



Ashdale Cluster Strategic Plan 2016-2019

Vision

Five schools, collectively committed to a learning environment focused on improving student achievement across the cluster.

Rationale

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.

These approaches are significant as more than 97% of Cluster primary students transition into Ashdale Secondary College and approximately 35% of the population are drawn from a large number of diverse cultural groups.

Accountability

The cluster has a self-assessment process that is verified by the Department of Education Services every three years. Cluster schools remain accountable to their own DPA and community through individual school boards.

The Cluster Initiatives

The 2016-2019 Cluster Strategic Plan encompasses the following initiatives:

- Effective teaching and learning
- Common data collection and cluster professional development
- Science, Technology, Engineering and Maths (STEM)
- Cluster leadership and community partnerships

Cluster Focus Areas and Targets

1. Effective Teaching and Learning: *The Ashdale Cluster believes that all students can learn given additional time and support.*

TARGETS	STRATEGIES	OUTCOMES DATA SOURCE
In the 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"> Implement literacy and numeracy strategies to increase student achievement across the cluster. Create cluster groups that engage teachers in reflection of data collected across schools. One staff meeting per term is allocated for teachers to attend cluster meetings. Deputy Principals analyse cluster data and share high level impact strategies. This will improve cluster On Entry, NAPLAN and OLN results. 	CNAP-NAPLAN progress data
Teacher judgement data has a strong correlation with NAPLAN and WACE.	<ul style="list-style-type: none"> Analysis of data and teacher judgment (moderation) at the school and cluster levels. Common assessment tasks at the school and cluster level. 	Schools online: grade alignment NAPLAN overlay / EARS
All staff engages a reflective practice model to promote professional growth and share best practice.	<ul style="list-style-type: none"> Cluster Phase Of Learning Teams (POLTs) based on a reflective practice model. Each school incorporates individual reflective practices within its performance management process. Cluster Professional Learning Community Questionnaire. 	ACER Professional Learning Community Questionnaire.
An instructional framework to be implemented in each school.	<ul style="list-style-type: none"> A common evidence-based lesson design framework. Use of observation classroom at ASC Trial – Instructional Rounds, beginning with APS in Term 2 	Each school will provide an instructional framework e.g. Madeline Hunter Lesson Design, LEARN Framework (ASC)

2. Common Data Collection and Cluster Professional Development: *As a professional learning community the Ashdale Cluster believes that by analysing data and focusing on results, outcomes for students will be improved*

TARGETS	STRATEGIES	OUTCOMES DATA SOURCE
Gather common data about student, staff and community perceptions across the cluster.	Gallup Poll administered to measure each student's perception of hope, engagement and well-being. National School Opinion Survey (students, staff and community). Principal Reflection Tool – Leadership Impact 360	Student, staff and community feedback data National School Opinion Survey
Gather common literacy and numeracy data across the cluster.	All primary schools to implement the PAT-R and PAT-M assessments. NAPLAN On-Entry Assessment (PP as a minimum).	PAT-R and PAT-M data CNAP—NAPLAN progress data On-Entry data
Establish a PLC across the cluster.	Establishment of teaching and non-teaching POLTs across the cluster. Allocation of 90min of cluster professional learning (PL).for POLTs per term. Shared.PL opportunities in the area of PLCs.	POLT agendas ACER Professional Learning Community Questionnaire

3. STEM: *The Ashdale Cluster believes that STEM learning should be embedded throughout the curriculum in order to encourage greater interest and competence in STEM subjects and seek to increase the proportion of students studying these subjects in senior secondary years.*

TARGETS	STRATEGIES	OUTCOMES DATA SOURCE
All schools have an embedded approach to STEM learning.	<ul style="list-style-type: none"> • Each primary school endeavours to employ a science specialist. • Each school engages in Ashdale Cluster STEM projects guided by the Primary STEM coordinator. • Primary Connections is used throughout the cluster. • Cluster STEM Project through educational partnerships. • Community engagement through STEM Champion sessions. 	Cluster STEM Project through educational partners Longitudinal SAIS Data Individual School Operational Plans

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

TARGETS	STRATEGIES	OUTCOMES DATA SOURCE
All schools are committed to building capacity of staff members.	<p>Establish the position of Executive Officer to support cluster leaders and to communicate strategies across the network.</p> <p>Support for Level 3 & 4 aspirants.</p> <p>Establishment of POLT leaders.</p> <p>Shared PL across the cluster.</p> <p>Connect communities in place across the cluster.</p> <p>Regular meetings of principals, deputies and committees.</p>	<p>Inventory of staff expertise throughout the cluster.</p> <p>Number of teachers achieving L3 Teacher status.</p> <p>Number of classroom based leaders.</p> <p>Agendas of meetings.</p>
All schools actively engage the cluster community	<p>Restructure and branding of the Cluster Board</p> <p>Ceremonies and assemblies</p> <p>Events, carnivals and performances</p> <p>Curriculum based activities</p> <p>Transition</p>	<p>Parent participation</p> <p>National School Opinion Survey</p> <p>Feedback from students - transition</p>