

**Strategic Plan  
2019-2021**





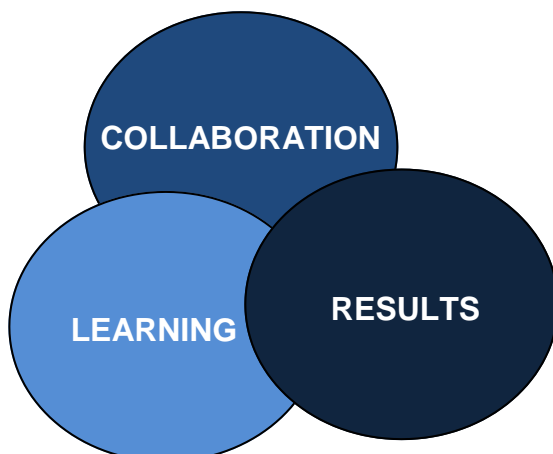
## VISION

**“To provide all students and staff with on-going opportunities to develop the knowledge, skills and confidence to achieve their potential and actively contribute to Ashdale being a school of excellence”**

At our school, highly skilled and experienced teachers work together to focus on maximising the learning outcomes for all students. Our staff members are constantly investigating ways to improve teaching and learning programmes through research, data analysis, professional learning and collaboration. We have developed whole school, evidence based approaches to teaching to ensure that all students achieve to the best of their ability. Teachers recognise the important contributions that parents make to support each child’s learning journey and work alongside families to best meet the needs of every student. Ashdale Primary School recognises that children are individuals with differing strengths and needs. Staff identify and assist students who would benefit from extension and remediation to ensure that all students feel confident, challenged and successful. Ashdale Primary School has students from a diverse range of backgrounds and this has created a culturally rich school community. Teachers embrace opportunities to incorporate aspects of culture into classroom activities. All students are encouraged to share and be proud of their heritage through whole school events.

Ashdale Primary School is committed to collaborating with other schools to continuously improve school practices and approaches. As part of the Ashdale Cluster of Schools, we work alongside three local primary schools (Landsdale Primary School, Madeley Primary School and Carnaby Rise Primary School) and our feeder high school (Ashdale Secondary College) to maximise teacher expertise and effective resource utilisation.

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 must focus on results to inform and improve our professional practice.



# Strategic Plan 2019-2021

This strategic plan provides a clear direction for the school for next three years. It forms part of a suite of documents including annual operational plans, the Workforce plan and the delivery and performance agreement. It reflects the Strategic Plan for Government Schools, Focus 2019, evidence based practices, consultation with the community and the findings of the 2016 Independent School Review.

It is founded on national and international evidence that recognises Quality Teaching as the most significant *in school* factor to impact on student achievement. As a result, Ashdale prioritises raising the professional practice of its staff across the school and cluster.

The plan is structured around the National School Improvement Tool (NSIT, ACER 2013) and is based on national and international research about the practices of highly effective schools. This tool utilises nine inter-related domains and performance descriptors of “low” through to “outstanding” for schools to use to reflect on their effectiveness, track progress and as an aspirational model for improvement.

## DOMAIN 1: An Explicit Improvement Agenda

### Outstanding Schools...

Establish leadership teams or governing bodies that are driving a strong improvement agenda for the school, grounded in evidence based research and measurable outcomes. Explicit, measurable improvement targets are set and communicated to students, caregivers and staff.



### What you see at Ashdale...

- Explicit targets for students in Literacy, Numeracy and Science, based on whole school data.
- Targets clearly communicated to staff, parents and the school community.
- A staff that is united in their commitment to improving teaching and learning.
- Clearly articulated student achievement and well-being strategies.

## DOMAIN 2: Analysis and Discussion of Data

### Outstanding Schools...

Prioritise analysis and discussion of whole school data in the areas of academic achievement, attendance, behaviour and well-being. There is a focus on overall school performance along with the performance of identified groups. Schools collect evidence of improvement/regression over time; performance compared with similar schools; and measure growth across the years of school (for standardised tests).



### What you see at Ashdale...

- A systematic plan for the collection and analysis of data in Literacy, Numeracy, Science, Well-being and Attendance.
- Regular collaborative team meetings for staff to discuss curriculum, achievement and assessment using the focus questions:
  - 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?
- The use of Year Level Data Coaches to lead discussions about achievement and to support the capacity of colleagues.

