



**Ashburton  
Drive** PRIMARY  
SCHOOL

# **Ashburton Drive Primary School**

2024 - 2026 Business Plan



# Welcome

Through our motto of 'Dream, Believe, Achieve' ADPS aims to provide high quality educational experiences for each and every child who attends our school. We ensure that they develop a broad range of skills, and a strong sense of values to enable them to develop responsibility for their own direction and adapt to an ever-changing world.

At ADPS, the whole school community works together to ensure every child has a positive, happy and rewarding school experience. Parents and teachers are true partners in the learning process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, and to value the pursuit of knowledge.



# Our 3 Pillars



## High Quality Teaching and Student Improvement

At ADPS we recognise that the foundation of a meaningful education lies in the leadership of the school and the proficiency of our teaching staff. Through strategic investments in professional development opportunities, research-based teaching methodologies, and the integration of technology to enhance the teaching-learning process, we foster a culture of collaboration and shared leadership. This creates an environment where both educators and students achieve their full potential, ensuring that high-quality teaching becomes a catalyst for sustained student improvement, leading to measurable advancements in academic achievements and social and emotional outcomes.



## Culture and Community

At ADPS our students are our highest priority. By providing students with the tools to develop emotional intelligence, we provide them with the strategies to resolve problems and issues that arise daily for the benefit of all. We are committed to the health and wellbeing, active engagement, and participation of all students by providing a flexible, safe and inclusive environment. These strategies are modelled and taught by staff and are embedded in our school's culture. Fostering community engagement in schools is a vital undertaking that builds a foundation of support, collaboration, and shared responsibility. By actively involving parents, educators, and local community members, ADPS creates an inclusive environment that promotes open communication and shared understandings.



## Learning Environment

At ADPS we will continue to provide a Learning Environment where students feel safe and are supported to achieve success with a range of social, emotional and cultural opportunities. Using student performance data, students are identified and assisted through our SAER programs, PBS programs, documented plans, and the programs undertaken by our school chaplain and teaching staff.



# Targets

1. Maintain whole school attendance rates to be at or above like schools.
2. The NAPLAN progress and achievement of Year 3 students to be equal to, or above that of, like schools in: a. Grammar & Punctuation b. Reading c. Writing d. Spelling e. Numeracy.
3. The NAPLAN progress and achievement of Year 5 students to be equal to or above that of like schools in: a. Grammar & Punctuation b. Reading c. Writing d. Spelling e. Numeracy.
4. The progress and achievement of students in On Entry testing in Year 1 be equal to or above that of like schools.
5. Increase the average student response score to statements from National School Opinion Survey (now defunct) requiring a line of inquiry; student behaviour is well managed at my school and, I like being at my school, by utilising Pivot to create school generated questions.
6. Increase the average parent response score in the School Culture Survey for statements; teachers ask me about my aspirations for my child, family and community, the school communicates how decisions will support my children's learning and if the school makes big decisions, they ask parents what they think.
7. Demonstrate student wellbeing improvement through Pivot data.











# High Quality Teaching and Student Improvement

## Whole-School Approach

Optimise learning through planned, evidence-based, data informed whole school approaches.

- Implement evidence-based, consistent whole-school practices as guided by Teaching for Impact.
- Through operational teams, implement practice guides to ensure consistent practice of whole school programmes.
- Continue to develop, support and embed knowledge and understanding of agreed visible learning and pedagogical practices that have a high impact on student learning.
- Continue to provide common DOTT time for effective collaboration, planning and moderation.
- Effective, targeted and measurable allocation and utilisation of Education Assistants, based on student performance data across all classrooms.
- Support educators to consistently implement Early Years Learning Framework principles to extend and enrich students through play-based learning.
- In all learning areas, embed STEM and Technologies, including 21st Century learning.

## Data

Data is used to measure student progress and the impact of teaching strategies.

- Use data-informed practice to identify and plan for differentiated learning using whole-school and classroom assessments to target student needs.
- Embed a data literacy approach where teachers collaborate, moderate and interrogate data to effectively inform plan-teach-assess-review cycles, monitor individual students and cohort progressions, and analyse the impact of teaching practices.
- Assess student performance using explicit criteria and provide meaningful and timely feedback to students.
- Maintain a focus on ensuring all students are achieving year-on-year progress.





