



**Ashdale  
Primary**

# Business Plan 2013 – 2016





# School Context

*Ashdale Primary School is located in the suburb of Darch in the North Metropolitan Educational Region. As of October 2013 there were 950 students in K-7 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, with 48 language groups represented within the school.*

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

## **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 assess 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**

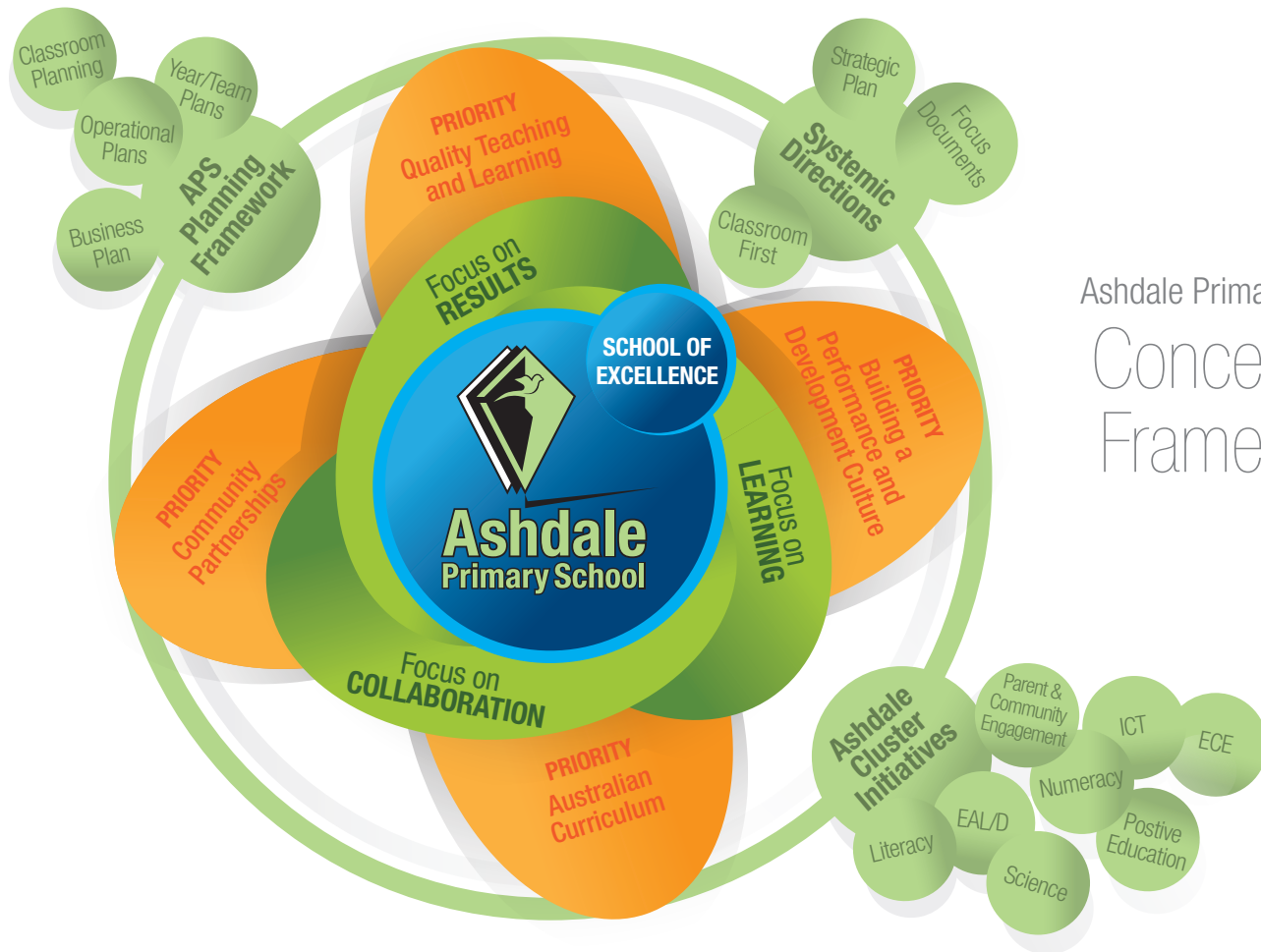
Ashdale Primary School, Ashdale Secondary College, Landsdale Primary School and Madeley Primary School are an integrated, holistic K-12 learning community.

As a 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.

The cluster has committed both time and resources to eight initiatives and priorities to ensure its effectiveness and sustainability: Numeracy, Literacy, Science, Early Childhood, English as an Additional Language or Dialect (EAL/D), Positive Education, Information Communication Technology and Parent and Community Engagement.



