



# Our Business Plan 2022 - 2025



## *Our School*

At Treeby Primary School, we believe that every child will learn and reach their full potential, when they are supported by adults who care for them, when they are connected to each other, and when there is a deep sense of belonging to our school and community.

It is our absolute privilege to work together and act on our potential to make a positive difference to our students. Our school community is proudly united in the shared belief that we are better when we are together, and when our decision making has students at its centre.

Treeby Primary School caters for children from early childhood education to Year 6. Our motto of 'Growing Precious Minds' encompasses our strong culture focused on high expectations, academic excellence and ensuring that all children have the skills needed to be active and resilient citizens.

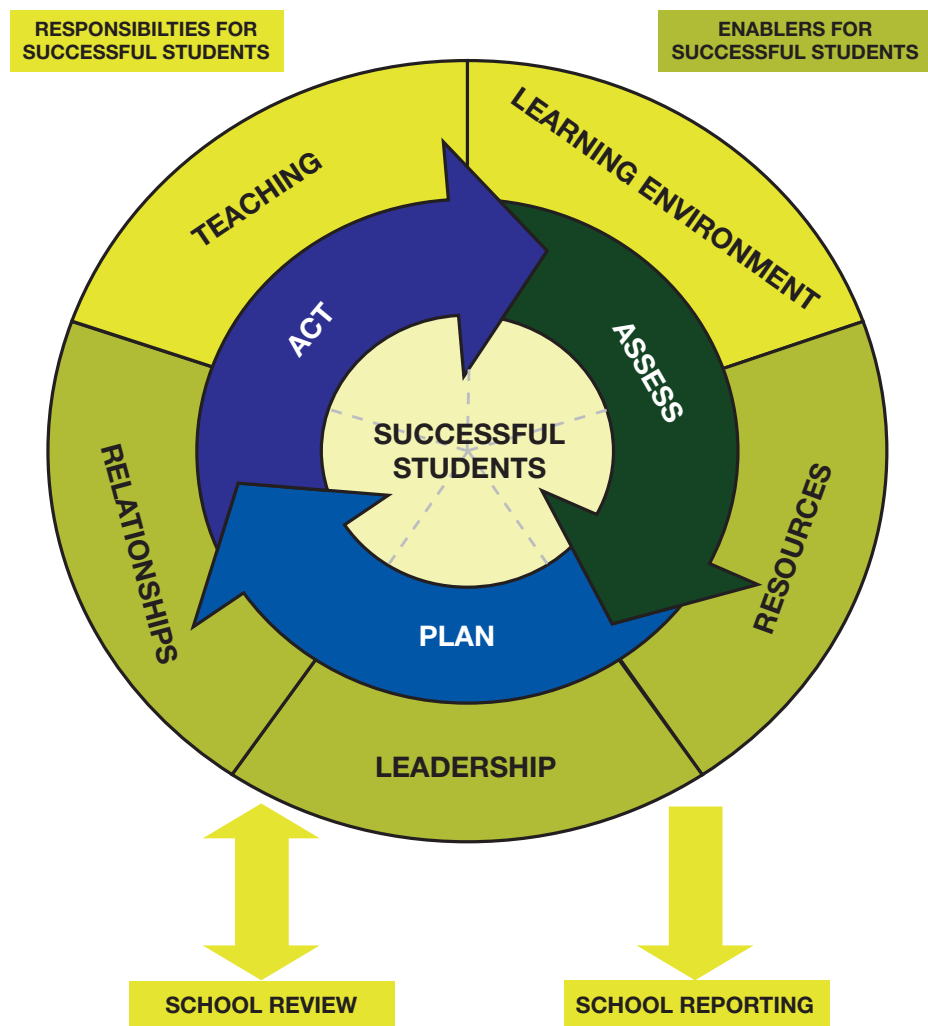
## *Our Business Plan*

The inaugural Business Plan was developed in collaboration with the staff of Treeby Primary School and the School Board. The Business Plan is a working document that guides the school's decision making, and the systems that underpin our whole school approaches. The Plan is informed by the Department of Education's Corporate Framework including the Strategic Plan for WA Schools and Focus documents, in addition to school performance data and the feedback of our school community.

