

Strategic Plan

2022- 2025



Ashdale Primary School

INDEPENDENT PUBLIC SCHOOL

Welcome to Ashdale Primary School. This is the strategic direction of our school over the next three years. This Business Plan ensures our families, students, staff and local community understand our priorities and what we need to do to achieve our goals.

Our Vision

“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 being a school of excellence.”



At the heart of this plan is **success for all students**. The teaching and learning process involves ongoing reflection and planning to ensure we work towards providing the very best outcomes. At Ashdale Primary School, we have a culture of high expectations. We seek to constantly improve and do this through ongoing self-assessment. The **continuous improvement cycle of “plan” – “act” – “assess”** has resulted in the establishment of long-term targets for the next three years. We aim to demonstrate excellence in teaching, our learning environment, allocation of resources, leadership and quality relationships with our community.



Our school operates under the principles of **Professional Learning Communities**. We have a relentless focus on using data to inform decision-making. We prioritise collaboration of staff to create expert teaching teams and concentrate on results for our students, making sure all students make progress.

A Professional Learning Community Model underpins our Vision



Collaboration: student learning requires a collaborative and collective effort.

Learning: our purpose is to maximise student learning.

Results: we focus on results to inform and improve our professional practice.

The Ashdale Cluster of Schools



We are proud to belong to a high-functioning network of schools called the “**Ashdale Cluster**” comprising of Carnaby Rise Primary School, Landsdale Primary School, Madeley Primary School, Ashdale Secondary College. We will welcome a new primary school to our cluster in 2023. We share common approaches and priorities, outlined in our Cluster Strategic Plan. We pool our resources to make sure there are high-quality programs and collaboration among students, staff and families. This allows us to provide our students and families a ‘connected and seamless K-12 schooling experience’.

Our Values

Our school is connected to a larger system, the Department of Education. Staff are guided by the values which reflect the social responsibility we owe to our students, parents and carers, communities, stakeholders and staff. Our staff abide by the Department of Education’s ‘Code of Conduct’.

- Integrity
- Equity
- Voice
- Truth-telling
- Teamwork
- Care
- Learning

Our Context (Demographics)

We have approximately **825** students and our student population has been slowly declining, due to natural attrition of the area, over the past 4 years. Our ICSEA* is 1033 and we pride ourselves on our rich, cultural diversity. We have over 51 different language spoken in homes of our students. After Australian Standard English, our top three languages are; Arabic, Vietnamese and Gujarati.

1%	Aboriginal
51%	Additional dialect or language background
12%	Students with a disability
80-90%	Students transition to Ashdale Secondary College

*The **Index of Community Socio-Educational Advantage (ICSEA)** provides an indication of the socio-educational backgrounds of students. ICSEA values are calculated on a scale which has a median of 1000. **ICSEA values** typically range from approximately 500 (representing extremely ‘educationally disadvantaged’ backgrounds) to about 1300 (representing schools with students with very ‘educationally advantaged’ backgrounds).

TARGETS 2022-2025

Literacy and Numeracy Targets

- We will achieve the same or above **like schools** in reading, writing, language conventions and numeracy in NAPLAN.
- Progression in PAT testing for reading, vocabulary and mathematics will be at or greater than expected progression.

Social and Emotional Well-Being Targets


- We will see increased student wellbeing in the Wellbeing and Engagement Census (Year 5 and Year 6) and Rumbles Quest (Year 2-Year 4).
- Staff wellbeing will be supported through planning and targeted initiatives.

Attendance Targets

- Overall attendance will be above the state average.
- The number of students identified 'at risk' will be reduced.

Self Assessment

Over the course of the next three years, we will use the following guiding questions to make judgements about our effectiveness in each of the five domains and then plan accordingly for future improvement.

- How are we going?
 - What are we doing well?
 - What do we need to improve?
 - How will we measure our improvement?
- 

Relationships and Partnerships

We will create a positive school climate and strengthen partnerships between home, school and our community.

What will we do?	How will we do it?
<p>Foster positive, respectful relationships and partnerships to improve student performance through:</p> <ul style="list-style-type: none"> • staff collaboration • communication • community feedback • partnerships • School Board 	<p>Ashdale Cluster phase of learning teams (POLT)</p> <p>Professional learning communities (PLCs) in year level teams</p> <p>School communication policy – Parent information evening, parent meetings, Learning Journey</p> <p>National School Opinion Poll</p> <p>School-based partnerships – Postcode 6065 0 – 3 project (Kindy transition program), Ashdale SC transition, P&C</p> <p>Community partnerships – ECU and TAFE partnerships, National Chaplaincy Program, Sporting Schools Program, EdConnect, OSH Club, school nurse</p> <p>School board meetings with parents, staff and community members</p> <p>Create and implement a whole school plan for culturally responsive practices and approaches</p>

Learning Environment

We will establish a safe, positive, inclusive and supportive learning environment for our students and staff.

