



Ashburton Drive Primary School

Business Plan



2021 –
2023

DREAM • *believe* • ACHIEVE

Our Vision

A dynamic, inclusive learning community striving for excellence.

Our Mission

Our mission statements describe our characteristics and qualities of teaching and learning, the physical environment and social interactions.

Providing a safe and inclusive environment that actively involves the wider community to support student and staff well-being.

Creating challenging, supportive and differentiated learning opportunities that motivate and empower students to meet high expectations.

Developing independent, self-directed learners who aspire to personal excellence.

Fostering a harmonious school community that invests in the students' future growth.

Collaborating regularly and are committed and mutually accountable to implementing agreed whole-school practices.

These provide a framework for decision making as we go about our daily work.

Our Values

The four birds represent our WA PBS values. They show we should always: Act Responsibly; Do Your Best, Participate Positively; and Show Care and Respect.



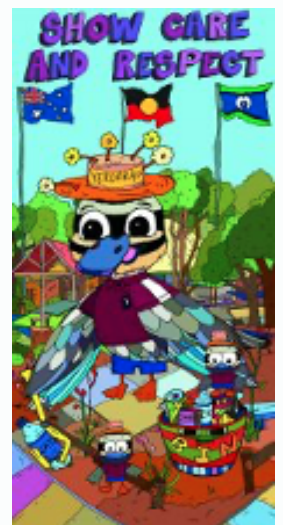
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Our Context

Established in 1986, Ashburton Drive Primary School is located in Gosnells, a south-eastern suburb of Perth. The school is built upon historic farming land with a diverse wetlands located adjacent to the school. Abundant wildlife provides numerous opportunities for sustainable learning. The Western Australian Positive Behaviour Support (WA PBS) birds were chosen as they reflect our connection to this environment.

Our community has approximately 448 students from Kindergarten to Year 6. Staffed with a principal, 24 deputy principals, 26 teachers and numerous other support staff members including education assistants, clerical officers, cleaners and a gardener. Staff have a wide range of expertise with a broad range of experience.

The Ashburton Drive Primary School motto is 'Dream, Believe, Achieve' and the school song is, 'You Can Do It'. A friendly, positive school tone with a strong emphasis on teaching and encouraging students who uphold the school values is driven by the WA PBS program.

Facilities at the school are modern and well maintained; purpose-built classrooms cater for a Science laboratory, kiln, STEM area, music room and Italian room. Students have access to interactive whiteboards, laptops and iPads as well as a computer workroom. The school delivers core curriculum programs following the WA curriculum standards. Specialist staff are employed to deliver Music, Physical Education, Wellbeing programs, Breakfast Club, Personal Best Club, Drumbeat, Choir, Puppets and Clowns and specialised instrumental programs. Our school also offers pastoral care programs including, Boys/ Girls Group and Rainbows as well as extension programs such as PEAC,

The shady grounds have many trees, lawns and playground areas with constant improvements being sought. Working with community agencies, a season's Noongar garden and frog pond are under development. There are various vegetable gardens with student involvement in the production cycle.

An active P&C organise fundraising activities, enabling the purchase of various school resources, in consultation with school staff, including the big fan in the undercover area and targeted teaching resources.

A diverse School Board, including community, staff and parent members; meet regularly to make decisions in the best interests of our students. We uphold Department of Education strategic policies and processes, integrating these into our school programs and values.



Our Focus Areas



Excellent Teaching and Learning



Strong leadership



Vibrant and safe
Learning Environments



Positive and Productive
Relationships



Excellent Teaching and Learning

The Operational plans reflect the school's shared vision for learning and our continuous improvement goals. The curriculum is a constant focus for discussion and collaboration between teachers, students and families. There is a whole-school approach to the principles and practices of assessment of, and for, learning.

Curriculum delivery is designed to meet the diverse learning needs of all students. Teaching and assessment practices are differentiated to meet those diverse needs. Teachers are experts in their specialist fields and are highly effective in their pedagogical knowledge and skill, utilising a common instructional framework, iStar. Staff work collaboratively to plan, review and assess the curriculum, share best practice, analyse student work and participate in group moderation of standards across the school.

Student and school performance data is analysed to identify achievement gaps, to inform the teaching and learning processes and to establish continuous improvement goals for whole school, cohort and individual student performance. A wide range of high quality resources support the teaching and learning programs. The ADPS Workforce Policy strategically targets and sustains high calibre staffing.

All staff are committed to high quality, ongoing professional learning and to the preservation of a school-wide culture of continuous reflection and improvement in teaching and learning.

Achievement Targets



Improve the NAPLAN mean score in Writing to within 10 points of the WA school's mean for Year 3 and 30 points for Year 5.



Increase student achievement in NAPLAN Numeracy assessment to 60% above national minimum in both Year 3 and 5.



90% of staff to indicate they have experienced professional growth through peer moderation in a survey.

Strategies

High quality planning

- 11 Establish an explicit whole school understanding of ADPS teaching beliefs leading to a commitment of implementation.

Quality teaching improvement

- 12 Staff commitment to school-wide practices, strategically planned and monitored.
- 13 Peer observation embedded and linked to high quality teaching.

Developing digital learning capability

- 14 Staff identify and implement contemporary ICT teaching practices to enrich student learning.

Target resources to need

- 15 Student characteristic funding is used to implement appropriate teaching and learning adjustments.

