



Treendale
PRIMARY SCHOOL
creating excellence together

Business Plan

2026 - 2029

About Us

It is with immense pride and confidence that I welcome you to our amazing school community. Treendale Primary School is a place of endless possibility, committed to providing the highest quality educational experience for every student in our care. Proudly located on Pinjareb Boodja, we honour and respect the traditional custodians of the land, the Pinjareb people of the Noongar nation.

Our vision is clear: to inspire and create excellence in every child and in ourselves. Through high-quality teaching, strong relationships, and innovative programs, our vibrant and enthusiastic staff create dynamic learning environments where students are empowered to reach their full potential and become resilient learners of the future.

At Treendale Primary School, we believe learning is a journey of discovery. Our Bring Your Own Device (BYOD) iPad program enhances learning opportunities,

supports student engagement, and develops the essential future-focused skills required in an ever-changing world.

We are proud to be a hub within the community, celebrating the unique cultures, backgrounds and experiences that each child brings to our school. We recognise diversity as a strength and value parents and caregivers as essential partners in every child's learning journey. Through strong partnerships and open communication, we work together to support the success and wellbeing of every student.

We look forward to partnering with you and your family as we shape confident, resilient and successful learners for the future.

Jayde Hewson
Principal

Our Motto

Creating Excellence Together

Creating and inspiring excellence in self and others together within a safe, dynamic and engaged community to develop resilient learners of the future.

We believe excellence is:

- **Academic** – Do your best
- **Personal** – Be your best
- **Community** – Show your best



Our Guiding Principles

The 'Treendale Way' — incorporating our pedagogical beliefs, instructional framework (iTEACH), and engagement norms — is being developed to ensure consistency in high-quality teaching and learning practices across the school.

Our staff are committed to delivering evidence-based instruction with fidelity and consistency to maximise student achievement and wellbeing outcomes for all students.

Our holistic approach is underpinned by our Positive Behaviour Support (PBS) values, known as our 'GEMS':



**Grow
Resilience**



Excellence



**Mutual
Respect**



Safety

These values foster a positive, inclusive and safe learning environment where every child can thrive. Expectations are explicitly taught, consistently modelled and positively reinforced to ensure all students are supported to succeed every day.



Early Childhood Education (ECE) Philosophy Statement

Treendale Primary School Early Childhood Education balances explicit teaching with intentional play-based learning to foster curiosity, confidence and creativity. We value strong partnerships with families and the wider community to collectively nurture resilient, successful and engaged learners.

Our Whole-School Approaches



Curriculum

Implement highly effective teaching and learning practices across all classrooms to maximise student achievement and progress.

Develop and implement an agreed whole-school approach to high-quality teaching, including engagement norms and instructional practices, to enhance student learning outcomes and performance.

An agreed instructional framework will be developed and embedded to support consistent classroom practice, incorporating differentiation, feedback, self-reflection and performance development processes.

Through disciplined dialogue processes, whole-school assessment data will be analysed collaboratively and systematically to inform teaching practice, monitor student progress, and strengthen teaching effectiveness.

Implement a whole-school evidence-based approach to reading to foster a love of reading and improve student outcomes from Kindy to Year 6, aligned with the Harvey Dardanup Network commitment.

Establish an intentional play-based learning approach in the early years that balances explicit instruction with inquiry-based learning, scaffolded through the agreed whole-school instructional framework.

Targets

- All areas of Year 3 and Year 5 NAPLAN data will perform at or above like schools.
- 80% of the stable cohort will demonstrate moderate to very high progress from Pre-Primary On-Entry data to Year 3 NAPLAN.
- Annual Operational Plan targets for Brightpath Writing, Brightpath Mathematics and SAST will be met or exceeded.





Culture

Ensuring optimal conditions for learning, wellbeing and achievement across the school community.

Our Positive Behaviour Support (PBS) values will underpin all classrooms, conversations and whole-school initiatives.

Consistent whole-school behaviour expectations, visuals and common language will be developed and embedded across all learning environments.

A Social Emotional Learning approach will be researched, implemented and reviewed to support student wellbeing, emotional regulation and resilience.

Our positive school culture will be strengthened through ongoing reflection on staff workload, strategic planning processes, and the promotion of staff wellbeing and work-life balance.

Professional learning will be prioritised across all whole-school improvement areas, with a focus on collaboration, leadership development, staff retention and building the capacity of middle leaders.

Targets

- Achieve recognition as a Positive Behaviour Support school through sustained PBS School-Wide Evaluation Tool scores of 85% or above.
- Increase the number of students who regularly experience safe and respectful interactions at school by 5%, as indicated through WEC survey data.

Connection

Engaging in mutually beneficial partnerships to improve outcomes for students.

Ensure all communication is clear, intentional and purposeful to develop a shared understanding, common language and collective commitment to the school's strategic direction and student improvement priorities.

Strengthen parent and stakeholder engagement in whole-school events, consultation opportunities and feedback processes to foster open, honest and respectful partnerships.

Continue to build the profile and capacity of the newly established Parents & Citizens' Association (P&C) to support successful school events, maximise fundraising opportunities, and establish sustainable pathways for ongoing success.

Revitalise the Culturally Responsive Action Group (CRAG) to strengthen connections with Elders and the wider community, officially open the Yarning Circle, and ensure all school communications appropriately acknowledge the traditional custodians of the land, the Pinjareb people of the Noongar nation.

Refine and strengthen School Board governance processes to ensure high levels of compliance, with an increased focus on analysing whole-school data to inform strategic planning and school improvement. Ongoing School Board training will continue to build governance capacity and effectiveness.

Further develop the leadership capacity of the executive and middle leadership teams to support staff development, strengthen instructional leadership, and enhance curriculum delivery through professional learning, collegiate networks and collaborative practices.

Targets

- TPS Parent Feedback Survey results will achieve an average rating above 3.10 compared with 2025 baseline data.
- Achieve a rating of 'Cultural Competence' within the Aboriginal Cultural Standards Framework self-reflection tool in the areas of Teaching and Learning Environment.





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