# Business Plan 2013 - 2016



## Ashdale Primary School Conceptual Framework

*This Business Plan has been created based on the findings from the Independent School Review held late 2012.*

*It references and implements the Department of Education corporate framework including the Strategic Plan for WA Schools 2012-2015 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.*

*This Business Plan forms part of a suite of documents including annual Operational Plans, Workforce Plan and the Delivery and Performance Agreement.*

### **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 through the efforts of highly skilled and motivated teachers and school leaders.

To continue to endeavour to be a 'school of excellence' we espouse the goals that guide Australian education (Melbourne Declaration on Educational Goals for Young Australians) as follows:

1. Ashdale Primary School promotes equity and excellence
2. All Ashdale Primary School students become:
  - successful learners
  - confident and creative individuals
  - active and informed citizens

In order to achieve these goals there is no more important endeavour than 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.

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 continue to improve by raising standards of professionalism and building core competence throughout its workforce.



# Goals & Broad Strategies

## Priority 1



## Quality Teaching and Learning

**Goal:** By the end of 2016, Ashdale Primary School will have a whole school approach to quality teaching and learning, so that teachers are instructionally intelligent, resulting in improved student learning outcomes.

### Broad strategies/enablers

#### Teaching

- Implement a whole school approach to pedagogy through instructional strategies and tactics with a focus on cooperative learning
- Develop and implement a Classroom Observation and Feedback model
- Implement a whole school approach to the Australian Curriculum, with a focus on the General Capabilities

- Implement a whole school approach to literacy, numeracy, science and ICT
- Improve literacy and numeracy standards across the school
- Embed First Steps Literacy and Numeracy across the school
- Implement the WA Curriculum and Assessment Outline
- Continue to build high professional standards across the school aligned to the Australian Professional Standards for Teachers
- Ensure rigour in early childhood education through the implementation of the Early Years Learning Framework, Australian Curriculum and National Quality Standards

- Developing staff competencies in using technologies to improve student learning
- Teachers develop operational plans to provide direction across key areas of learning

#### Learning Environment

- Implement a whole school approach to Classroom Management Strategies (CMS)
- Encourage staff to engage in the use of innovative technologies to deliver improved learning opportunities for students
- Continue to implement the Virtues Program through a targeted and systematic whole school approach

#### Leadership

- Provide opportunities for leadership and career development through the AITSL Standards
- Continue to implement a distributed leadership model across the school
- Provide targeted professional learning for aspirant leaders
- Audit knowledge and expertise of staff annually and provide high quality professional learning opportunities which build capacity for best practice teaching and learning



# Goals & Broad Strategies

## Priority 2



## Building a Performance and Development Culture

**Goal:** *By the end of 2016, Ashdale Primary School will have built an effective whole school approach to performance and development, so that all staff are motivated, highly effective, consciously competent and results driven.*

### Broad strategies/enablers

#### Teaching

- Continue to build a shared understanding of effective teaching, as articulated in the AITSL Standards
- Develop teacher expertise to implement data informed planning
- Provide opportunities for ongoing teacher reflection on professional practice with a range of sources to evaluate effectiveness including:
  - > evidence of impact of teaching on student outcomes
  - > direct observation of teaching
  - > teacher self assessment
  - > student feedback
  - > evidence of participation in professional learning and teacher reflection on its impact

#### Learning Environment

- Implement an effective cycle for all staff aligned to the AITSL Performance and Development Framework
- Embed a coaching approach in performance and development processes, school planning and review

#### Relationships

- Continue to foster collaborative relationships within the school and across Ashdale Cluster
- Highlight and celebrate staff achievements through nominations for awards, newsletters, assemblies and feedback in Performance and Development

#### Resources

- Coaching training and self-reflection tools made available to staff, as applicable

#### Leadership

- School leaders will engage in learning and lead the development of a learning culture within the school
- Support for professional learning through structures, explicit planning and allocation of time
- Implementation of a professional learning strategy
- Build capacity of Executive and Leadership Team in coaching
- Provide opportunities for leadership and career development through the AITSL Standards
- Build capacity of staff to apply for Senior Teacher, Level 3 Classroom Teacher or seek formal certification through AITSL

### Our Self-Assessment

Ashdale Primary School promotes initiatives linked to the Department Strategic Plan 2012-2015 and Classroom First Strategy. We structure our self assessment according to the *School Improvement and Accountability Framework*.

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 coaching paradigm.

Teaching, learning environment, leadership, resources and relationships are the five areas of focus that will be monitored (as applicable) to determine our effectiveness in relation to student achievement, in the priority areas identified.