## DOMAIN 3: A Culture That Promotes Learning

### ***Outstanding Schools...***

Are driven by a deep belief that every student is capable of successful learning. Prioritise building and maintaining positive, caring relationships between staff, students and parents. There is mutual trust and support between the school and families in order to maximise student learning and wellbeing. The learning environment is safe, respectful, tolerant, inclusive and promotes intellectual rigour.



### ***What you see at Ashdale...***

- A variety of opportunities for caregivers and community members to be involved in school initiatives such as the “Kite Club” volunteer programme, “Support a Reader” etc.
- Whole class, target group and individual opportunities for school and home to work together (Extension/Remediation classes, parent/teacher conferences, use of Connect to communicate with parents, learning journeys etc.).
- An active Engagement and Wellbeing Committee.
- A workload Advisory Committee to maximise staff wellbeing and morale.
- The “Ashdale PERCS” whole school approach to virtues.
- The use of the “Response to Intervention” model to differentiate the curriculum.
- The establishment of a Student Health and Wellbeing Steering Committee (with parent, community and staff members).
- Leadership through the TDS initiative in SEN and Digital Technologies.

## DOMAIN 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 wellbeing needs of all students. There are school wide policies, practices and programmes 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.



### ***What you see at Ashdale...***

- Targeted use of resources according to the Response to Intervention model whereby 100% of students receive access to high quality teaching.
- Systemic strategies for identifying student needs and school-wide approaches to differentiation such as:
  - The Abilities Based Learning and Education Support (ABLESWA) Program
  - Pre-Lit, Mini-Lit, Multi-Lit and Mac-Lit small group intervention Programs
  - Establishment of a purpose designed and resourced Science/STEM classroom in 2019
  - Numeracy Extension and remediation programs
  - STEM and Science Programs through partnerships with Ashdale Secondary College
  - Cyber-safety student and parent information sessions in collaboration with Ashdale Cluster Schools.

## DOMAIN 5: An Expert Teaching Team

### *Outstanding Schools...*

Find 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.



### *What you see at Ashdale...*

- Regular school and cluster level opportunities for staff to collaboratively analyse student data, plan and review teaching/learning programs and refine pedagogical knowledge and skills across year levels and learning areas using a Professional Learning Community (PLC) framework.
- Teacher reflection, observation, feedback and coaching processes implemented across the school.
- Utilisation of TDS Team members to enhance teacher knowledge and skills.
- On-going professional learning in whole school approaches such as instructional intelligence, GROWTH Coaching, differentiation etc.
- The on-going implementation of curriculum and pedagogical leaders across the school and cluster.
- The promotion of Level 3 Classroom Teacher and Senior Teacher status through mentoring and support for aspirants.
- The opportunity for Level 3 Classroom Teachers and Senior Teachers to undertake leadership roles across the school and cluster.

## DOMAIN 6: Systematic Curriculum Delivery

### *Outstanding Schools...*

Strive to have a coherent, sequenced plan for curriculum delivery that ensures consistent teaching practices and learning expectations and a clear reference for monitoring learning across 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 WA Curriculum and collaboratively refined to provide a shared understanding. This information is shared with caregivers and families.



### *What you see at Ashdale...*

- Teachers have a shared understanding of “what” and “when” to teach across year levels.
- Evidence based practices such as:
  - Literacy and Numeracy Blocks
  - Lesson design
  - Backward design model (defined goals, appropriate assessments, aligned lesson, intentional teaching)
  - Cooperative learning etc.
- The promotion of higher level thinking and deep conceptual understandings across year levels/learning areas.
- The implementation of the Ashdale Cultural Framework.
- Assessment processes that are aligned with the curriculum to monitor learning and identify gaps in knowledge and understanding.