What will we do?	How will we do it?
<p>Enhance the learning, health and well-being of staff and students through strategies that target:</p> <ul style="list-style-type: none"> • positive student behaviour and engagement • attendance • cultural diversity 	<p>Student engagement plan – PERCS vouchers and certificates, legend certificates, classroom management strategies, Kagan cooperative learning strategies</p> <p>Targeted support for students experiencing attendance difficulties</p> <p>Student voice strategies – School and faction leaders, student surveys and consultation</p> <p>Mental health and well-being programs – Friendology, Zones of Regulation</p> <p>Supported and purposeful play – Lunchtime clubs, playground equipment, nature playground</p> <p>Create and implement a whole school plan for culturally responsive practices and approaches</p>

Leadership

We will develop school leaders that use their vision, sense of direction and reflective practices for school improvement.

What will we do?	How will we do it?
<p>Facilitate organisational change and growth to meet the needs of our students through:</p> <ul style="list-style-type: none"> • school planning • change management • instructional support • leadership opportunities • professional reviews 	<p>Learning area operational plans</p> <p>Planning and decision-making framework</p> <p>GROWTH coaching, CAT coaches and curriculum experts</p> <p>Distributed leadership – Curriculum leaders, year level leaders</p> <p>Career development opportunities – Future Leader’s program, Senior Teacher and Level 3 Classroom Teacher programs, TDS presenters, curriculum support teacher, aspirant administration program, LEAP programs</p> <p>Performance management and development plans</p> <p>Create and implement a whole school plan for culturally responsive practices and approaches</p>

Use of Resources

We will use our staff, expertise, funds, facilitates and materials to support school-wide decision making.

What will we do?	How will we do it?
<p>Manage resources in a targeted manner to maximise student learning outcomes through:</p> <ul style="list-style-type: none"> • financial management • budget and resource management • funding • workforce planning 	<p>Finance team and committee</p> <p>Resource allocation – Curriculum operational plans, intervention policy, collaborative DOTT, professional learning, year level budgets</p> <p>Student-centred funding, additional funding – SEN, EAL/D, kindergarten</p> <p>Create and implement a whole school plan for culturally responsive practices and approaches</p> <p>Align staffing with school priorities and student needs</p>

Teaching Quality

We will hold high standards and expectations for our students, use evidence-based practices and take shared ownership for our students' success.

What will we do?	How will we do it?
<p>Plan, implement and assess effective, engaging and innovative teaching and learning programs with:</p> <ul style="list-style-type: none"> • whole-school approaches • WA curriculum • differentiation • data analysis • reporting • professional learning 	<p>Curriculum operational plans, instructional intelligence strategies, LEARN model, learning area committees, year level collaborative meetings</p> <p>Engage in professional learning to implement new WA Curriculum and support materials</p> <p>Intervention – Response to intervention model and TAGs policy</p> <p>Analysis of school-based data to inform future practice – Moderation of common assessment tasks, EdCompanion, collaborative meetings</p> <p>Semester reports, Learning Journey and teacher-parent interviews</p> <p>Professional learning linked to curriculum operational plan, performance management and development plan and the Australian Professional Standards for Teachers</p> <p>Induction program for new and graduate teachers</p> <p>Create and implement a whole school plan for culturally responsive practices and approaches</p>

Student Achievement and Progress

We will commit to improving our students' achievement and progress.

What will we do?	How will we do it?
<p>Systematically assess student achievement and progress using school-based assessments, daily observations and data analysis, in order to:</p> <ul style="list-style-type: none"> • improve achievement and progress • measure progress • align with similar schools • attain achievement standards • moderate 	<p>Diagnostic student assessment data – Class profiles, EdCompanion, self-review schedule</p> <p>Plan-teach-assess cycle using curriculum operational plans and instructional intelligence strategies</p> <p>Analysis of on-going student assessment data – KAT, on-entry, DIBELS oral reading assessment, NAPLAN, PAT-R and PAT-M</p> <p>Comparison of NAPLAN data with statistically similar schools</p> <p>Analysis of semester grades in year level teams</p> <p>Moderation of common assessment tasks aligned to the SCSEA achievement standards in year level and POLT meetings</p> <p>Create and implement a whole school plan for culturally responsive practices and approaches</p>

