-style-type: none"> • <i>Establish targets against norm scores</i>
<p>Implementation of science, technology,</p>	<ul style="list-style-type: none"> • Each primary school employs a science specialist and engages in Ashdale STEM projects. 	

engineering and mathematics (STEM)	<ul style="list-style-type: none"> • Primary Connections is utilized throughout the cluster. • Fund 0.2 teacher time for Ashdale Secondary Science. 	
Establish a common professional development process across the cluster	<ul style="list-style-type: none"> • Create a focus group with members across each school to generate a performance management process. • Establish a process in which principals visit each other to share their practice in their schools 	
Effective leadership and management of cluster	<ul style="list-style-type: none"> • Establish the position of Executive Officer to support cluster leaders and communication strategies across the network. 	



For more information on the:



Business Plan 2016 – 2019

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