



# BUSINESS PLAN

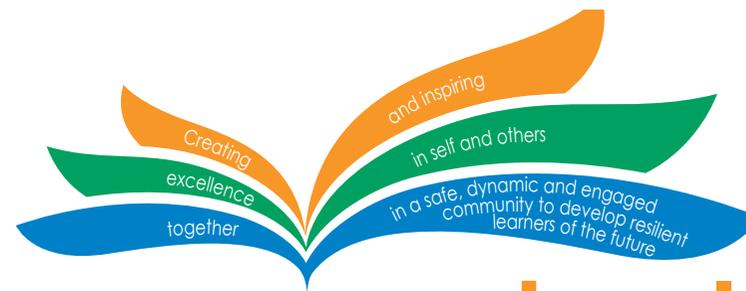
2021 - 2023

- creating excellence together -



# VISION

High quality teaching and learning programs are combined with innovative, collaborative, rich and meaningful learning environments to ensure all students are provided with opportunities which foster excellence and success



# Treendale

PRIMARY SCHOOL

**CREATING** and inspiring **EXCELLENCE** in self and others **TOGETHER** in a safe, dynamic and engaged community to develop resilient learners of the future.

# FROM THE PRINCIPAL

It is with great pleasure that I present the 2021 – 2023 Treendale Primary School Business Plan. This plan outlines a clear direction for school improvement that has been developed over the course of 2020 through the analysis of student performance data, survey feedback and is reflective of our previous Business Plan. Our focus areas depict/align with the Western Australian Curriculum and Department of Education Strategic Focus documents and are guided by the principles of the Aboriginal Cultural Standards Framework and National Quality Standards Framework. The four strategic focus areas driving school improvement over the course of the next three years are;

**Mrs Jayde Hewson**



# ASPIRATION

Improve students' literacy, numeracy, social and digital literacy skills through the development of consistent evidence-based whole school approaches and teacher practices in a safe and supportive environment.

# ABOUT OUR SCHOOL

Located in one of the fastest growing estates in the South West Region, Treendale Primary School is in the suburb of Australind, nestled on the banks of the Collie River, 20km north of Bunbury.

We are a thriving and innovative school where the individual needs of the students are catered for in a friendly, safe and exciting environment. Learning programs support children to grow and develop 21st century skills needed now and for the future.

Our school operates with a culture where evidence-based pedagogy, continuous self-assessment and meaningful data analysis, drives student and school improvement. Catering for 580 students, Treendale PS staff pride themselves on developing a strong sense of community to ensure our families are active partners and contributors to further enhance our positive school culture.

Treendale students are learning to be confident, curious, creative, collaborative, critical thinkers who are resilient and embrace change. Treendale PS continues to embrace technology that adds value to all aspects of student learning through our BYOD program.

Our Pastoral Care is built on the internationally recognised 'You Can Do It' program and is implemented across the school. The 'Five Keys to Success' of Confidence, Resilience, Getting Along, Organisation and Persistence are explicitly taught and reinforced at all opportunities. Our school behaviour expectations of Respect Self, Respect Others, Safety and Follow Instructions play a key role in promoting positive behaviour strategies.

In this school:

we are **PERSISTENT**,

we are **RESILIENT**,

we are **ORGANISED**,

we are **CONFIDENT**,

we **GET ALONG**.

We are



Treendale

PRIMARY SCHOOL

# WE BELIEVE STUDENTS ACHIEVE EXCELLENCE WHEN...

...they are inspired through creative and engaging learning programs in a safe, collaborative and challenging environment

...their individual, social, emotional and physical needs are catered for through differentiation

...they are supported to engage and learn by skilled, professional and enthusiastic educational teams

