Engage | Strive

We focus on innovation and creativity to produce students who are engaged and strive to be successful. We work together to develop students who are respectful, resilient, honest and embrace the strength in diversity.

Welcome to our Business Plan that outlines the direction of our school and our three focus areas.

Successful Students – High Performance

We have high expectations and challenge students in a supportive environment so that every student has the opportunity to flourish. To do this we use well-researched quality teaching strategies articulated in our instructional framework. Our focus on innovation caters for the needs of individual students in the global context. To do this, we also use technology as an ever-present component of our flexible learning environments.

The Reggio Emilia approach underpins the early years of schooling to tap into children’s interests to create more meaningful learning experiences and play. Extension of student learning occurs by the vibrant music, Italian language program, science and physical education programs that offer access to specialist knowledge.

Student Wellbeing – High Care

Our strengths-based approach to students is a positive perspective that ensures they are expected to maintain positive behaviour and embrace diversity. Students are taught our I-values approach to show respect, resilience and honesty.

Working together – High Performance and Care

We work with our diverse community so that everybody feels included. The School Board, families, staff and students contribute to the school decision-making processes and innovation. Teachers are also working in teams to devise plans that specifically target areas of student need throughout the year.

Ashdale Cluster Vision

Landsdale, Ashdale, Carnaby Rise, Madeley Primary Schools and Ashdale Secondary College are an integrated, holistic K–12 learning community. Five school sites, one learning environment. As a collaborative partnership the schools have a developed shared identity assisted by geographical proximity and a strong sense of being an inclusive community.
**SUCCESSFUL STUDENTS - HIGH PERFORMANCE**

*Why this focus?* Every student needs clarity regarding what they need to learn and what the teacher is looking for. We also know that learning is complex so we use researched strategies that will work in our context, which includes technology and using the Reggio Emilia approach to enrich our students’ interests.

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<tr>
<th>Targets and Milestones</th>
<th>Key Strategies</th>
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<tr>
<td>1. At the end of Kindergarten all students will demonstrate at least 80% recall of alphabetic sounds.</td>
<td>Employment of the Reggio Emilia approach. Utilising intentional play as part of the learning program.</td>
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<td>2. At the end of Pre-Primary all students will demonstrate at least 80% recall of alphabetic sound and letter names.</td>
<td>Employing a consistent writing program in K-6 classes. Instituting rapid automatic naming with synthetic phonics, number recognition and subitising programs.</td>
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<td>3. At the end of Kindergarten all students will demonstrate rapid automatic naming (RAN) of numbers 1-10 in a random pattern.</td>
<td>Employing quality mathematics resources which are based on educational research. Utilising On-Entry data to plan, report and inform literacy and numeracy programs.</td>
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<td>4. At the end of Pre-Primary all students will demonstrate one to one correspondence when making and counting collections.</td>
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<td>5. The English and maths achievement of Year 3 students will be equal to or above the state NAPLAN result mean.</td>
<td>Engaging in whole school literacy and numeracy planning and assessment using NAPLAN data. Utilising and interpreting data to inform planning and reflection on performance each term. Use of targeted support for very low and low progress students. Utilising teacher team plans to personalise curriculum and teaching. Teaching of early literacy experiences, phonological awareness, phonics, vocabulary, fluency and comprehension (The ‘Big 6’). Creating a whole school approach to basic fact acquisition.</td>
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<td>6. Arrest the downward achievement trend in Year 5 NAPLAN reading and maths.</td>
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<td>7. Ensure that 80% of students in Years 1 to 6 demonstrate improved recall of basic facts.</td>
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<td>8. Implementation of Western Australian Curriculum phase 2.</td>
<td>Embedding curriculum team decisions into whole school plans. Analysis and moderation of work samples across year levels for consistent judgements. Teacher planning and assessment will consider and reflect using the Substitution, Augmentation, Modification and Redefinition (SAMR) model to achieve the ubiquitous use of technology.</td>
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<td>10. All students will undertake at least one integrated STEM project per semester.</td>
<td>The Science, Technology, Engineering and Maths (STEM) team will mentor and guide the backward mapping and implementation of integrated STEM projects.</td>
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**WORKING TOGETHER - HIGH PERFORMANCE AND CARE**

*Why this focus?*  We are working together and embracing diversity. The school board determines the direction of the school so that there is a strong level of community interface. Teachers lead the planning and evaluation of learning programs in teams. Parents have a sense of connectedness in being able to add their expertise and influence the school.

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| 11.80% of teachers perceive that professional learning communities are effective and are led by teachers. | Teachers analyse data, plan and act together in teams to drive improvement strategies.  
Targeted professional learning, particularly in becoming more precise about teaching strategies and feedback to and from students.  
Increasing profile of curriculum teams. |
| 12. Staff members are aware that there is recognition for achievement and diversifying leadership. | Leadership development of staff members – innovation grants.  
Coaching culture to diversify professional learning.  
Strengthening the leadership within teacher teams.  
Appreciating the strengths of staff and delivering messages of concern. |
| 13.90% of parents are satisfied with the school.                                       | School board focusing on the business plan and its impact on student results.  
Increasing teacher use of at least one online communication tool for parent/student/teacher interactions.  
Parent involvement framework and Linking Education and Parents (LEAP) program. |
### WELLBEING - HIGH CARE

**Why this focus?** Students seem to learn better when they are happy yet challenged in their learning. They feel they have a sense of belonging to the school and are aware that their individual strengths are used to engage with the school community. The student voice is heard by the school. Our philosophy of positive education supports all students to embrace diversity.

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| 14. Creating a benchmark and then improving the engagement, wellbeing, and entrepreneurship of students. | Enabling students to solve problems.  
Embedding a consistent language for school rules (be safe, be respectful, be ready to learn).  
Generating behaviour support plans for targeted students.  
Implementing specific programs targeting students with emotional difficulties.  
Mapping the social skills of students.  
Implementation of weekly attitude, behaviour, effort goals. |
| 15. Less than 88% of students experiencing bullying incidences.                       | Development of positive education.  
Implementing a protective behaviour program.  
Utilising the chaplaincy program and accessing On-Psych.  
Sustaining the school volunteer program. |
| 16. Maintain the attendance rate of above 93%.                                          | Targeting programs to increase parent understanding about the benefits of regular attendance.  
Acknowledging students who attend regularly, in particular those about 90%.           |