



ASHDALE CLUSTER STRATEGIC PLAN 2022 – 2025

Vision

Six 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, Landsdale Gardens 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 collectively employ flexible approaches to our local community's needs. 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 strengthen the instructional competence of all staff, as aligned to the Quality Teaching Strategy.

These approaches are significant as more than 90% of Cluster primary students transition into Ashdale Secondary College. Approximately 44% (2020) of the population are drawn from many diverse cultural groups.

The Cluster Initiatives

The 2022-2025 Cluster Strategic Plan encompasses the following initiatives:

- Effective pedagogical practices
- The Early Years (0-5)
- Cluster leadership and community partnerships
- Common data collection and cluster professional development
- Science, Technology, Engineering and Maths (STEM)

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ASHDALE CLUSTER - Six schools, one learning environment



A common approach and shared commitment to the learning, development and well-being of all K-12 students.

A pooling of expertise and resources ensuring high quality programs and collaboration among students, staff and families.



A focus on STEM learning across the Cluster developing the capabilities required by all students for jobs of the future.

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Effective Pedagogical Practices (Instructional Leadership): The Ashdale Cluster believes that reflective practices, feedback and professional learning about instruction will enhance student engagement and achievement. This aligns directly with the Quality Teaching Strategy.

TARGETS	STRATEGIES	DATA/EVIDENCE
<ul style="list-style-type: none"> • To enhance the level of Instructional Intelligence among staff across cluster schools, reported through Cluster Instructional Strategies Survey. • To increase student engagement and achievement through the implementation of evidenced-based, reflective teaching practices. • To increase the number of CMS & ISE trained teachers at cluster schools. • To broaden the aspirant leadership base of our cluster. 	<ul style="list-style-type: none"> • Each school has an instructional leadership team to drive cluster and school initiatives. • Planned development of Instructional Intelligence to ensure high-quality PL and continuity across POLT teams. • Incorporate reflective practices through an action learning model. • Each POLT will adhere to the 2023 – 2025 Cluster Instructional Strategies Plan document to ensure consistency of approach across the cluster. • Cluster schools are to ensure all POLT leaders are ISE trained. 	<ul style="list-style-type: none"> • Engagement with School (flow) Category within Ashdale Cluster WEC data. • POLT Staff Survey Data.

The Early Years (0-5): The Ashdale Cluster believes that student outcomes will improve when children attend school by working with parents and agencies of children from 0-5.

TARGETS	STRATEGIES	DATA/EVIDENCE
<ul style="list-style-type: none"> • Continue to incorporate the induction and transition process of kindergarten students throughout the Cluster. 	<ul style="list-style-type: none"> • All schools focus on strategies to recognise students at risk at the entry point to school. • Develop transition opportunities across the Cluster schools, which are coordinated and marketed to prospective families. • Schools create educational opportunities for new parents. 	<ul style="list-style-type: none"> • A shared calendar of events • Workshop attendance by parents/carers • AEDC Data • Percentage of students engaged in Kindy transition activities

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Cluster Leadership: The Ashdale Cluster believes exemplary schools employ distributed leadership through instructional leadership teams to lead POLT professional learning, as aligned to the Quality Teaching Strategy.

TARGETS	STRATEGIES	DATA/EVIDENCE
<ul style="list-style-type: none"> To develop teacher leaders within our POLT. 	<ul style="list-style-type: none"> Opportunities are available for aspirant leaders through: <ul style="list-style-type: none"> Leadership in POLTS Instructional intelligence leaders Curriculum leaders Leadership Institute 	<ul style="list-style-type: none"> Summary of Cluster leadership roles. Planned PL opportunities within Cluster.
<ul style="list-style-type: none"> Cluster Approach to develop the leadership capacity of POLT leaders. 	<ul style="list-style-type: none"> Schools foster aspirant Level Three teachers: <ul style="list-style-type: none"> Through coaching, mentoring and supporting aspirants in specific approaches at the school level. 	<ul style="list-style-type: none"> Number of successful applicants.
<ul style="list-style-type: none"> The Cluster will have a viable intern program through ECU. 	<ul style="list-style-type: none"> The Cluster will foster internships. 	<ul style="list-style-type: none"> Number of ECU students successfully completing their internship at Cluster schools.

Common Data Collection and Analysis: The Ashdale Cluster believes that as a professional learning community that analyses data and focuses on results, outcomes for students will be improved.

TARGETS	STRATEGIES	DATA/EVIDENCE
<ul style="list-style-type: none"> In Years 3,5,7 & 9, NAPLAN results achieved by the cohort will equal or exceed the Public School (PS) mean in each test area. 	<ul style="list-style-type: none"> Cluster analysis of data Engage Cluster teachers and leaders in discussion and reflection about student achievement based on NAPLAN data. Deputy Principals to collaboratively develop school improvement plans in specific areas of literacy and numeracy that have been identified through NAPLAN data analysis. 3 Year plan for POLT's to be specifically focused on reading in response to the NAPLAN data. 	<ul style="list-style-type: none"> Cluster NAPLAN data & analysis and improvement plans.
<ul style="list-style-type: none"> The Year 5 & 7 Wellbeing and Engagement Collection survey results will equal or exceed the Australian mean. 	<ul style="list-style-type: none"> All Cluster schools will administer the Wellbeing and Engagement Collection survey (Year 5 - Year 9). Investigate a data tool to gather wellbeing data for Year 2 - Year 4 students. 	<ul style="list-style-type: none"> Survey data analysis (school and/or Cluster) and improvement plans.

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STEM: The Ashdale Cluster believes that a STEM approach should be embedded within the curriculum to encourage greater interest and competence in Science, Technology, Engineering and Mathematics and increase the proportion of students studying STEM in senior secondary years.

TARGETS	STRATEGIES	DATA/EVIDENCE
<ul style="list-style-type: none">• All schools to continue to embed STEM approach to learning.	<ul style="list-style-type: none">• Each primary school employs a science specialist.• Each primary school promotes and engages in Cluster STEM projects (led by Ashdale Secondary College).• Development of a Science POLT strategic plan	<ul style="list-style-type: none">• Summary of science and STEM approaches and events across the Cluster schools.