

# School Strategic Plan 2021-2025

Ashley Park Primary School (5569)



Submitted for review by Keren Barro (School Principal) on 19 December, 2022 at 07:44 AM  
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 19 December, 2022 at 09:59 AM  
Endorsed by Clinton Fullgrabe (School Council President) on 20 December, 2022 at 12:49 PM

# School Strategic Plan - 2021-2025

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<b>School vision</b>	<p>Our vision at Ashley Park Primary School is to be 'all we can be'. A collaborative school community formed through strong partnerships, that contribute to the engagement, wellbeing and achievement of all students.</p> <p>Our mission is to provide a comprehensive education that empowers our students to contribute to their world and shape their desired future.</p> <p>Our objective is to work collaboratively as a school community to ensure our students develop the understandings, skills, capabilities and dispositions that will enable them to be the best they can be.</p>
<b>School values</b>	<p>Our values are:</p> <ul style="list-style-type: none"><li>Be kind</li><li>Be ambitious</li><li>Be responsible</li><li>Be all we can be</li></ul>
<b>Context challenges</b>	<p>Ashley Park Primary School is in the Whittlesea Network in a well-established pocket of Doreen. As a brand new school that opened its doors in 2019 we have continued to experience steady enrolment growth each year reaching 280 students in 2021 and expecting 350 students in 2022. Over the life of this strategic plan it is anticipated that this enrolment growth will continue until we reach our projected enrolment of 560 in 2025. Numbers at each year level are expected to be around 80 by this time enabling a consistent school structure to be in place.</p> <p>Our school is open plan in design and consists of four main buildings. The Silver Gum Centre houses our Reception, admin offices, First Aid, staff facilities and the Library. The Eucalypt and Wattle Buildings contain our learning spaces and our inquiry zones where some of our specialist programs are undertaken. Our Ironbark Sports and Arts Centre houses our Stadium, Performing Arts space and Canteen. This is also where the Out of School Hours Care provider operates a before and after school care program each day, for on average, 20-30 students per session.</p> <p>Our school structure sees our students organised into communities according to their age and stage of primary school. Each community contains four to five home groups with a community teacher who is the contact point for families of the students, in each group. The teaching and learning approaches target the like needs of students in the cohort, as all students are grouped according to their point of need in the core learning areas of reading, writing and maths. These groupings are closely monitored during our five week teaching and learning cycles, where targeted teaching programs are designed, implemented and evaluated to meet the needs of the students across the cohort.</p> <p>Our staffing profile continues to develop with many teachers in the early stages of their career and a number of Education Support</p>

staff with varying levels of experience. The Principal and Assistant Principal make up the leadership team, a team that will be strengthened over the course of this School Strategic Plan with the appointment of a Learning Specialist from 2022. Our School Improvement Team, while in its infancy, will be a key driver in the achievement of our goals. Our specialist programs continue to expand and we offer Physical Education, S.T.E.A.M. and Visual Arts and will introduce Spanish/Performing Arts in 2022. We also offer Library/Reading and Viewing as the fifth specialist program when the number of groups in the community requires the release of an additional teacher for the purpose of collaborative team planning. The Library/Reading and Viewing program enhances students' literacy skills and complements their core learning in this area. The specialist program also facilitates the common release of all teachers in the community, which is essential to enable our staff to collaborate and share expertise within our teaching and learning cycles.

Our enrolment numbers at each year level continue to increase throughout the year with new families moving in to the area and some local families transferring from our neighbouring schools, now that we are recognised as an established school. In 2021 our 280 students were of 24 nationalities, 22% had English as an Additional Language and 3.9% identified as Aboriginal or Torres Strait Islander. We catered for a range of learning needs including neurological diversity and those specific to the 4% of our students who were funded through the Program for Students with Disabilities. We targeted our Education Support resources both human and financial to support all students to enable them to participate fully in the learning program.

We have built a very strong school culture in the short time we have been open and continued to focus on its development during the two years that required remote and flexible learning. Our families are an integral part of our school and we prioritise home school partnerships to improve student learning. Our school welcomes all students who live in our school zone and we have very few enrolled who reside outside of it. The well established neighbouring surrounds and our geographical location make active travel possible and a common way of students getting to and from school.

Through team accountability and responsibility, shared planning, common practices and the use of a strong instructional model, our teaching and learning programs target student needs. We are focused on improving student learning outcomes utilising our like needs grouping approach within all learning communities. Our programs encourage all students to engage with and inquire about areas of interest to them through inquiry learning within the provision of the Victorian Curriculum. Wellbeing is integral to student learning and our school supports all students to develop capabilities and dispositions that will support them to be physically and mentally well, with a positive and optimistic outlook for their future.