# High Quality Teaching and Student Improvement

## Differentiation

Curriculum, delivery and resourcing is differentiated.

- Engage in high quality professional learning and research to cater for individual learning needs.
- All students are provided the opportunity to access the curriculum at their level.
- Provide relevant professional learning for teachers to utilise Progress Maps and EALD strategies to effectively identify, plan, teach and assess for EALD students.
- Resource allocation is evidence-based, and practices employed support school planning, including the use of student characteristics and targeted initiative funding to assist student learning.

## Leadership

Excellence in teaching and leadership.

- Staff engage in performance development processes to support the improvement of teacher quality and student outcomes.
- Teaching impact is measured against student performance data and the AITSL Standards.
- ADPS refines and builds upon the distributed leadership model across the school, following the guidelines within The Future Leaders Framework.
- Ongoing support to build the efficacy of allied professionals through quality and targeted professional learning, and to maintain regular meetings with executive leadership.
- School leaders facilitate regular reflective conversations with staff regarding teaching practice coupled with student data.





# Culture and Community

## Culture

Continue to build and sustain a culture of diversity and inclusion.

- Increase staff awareness and capacity to embed the Aboriginal Cultural Standards Framework into everyday learning opportunities.
- Provide relevant professional learning opportunities for all staff on the Aboriginal Cultural Standards Framework and embed practices in the induction process.
- Provide opportunities for diverse community members to have a representational voice in our school.
- Ensure that innovations and contextual needs are met through workforce planning.
- Implement inclusive teaching methodologies that acknowledge and appreciate the languages and cultures of every student, fostering an environment of openness and tolerance towards diverse cultures, religions, and worldviews.

## Staff Wellbeing

Continue staff professional learning and support.

- Assess and act upon the workload of staff through the Workload Advisory Committee.
- Monitor and support staff in their responsibility to optimise their own personal health and wellbeing.
- Develop a staff health and wellbeing plan.

## Student Wellbeing

Continue to teach, monitor, and strengthen student capacity.

- Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking, respectful relationships, and protective behaviours across the curriculum.
- Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

## Community Engagement

Create strong and sustainable partnerships within our community.

- Build collaborative relationships with family and communities to create a shared understanding of how to support student learning, safety, and wellbeing.
- Build family partnerships and engagement to support student learning and development.
- Effective and timely communication between the school community and the School Board to ensure successful governance and promotion within the community.
- Engage with families, carers and communities to better understand the aspirations, interests and needs of their students.







# Learning Environment



## Enhance Student Agency

Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

- All students are engaged in an innovative classroom environment which will redefine the way students think, learn, create, and share.
- Educators empower students to have a democratic voice in their learning environments.

## National Quality Standards

Teachers consider and align their practices to the National Quality Standards Framework.

- Implement practice guides and checklists to ensure classroom environments meet NQS across the school.
- Implement NQS peer-to-peer walkthroughs to ensure consistent implementation of NQS principles across the school.
- EYLF principles embedded in programming with clear links to Kindergarten and Pre-Primary curriculum.

## SAER

ADPS will develop and implement clearly defined strategic plans and processes, using a range of evidence-based procedures that enable the early identification of students who may be at educational risk.

- Implement consistent practices across the school to increase regular attendance and innovate community engagement in these processes.
- Continue case management of all students at educational risk, including those students requiring academic extension.
- Ensure staff understand and implement trauma informed practices.
- Provide professional learning for all staff to increase their understanding of the multi-tiered system of support implemented at ADPS for behaviour, achievement and wellbeing.
- Continue best practice identification and support for students at educational risk.

## Behaviours

Consistent positive behaviour is advocated and supported across a multi-tiered system.

- Maintain a restorative approach to managing behaviour referrals and ensure staff regularly engage in sharing/professional learning to ensure its consistent use in the classroom.
- Consistently review behaviour management approaches through consultations with all stakeholders, ensuring practices promote positive behaviour through clear articulation of expectations that are applied consistently.
- Consistent whole-school approaches to identify, monitor and support Tier 1, 2 and 3 practices.

## Sustainability

Establish a strong focus for sustainability across the school community.

- Develop and maintain spaces which facilitate sustainability education.
- Focus on embedding a culture of best practice for students to learn about and take action for sustainability, utilising the cross-curricular priorities.













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