...family and community are included, supported and supportive



# CREATING SUCCESSFUL STUDENTS

## OBJECTIVE

**1**

Maintain current attendance rates and student engagement

## OBJECTIVE

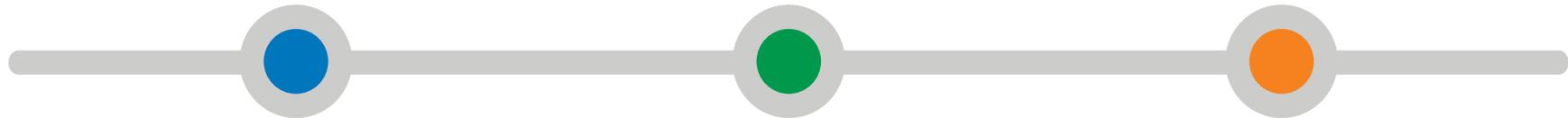
**2**

Foster an environment of personal and academic excellence

## OBJECTIVE

**3**

Provide every student with a pathway to a successful future



## KEY INITIATIVES



Embed whole-school evidence-based approaches in Literacy and Numeracy

Develop and implement an agreed whole school explicit instruction model

Develop and embed a play-based Early Childhood Philosophy K to 2

Intervention in Literacy for SAER using evidence based intervention program including MultiLit and Letters & Sounds

Intervention in Numeracy for SAER to be identified early and supported through evidence-based programming

Attendance to be tracked weekly for all students who are moderate or at indicated risk

Expose students to a variety of digital technologies that enable them to develop 21C skills (e.g. critical thinking, collaboration, creative problem solving)

Promote and support student engagement in extension opportunities available throughout local specialist networks



## TARGETS BY END



OF 2023

NAPLAN performance to be at or above 'like schools' in all five assessment areas for Year 3 and 5

K - 6 Pedagogical Framework embedded and evident in all classrooms through environmental print and common language

On Entry results to be at or above the mean score for 'like schools' in Speaking & Listening, Writing, Reading and Number

Increase the percentage of students achieving an overall 'C' grade or higher in Writing at end of semester reports by a minimum of 10% annually

80% of Year 1 to 6 students achieving at or above the expected year level growth in the PAT Maths assessment year on year

Attendance to be higher than 'like schools', with regular attendance to remain above 90%, as depicted on School Online

Two out of three Year 4 -6 students will be able to select appropriate technology (e.g. app) to demonstrate their learning and justify it's use

35% of students to attain a 'B' grade or higher in all specialist learning areas

Maintain the 10% of students participating in co-curricular extension programs

# GROWING EXCELLENCE IN EDUCATORS

## OBJECTIVE

# 1

Grow and develop future school leadership

## OBJECTIVE

# 2

Opportunity for and support to self-reflect and improve pedagogy through Professional Learning Communities (PLC's)

## OBJECTIVE

# 3

Provide staff with a common language and strategies for evidence-based teaching pedagogy

## KEY INITIATIVES



All staff to be upskilled in Classroom Management & Instructional Strategies which will be embedded in all classrooms

Peer observations used at least once yearly to improve classroom pedagogy through PLCs

Upskill and mentor PLC leaders to support colleagues and guide school improvement, performance & direction

A full cycle of performance development & accountability completed yearly in line with whole-school priorities

Continue as a trial school for the Future Leaders Framework

Workforce planning structured to account for maternity leave and long service leave whilst continuing to add depth to staff experience

Leadership positions for mainstream and special needs education assistants on the Leadership Team

Support staff to understand and embed technology through the 'Technology Integration Matrix' (TIM)

Finance Committee members to be informed, upskilled and supported to develop a deeper understanding and knowledge of Student Centred Funding Model (SCFM)



## TARGETS BY END



OF 2023

The stable cohort of staff to have successfully achieved SMART Goals across all 7 Domains of the AITSL Standards through the PD & A Cycle (Performance Development Accountability Cycle)

Two staff to be trained as CAT Trainers to support current staff and actively upskill new staff in CMS & CMIS

Have 15% of staff applying for promotional or leadership positions both internal and external to TPS

Have 20% of staff applying for Level 3 CT status, achieving Highly Accomplished in AITSL through PD & A or completing aspirant programs to take the next step in career paths

Through Staff National Opinion Survey data all questions to rank 4.0 or higher

70% of teachers can articulate how their lessons effectively integrate technology in alignment with TIM

All staff to have a knowledge of the School Resourcing System and actively engage in annual budget planning