## DOMAIN 7: Differentiated Teaching and Learning

### ***Outstanding Schools...***

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



### ***What you see at Ashdale...***

- PLCs where teachers engage in high level dialogue about student learning.
- Use of a lesson design model and supporting instructional practices to ensure all students are engaged, challenged and extended (e.g. Bloom's Taxonomy, cooperative learning etc.).
- Regular opportunities for teachers to collaborate to share: how they use individual student data to create relevant learning experiences for their students; how they document this information; and, how they share it with key stakeholders.
- Highly trained data coaches leading in the analysis of a range of system and school initiated assessments such as On-Entry, NAPLAN, PAT-R, PAT-M etc. and then creating improvement plans using Best Performance software for individuals and groups of students.
- Use of the Response to Intervention model with links to the NCCD throughout the school.

## DOMAIN 8: Effective Pedagogical Practices

### ***Outstanding Schools...***

Are led by a principal and other school leaders who 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.



### ***What you see at Ashdale...***

- The executive team and school leaders will support each other to establish and communicate clear, shared expectations about the use of effective teaching strategies by:
  - Modelling and supporting colleagues with the implementation of evidence based whole school approaches such as lesson design, Literacy and Numeracy Blocks, cooperative learning etc.
  - Providing on-going school and cluster based professional learning about instruction.
  - Teachers (through self-reflection) along with peer observation, feedback and coaching identifying improvement goals in aspects of their pedagogical practice and undertaking actions to achieve these goals.

## DOMAIN 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.



### ***What you see at Ashdale...***

- Continue to build authentic partnerships with parents, families, local businesses, cluster schools and community organisations to improve opportunities and outcomes for students.
- The implementation of the cluster "Postcode 6065" initiative to: promote positive home-school links prior to children starting Kindergarten, the encouragement of caregivers to adopt practices that support child development and make links between families and community organisations.

## **Self Assessment Cycle**

- We will use the nine domains of the National School Improvement Tool to guide our reflections and set goals for improvement.
- All operations and processes are ultimately evaluated on their impact on student achievement. Our school improvement cycle is on-going:
  - We **assess** data and other evidence related to student achievement and school practices.
  - We **plan** to improve student achievement.
  - We **act** to implement planned strategies.

## Student Academic Improvement Targets NAPLAN

Year 3	Year 5	Year 7
<ul style="list-style-type: none"> <li>The percentage of Year 3 students in Bands 5 and 6 will be equal to or better than “public schools” in Reading, Writing, Spelling, Grammar &amp; Punctuation and Numeracy.</li> <li>Exceed the Australian percentage of Year 3 students above the Australian minimum standard in Reading, Writing, Spelling, Grammar &amp; Punctuation and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of Year 5 students in Bands 7 and 8 will be equal to or better than “public schools” in Reading, Writing, Spelling, Grammar &amp; Punctuation and Numeracy.</li> <li>Exceed the Australian percentage of Year 5 students above the Australian minimum standard in Reading, Writing, Spelling, Grammar &amp; Punctuation and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of Year 7 students in Bands 7 and 8 will be equal to or better than “public schools” in Reading, Writing, Spelling, Grammar &amp; Punctuation and Numeracy.</li> <li>The percentage of Year 7 students in Bands 9-10 will be equal to or better than “public schools” in Reading, Writing, Spelling, Grammar &amp; Punctuation and Numeracy.</li> </ul>

## Student Academic Improvement Targets PAT : Growth in Scaled Score Points

	Year 1-2	Year 2-3	Year 3-4	Year 4-5	Year 5-6
PAT Reading	11pts	9pts	8pts	6pts	3pts
PAT Maths	10pts	8pts	6pts	6pts	4pts

## Additional Student Improvement Targets

Attendance	Attitudes, Behaviours & Effort	Other
<ul style="list-style-type: none"> <li>Maintain high levels of attendance at 94% or above.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of students achieving “consistently” across all descriptors of the semester report.</li> <li>Decrease the percentage of students achieving “seldom” across all descriptors of the semester report.</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 and Year 5 Engagement and Wellbeing Survey data will be equal to or exceed the South Australian mean.</li> <li>Maintain high levels of participation in sporting events, arts/music based performances.</li> </ul>

## Staff Improvement Milestones

- Evidence of implementation of evidence based, whole school approaches to pedagogy during reflection, peer observation and feedback sessions.
- National School Opinion Poll staff data reflects an increasingly high degree of satisfaction in all areas.
- Achieving an increased proportion of teachers attaining Senior Teacher and Level 3 Classroom Teacher status.