# Goals & Broad Strategies

## Priority 3



### Broad strategies/enablers

#### Teaching

- Full implementation of Phase 1 Australian Curriculum by Semester 1, 2014
- Implementation of Phase 2 and 3 Australian Curriculum (as advised)
- Develop a whole school approach to the General Capabilities of the Australian Curriculum
- Engage in common assessment tasks and moderation activities within the school

## Australian Curriculum

**Goal:** By the end of 2016 Ashdale Primary School will have implemented the Australian Curriculum so that teachers are consciously competent and our students develop knowledge, skills, behaviours and dispositions that can be utilised within their learning and in their lives outside school.

### Learning Environment

- Focus on collaboration in the planning, teaching and assessing of Australian Curriculum

### Relationships

- Development of common assessment tasks and moderation activities across the Ashdale Cluster to ensure consistency of teacher judgements
- Continue to engage in coordinated and targeted professional learning on Australian Curriculum across the Ashdale Cluster

### Resources

- Align resourcing to the implementation of the Australian Curriculum

### Leadership

- Continue to develop expertise of Australian Curriculum leaders with specialist knowledge in Phase 1-3 areas as implemented
- Provide professional learning opportunities to develop expertise
- Align Executive Team to Australian Curriculum leaders and learning areas.

## Priority 4



### Broad strategies/enablers

#### Teaching

- Continue to embed a local community focus in teaching and learning programs as applicable eg Farm School Program
- Continue to acknowledge and celebrate our cultural diversity

## Community Partnerships

**Goal:** By the end of 2016 Ashdale Primary School will continue to develop and sustain positive and productive partnerships with a range of stakeholders so that learning outcomes of students are improved.

### Learning Environment

- Increase the understanding of, and community involvement in, the teaching and learning programs offered eg Support-a-Reader

### Relationships

- Continue to foster positive and productive relationships with parents/caregivers
- Continue to seek contributions and involvement from members of the school community

- Continue to foster a professional learning community across the Ashdale Cluster
- Continue to develop relationships with universities and other learning institutions
- Increase professional relationships with local businesses and community groups

### Resources

- Develop and embed a communication, branding and marketing strategy
- Continue to support and foster community use of facilities



# Strategic Improvement Targets

## Our Targets for 2013-2016

*These targets are medium to long term targets and are an indication of progress towards achieving our goals. Annual targets will be developed within Operational Plans, as specific progress towards the strategic target, in a given school year*

### Student Academic Achievement Improvement Targets

#### National Assessment Program in Literacy and Numeracy

##### Year 3

- increase the percentage of Year 3 students achieving Reading, Spelling, Punctuation and Grammar and Numeracy scores in the top proficiency bands to higher than 'like schools'
- maintain Year 3 Writing standard at 100% at or above National Minimum Standard
- increase the percentage of EAL/D students above the National Minimum Standard in numeracy

##### Year 5

- increase the percentage of Year 5 students achieving Reading, Writing, Spelling, Punctuation and Grammar and Numeracy scores in the top proficiency bands to higher than 'like schools'
- decrease percentage of EAL/D students in the 'very low' progress range from Year 3-5 as identified on First Cut in all assessments
- increase the percentage of students above the National Minimum Standard in Spelling to 85% or above
- reduce the percentage of students at or below National Minimum Standard to be equal to, or better than, 'like schools'

##### Year 7 (applicable 2014 only)

- increase the percentage of Year 7 students achieving Reading and Numeracy scores in the top proficiency bands to higher than 'like schools' levels
- decrease the percentage of Year 7 students below National Minimum Standard in Reading

#### On-Entry

- Increase the percentage of Pre-primary – Year 2 students in the Literacy and Numeracy On-Entry Assessment reaching recommended end of year points (PP – 1.0, Yr 1 – 1.5 and Yr 2 – 2.0) as compared with the 'state wide group'

### Student Non-Academic Achievement Improvement Targets

#### Attendance:

- maintain high levels of student attendance at 94% or above

#### Attitudes/Behaviours/Efforts:

- 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'

#### Other:

- 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 well-being 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

- Teaching staff are reporting against the Phase 1 Australian Curriculum National Achievement Standards in Semester 1, 2014
- Teaching staff are fully implementing the Australian Curriculum Phase 1 and Phases 2-3 as applicable (dependent on advised timelines)
- Staff use common classroom management strategies
- Regular use and application of instructional strategies and tactics as evidence in Classroom Observation And Feedback models and reflection on professional learning
- Teaching staff are embedding the Australian Curriculum General Capabilities in all learning areas as applicable
- Teaching staff are embedding the Australian Curriculum Cross Curriculum Priorities in all learning areas as applicable
- Increase teacher expertise to implement data informed planning
- Year leaders and Australian Curriculum leaders undertaking leadership roles 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 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
- Continue to support programs and processes aligned to the Ashdale Cluster eg Science, ICT, transition



For more information on the:



## Business Plan 2013 – 2016

**Ashdale Primary School**

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**FOCUS ON > LEARNING > COLLABORATION > RESULTS**