# BUILDING A POSITIVE LEARNING ENVIRONMENT

## OBJECTIVES

**1** Create a safe, motivating and challenging learning environment

**2** Build resilient and confident learners

**3** Increased Aboriginal and Cultural Awareness of the collective school community



## KEY INITIATIVES



Maintain classroom environments to support, challenge and stimulate student engagement

Immerse students in programs to build self-esteem and self-awareness focusing on Zones of Regulation & Protective Behaviours

Embed Positive Behaviour Support strategies across K - 6

Aboriginal Cultural Standards Framework (ACSF) to be embedded in our classrooms daily through HASS & acknowledgement of custodian's and traditional celebrations

Participation & acknowledgment of students in wider Bunbury events including NAIDOC Celebrations and Academic Extension

Student Service Team (SST) to maintain active involvement in all SAER cases in K - 6 to support teachers, students and families



## TARGETS BY END



Through self-audit and observations be able to clearly identify key elements of Zones of Regulation and Protective Behaviours throughout the school in all classrooms

Annually decrease the number of student being identified as Phase 2 or 3 'active' SST referral

Reduce the number of per child suspension days each year by 10%

BeYou Survey to maintain a 4.4 or higher rating in the 'Overall Domain' score

Through self-audit processes, demonstrate and meet the five ACSF domains

To meet the standard in 100% of the National Quality Standards Domain sub-stands across all 7 Standards

OF 2023

# DEVELOPING EFFECTIVE PARTNERSHIPS



## OBJECTIVES

1

Build and create partnerships with network schools to improve teacher practise interdependently

2

Create a hub for the community of parent support and external agencies

3

Deepen level of understanding for parents and community members across all aspects of the school governance system

## KEY INITIATIVES



Moderation with LAPS (Leschenault Alliance Public Schools) to be used annually as a means of developing consistency in teacher judgement

Common Assessment Task alignment with other network BrightPath and non BrightPath schools

School Board training to be completed and ongoing as the Board progresses/develops

Supportive and continuous programming with secondary feeder schools

Principal and Parent (P&P) Meeting held termly to build parent communication & relations

Fundraising Committee to be supported and empowered to play a key role in all school based fundraisers

## TARGETS BY END



Grade alignment to be half a standard deviation above or below the expected grade allocation based on ICSEA, as depicted on Schools Online

Diversify the School Board to be culturally encompassing

Co-opt a community member on to the School Board to support the development of the Aboriginal Cultural Standards Framework

Parent National Opinion Survey to show parent satisfaction in all mandatory questions to be 4.0 or higher

Bi-annual School based Satisfaction Survey to inform progress and reflect 85% positive feedback

OF 2023



# PUBLIC SCHOOL REVIEW RECOMMENDATIONS

<b>Relationships &amp; Partnerships</b>	<b>Learning Environment</b>	<b>Leadership</b>
<p>Continue to build on relationships with local network schools to further strengthen teacher capacity.</p>	<p>Explore the option of becoming a Positive Behaviour Support school to develop a consistent approach and language to guide behaviour.</p>	<p>Sustain quality leadership through the coaching and development of staff.</p>
<p>Review and reflect on the implementation of the Aboriginal Cultural Standards Framework to strengthen connections with the local community.</p>	<p>Develop an ECE Philosophy founded on a play based learning approach from K - 2. Create a wider understanding of the approach across the school.</p>	<p>Empower staff to lead the refinement of instruction and curriculum design and delivery.</p>

Use of Resources	Teaching Quality	Student Achievement & Progress
Continue to develop staff knowledge of, and engagement in, resource planning.	Develop a shared belief around teaching practise within a pedagogical framework that is centred on excellence in student outcomes.	Investigate opportunities for staff to share teaching and assessment practises within the network.
Upskill staff and provide the opportunity through strategic workforce planning to enable aspirants' leadership experience within our school and across the South West.	Professional learning for all staff in our whole school evidence based priority areas. Effectiveness of implementation to be supported through newly established Professional Learning Communities (PLCs)	Increase and stabilise our like school data across all NAPLAN testing areas.

**NEXT REVIEW DATE: TERM 3, 2023**



# Treendale

PRIMARY SCHOOL

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