## Caregiver & Community Milestones

- National School Opinion Poll parent data reflects a high degree of satisfaction in meeting the needs of their child/ren.
- 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 Strategic Plan 2019-21

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.

**Effective Pedagogical Practices (Instructional Leadership):** The Ashdale Cluster believes that reflective practices, feedback and professional learning about instruction will enhance student engagement and achievement.

TARGETS	STRATEGIES	DATA/EVIDENCE
All staff will engage in a reflective practice process to promote professional growth and share best practice.	<ul style="list-style-type: none"> <li>Cluster PL – observation, feedback &amp; coaching.</li> </ul>	Each school will utilise a school-based observation, reflection and feedback model.
An instructional framework will incorporate lesson design and effective practices across all Cluster schools.	<ul style="list-style-type: none"> <li>Each school has an instructional leadership team to drive Cluster and school initiatives.</li> <li>Incorporate lesson design and effective practices into Cluster POLTs.</li> </ul>	Each school will use an evidence based approach for lesson design and effective instructional practices.

**The Early Years (0-5):** The Ashdale Cluster believes that by working with parents and agencies of children from 0-5 student outcomes will be improved when children attend school.

TARGETS	STRATEGIES	DATA/EVIDENCE
Improve the induction and transition process of kindergarten students throughout the Cluster.	<ul style="list-style-type: none"> <li>All schools focus on strategies to recognise students at risk at entry point to school.</li> <li>Schools create educational opportunities for new parents.</li> </ul>	<ul style="list-style-type: none"> <li>Interviews</li> <li>Attendance at workshops.</li> </ul>
Create a Cluster approach to 0-3 education and support.	<ul style="list-style-type: none"> <li>Create communication pathways to families and community groups connected to 0-3 children.</li> </ul>	<ul style="list-style-type: none"> <li>Summary of 0-3 approaches.</li> </ul>

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

TARGETS	STRATEGIES	DATA/EVIDENCE
The number of aspirant leaders will continue to increase throughout the Cluster.	Opportunities are available for aspirant leaders through: <ul style="list-style-type: none"> <li>Leadership in POLTS</li> <li>Instructional intelligence leaders</li> <li>Curriculum leaders</li> </ul>	<ul style="list-style-type: none"> <li>Summary of Cluster leadership roles.</li> </ul>
Level Three Classroom Teacher numbers will increase across the Cluster	Schools foster aspirant level three teachers; <ul style="list-style-type: none"> <li>Through coaching, mentoring and supporting aspirants in specific approaches at school level.</li> </ul>	<ul style="list-style-type: none"> <li>Number of successful applicants.</li> </ul>
The Cluster will have a viable intern program through ECU.	<ul style="list-style-type: none"> <li>Internships will be fostered throughout the Cluster.</li> </ul>	<ul style="list-style-type: none"> <li>Number of ECU students successfully completing their internship in the Cluster schools.</li> </ul>

**Common Data Collection and Analysis:** The Ashdale Cluster believes that as a professional learning community that analyses data and focuses on results, outcomes for students will be improved.

TARGETS	STRATEGIES	DATA/EVIDENCE
In the Year 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"> <li>Engage Cluster teachers and leaders in discussion and reflection about student achievement based on NAPLAN data.</li> <li>Deputy Principals to collaboratively develop school improvement plans in specific areas of literacy and numeracy that have been identified through NAPLAN data analysis.</li> </ul>	Cluster Naplan data & analysis and improvement plans.
The Year 5 & 7 Wellbeing and Engagement Collection survey results will be equal to or exceed the Australian mean.	<ul style="list-style-type: none"> <li>All Cluster schools will administer the Wellbeing and Engagement Collection survey (Yr 5 &amp; 7).</li> </ul>	Survey data analysis (school and/or Cluster) and improvement plans.

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

TARGETS	STRATEGIES	DATA/EVIDENCE
All schools to have an embedded approach to STEM learning.	<ul style="list-style-type: none"> <li>Each primary school employs a science specialist.</li> <li>Each primary school promotes and engages in Cluster STEM projects (led by Ashdale Secondary College).</li> <li>Primary Connections will be used by all Cluster primary schools.</li> </ul>	Summary of science and STEM approaches and events across the Cluster schools.