Monitoring outcomes

- 16 Improved literacy and numeracy standards across all years.
- 17 Focus on data-informed practice in classroom planning utilising the AITSL standards.
- 18 Focus on increased understanding and consistency of teacher judgements and grade allocations.
- 19 Enhance staff accountability for student progress.



Strong Leadership

ADPS school leadership team and School Board have a clear vision for continuous improvement based on the school's vision and mission. School leaders have an inclusive, collaborative culture. The school ethos is built on high expectations and a commitment to excellence.

Data on student outcomes is systematically collected, analysed and reported on. The school has a well-developed culture of professional learning. All staff engage in learning, based on reflective practice and contemporary research.

ADPS staff assign a high priority to distributive leadership as widely as possible. Emerging leaders are given support and provided with opportunities through regular coaching, mentoring and constructive feedback. A distributive leadership model is employed to support emerging leaders utilising the WA Future Leaders Framework 2018-2021.

ADPS has highly effective organisational and administrative structures that lead to successful management. School resources are strategically planned to provide vibrant and safe learning environments that engage and challenge students.

The school leadership team has a shared understanding of, and responsibility for, meeting system accountability requirements. School resources are well managed, targeted to priorities and sustainable.

Achievement Targets



Work collaboratively with indigenous families and the local community through working parties. (baseline to be established in 2021 and target set for 2024)



Leadership Framework is utilised for 100% of aspirants, within performance development



Leading the pedagogical change management to improve student growth monitored via committee feedback

Strategies

Learning and reflective culture

- 21 Develop a reflective culture in self-assessment processes.
- 22 Embed performance development using student data.
- 23 Use the Aboriginal Cultural Standards Framework to make, improving outcomes for Aboriginal students, the role of the entire school community.
- 24 Embed staff understanding of resourcing and its implications on classroom practice.
- 25 Comprehensive induction processes for new staff.
- 26 Build the capacity of distributive leaders.





Vibrant and Safe Learning Environments

Our school demonstrates a commitment to creating and sustaining a vibrant, orderly and safe environment. This supports student learning, engagement and wellbeing; enabling relationships across the school community to flourish.

Learning environments are well structured, supportive and safe for both students and staff. Staff and students uphold the policies and practices of the school which are designed to value and protect the rights and responsibilities of each person. Students are held to high expectations and a positive behaviour culture has been sustained. The WA PBS team frequently analyse data to identify current behavioural needs across the school. Staff then explicitly teach the same behavioural focus on a fortnightly basis. All members of the ADPS community; students, caregivers and staff, implement inclusive practices that value add to the wellbeing programs within the school. The rights and responsibilities of students, staff and families are clearly articulated in school policies, procedures and practices. These are implemented consistently and updated regularly. School attendance and student engagement rates are high. Parents and families are valued as partners in student learning. There is a strong sense of pride and belonging in the school.

Achievement Targets



5 of 7 areas in NQS audit graded as compliant

Attitude, Behaviour and Effort targets.



P-2 *Reflects on and talks about own learning* - 2020 Consistently/ Often 68% 2023 goal: Consistently/ Often 75%.

Year 3-6 *Sets goals and works towards them with perseverance* requires moderation. 2023 goal is for data to be within an 8% range.



Regular attendance in 2020 was at 68.9%, the target for 2021 is 73%

Strategies

Improve academic and behaviour outcomes

- 3.1 Continue Tier 1 and 2 WA PBS practices and processes.
- 3.2 Strengthen practices for SAER including extension and referral processes.
- 3.3 Set attendance targets to increase the number above 90% with regular attendance.

Strengthen early years focus

- 3.4 Streamline Early Childhood intervention through the Lead EA
- 3.5 NQS processes and practices are operational throughout the school.

Strengthen outcomes

- 3.6 Provide learning environments that are well-structured, supportive and safe for both students and staff.
- 3.7 Build aspiration through vocational exposure.
- 3.8 Intervention program for phonics and Number is revitalised.

Diversify learning environments

- 3.9 Diversification of learning environments to include different cultural representations.



Productive Relationships

Students perceive teachers to be supportive and helpful and vocalise that there is support and friendship between students. Students are valued members of the school community and lead initiatives where appropriate. Student, parent and staff surveys indicate exemplary growth in the positive culture of the school.

Staff are involved in decision-making. A strong collegial culture has been established amongst all staff. Staff have a commitment to improved teaching and openness to peer observation and professional collaboration that strengthens teaching, learning and leadership.

Parents and families feel welcomed at the school, there are good relationships between parents/carers and school staff, and the school has highly effective processes in place for parent and family engagement in their child's learning.

Achievement Targets



Staff culture surveys redistributed with a 15% improvement in results in 2024



Every Year 6 student and Student Voice committee member to be involved in student leadership training



The 2024 parent survey to demonstrate a 10% positive trend with an increase of 20% in survey respondents

Strategies

Staff

- 4.1 Continue to build positive staff relationships through timely feedback mechanisms.
- 4.2 Well-being to be fostered as a focus area
- 4.3 Continue to embed collaborative practices at the school, phase of learning and classroom levels.

Students

- 4.4. Seek student voices and consider responses when shaping policies.

Parents and wider community

- 4.5 Continue to build on the strong links established with parents and carers, and with the School Board.