Our school's context challenges include

1. Steady and growing enrolments in Foundation that increase the school population by on average 75-80 students each year.
2. Students transferring from other local schools in Year 1 to Year 6 as we are known as a smaller school and our targeted teaching approaches are seen by these families to be more supportive of their child's learning needs.
3. New staff, many in the early stages of their career, beginning with us each year requiring comprehensive induction processes to ensure our ways of working are deeply understood, so consistency of practice and collective efficacy is maintained and

	<p>strengthened.</p> <p>4. The need for more buildings from 2023 to provide more learning spaces as we reach and surpass our built capacity of 400.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our school's focus is on learning growth and maximising learning for all students, in all areas of the Victorian Curriculum, with a clear focus on the core learning areas of Literacy and Numeracy.</p> <p>We prioritise student wellbeing with a deep understanding that the way students respond to learning challenges are a key indicator of success. We understand the importance of developing capabilities and dispositions and believe these to be fundamental to student achievement and wellbeing.</p> <p>We will prioritise targeted teaching and learning that utilises the use of assessment data to inform teaching programs and monitor and measure student growth. The collective efficacy of our teachers and Education Support staff is fundamental to improving the learning of our students.</p> <p>Over the life of this School Strategic Plan, each Annual Implementation Plan will outline the steps we will take to incrementally reach our goals and targets. The Key Improvements Strategies will ensure our work is focussed across the four years of this, our first School Strategic Plan.</p>

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<b>Goal 1</b>	To maximise the learning growth of every student in Literacy.
<b>Target 1.1</b>	By 2025, the percentage of students in the Top 2 Bands in Year 3 Reading will increase from 36% (2021) to 52% (2025).
<b>Target 1.2</b>	By 2025, the percentage of students in the Top 2 Bands in Year 5 Reading will increase from 28% (2021) to 40% (2025).
<b>Target 1.3</b>	By 2025, the percentage of Year 5 students Meeting or Above Benchmark growth in Reading will increase from 56% (2021) to 72% (2025)
<b>Target 1.4</b>	By 2025, the percentage of students in the Top 2 Bands in Year 3 Writing will increase from 33% (2021) to 53% (2025).
<b>Target 1.5</b>	By 2025, the percentage of students in the Top 2 Bands in Year 5 Writing will increase from 17% (2021) to 21% (2025).
<b>Target 1.6</b>	By 2025, the percentage of Year 5 students with Below Benchmark growth in Writing will decrease from 38% (2021) to 10% (2025).

<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Refine and embed the Ashley Park Instructional Model.</p>
<p><b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Embed a whole school approach to assessment of learning</p>
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teacher capacity to plan curriculum to inform differentiated teaching</p>
<p><b>Goal 2</b></p>	<p>To maximise the learning growth of every student in Numeracy.</p>
<p><b>Target 2.1</b></p>	<p>By 2025, the percentage of Year 3 students successfully attaining the Level 3 growth points in Number on the Mathematics Online Interview will increase in each of the following substrands;</p> <p>Counting - from 7% (2021) to 25% (2025)</p> <p>Place Value - from 16% (2021) to 50% (2025)</p> <p>Strategies for Addition and Subtraction - from 29% (2021) to 50% (2025)</p> <p>Strategies for Multiplication and Division - from 48% (2021) to 75% (2025)</p>

<b>Target 2.2</b>	By 2025, the percentage of students in the Top 2 Bands in Year 3 Numeracy will increase from 21% (2021) to 33% (2025).
<b>Target 2.3</b>	By 2025, the percentage of students in the Top 2 Bands in Year 5 Numeracy will increase from 18% (2021) to 30% (2025).
<b>Target 2.4</b>	By 2025, the percentage of Year 5 students with Below Benchmark growth in Numeracy will decrease from 36% (2021) to 10% (2025).
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a model of teaching and learning practice in numeracy.
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and further develop school capacity to record, monitor, interpret and analyse student assessment data to inform differentiated teaching practice
<b>Goal 3</b>	To enhance students' social and emotional capabilities.
<b>Target 3.1</b>	By 2025, the percentage of positive responses to the AtoSS factor Sense of confidence will increase from 72% (2020) to 80% (2025).
<b>Target 3.2</b>	By 2025, the percentage of positive responses to the AtoSS factor Student voice and agency will increase from 68% (2020) to 80% (2025).

<p><b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop staff capacity to activate student agency in learning.
<p><b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Build increased level of student agency in the school's instructional model.
<p><b>Key Improvement Strategy 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Build student leadership capacity across the school.