It is aligned to our school's Operational Plans that provide finer details and support the achievement of the Business Plan's Targets. These Operational Plans also form a clear link between the teachers' classroom planning and the overall strategic direction set out in the Business Plan.

Through monitoring of the Business Plan, we will be accountable for our school's commitment to 'Growing Precious Minds'.





# Our Self Assessment

## School Improvement and Accountability Framework

At Treeby PS we utilise The School Improvement and Accountability Framework to support our self assessment. This includes making judgements about our progress, the setting of targets, the development of strategies for improvement and the monitoring of improvements over time.

We recognise that the prerequisites for successful students are high quality teaching, and a learning environment focused on high expectations for every child and community member in our school. We further recognise that effective leadership, relationships based on trust and mutual respect, and the targeted use of school resources are the enablers for high quality teaching and positive respectful relationships to be embedded at Treeby PS.

## Australian Student Wellbeing Framework

The Australian Student Wellbeing Framework underpins our beliefs about ‘successful students’ and drives our commitment to work together with our community to make a positive difference to our students, every day. This Framework affirms that long term student success is enhanced when wellbeing, belonging and interconnectedness are prioritised. The five elements of the Framework: Leadership, Inclusion, Student Voice, Partnerships and Support inform our whole school approaches and the strategies outlined in the Business Plan.

# Our Targets

By 2025 Year 3 and Year 5 NAPLAN results will be above national average in:

- i) Reading
- ii) Writing
- iii) Language Conventions
- iv) Numeracy

By the end of 2024, 80% of our students who achieved above 440 in Pre-Primary On Entry Reading will achieve Level 8 in the Year 2 decodable reading assessment.

Each year, 90% of students will make 40 Brightpath points progress over 12 months.

Increase the percentage of Year 1-6 students achieving above the 50th percentile in the Progressive Achievement Test (PAT) in Mathematics.

By 2025, we will have met and embedded the National Quality Standard (NQS) across Kindergarten to Year Two.



By the end of 2023 there will be school wide implementation of Advancement Via Individual Determination (AVID) instructional strategies. All classes will implement:

- WICOR Framework
- STEM Inquiry Process
- Costas Levels of Questioning

By the end of 2023, we will have decreased the percentage of students arriving 'late' to school compared to 2022 data.

Each year we will have improved the percentage of regular attendance, in comparison to 2022 data.

We will increase the percentage of families paying the voluntary contributions and charges from 2022.

The 2023 National School Opinion Survey shows positive parent satisfaction ie. each item has a rank of at least 3.5.

By 2024, we will have developed and implemented a Reconciliation Action Plan to ensure cultural responsiveness that meets the needs of our multicultural community.

Utilise the EAL/D Progress Maps for students achieving Level 4 or below, for identification, teaching and reporting.

All teachers will identify, intervene, and monitor students at educational risk through the Response to Intervention Model (RTI).

We will meet our targets through the following broad strategies:

## Teaching & Learning

Implement research proven teaching approaches that are aligned to:

- DOE's 'Teaching for Impact Tool'
- Western Australian Curriculum
- National Quality Standards
- Early Years Learning Framework
- WICOR instructional framework
- SAMR Model for technology integration

Embed Letters and Sounds as our synthetic phonics program in all classes K-2.

- Train all staff K-2 through a 'train the trainer' model.

Apply a balanced delivery of Scarborough's Reading Rope Model when teaching students to read across all phases of learning.

Implement Words, Grammar, Fun and Cracking the Code as effective oral language programs in Early Childhood.

Develop and embed Mathematics and English Scope and Sequence documents to support data driven plan-teach-assess cycles.

Embed use of Dr Paul Swan resources, teaching strategies, and milestones in classrooms to support high quality, evidence based instruction.

Embed a whole school policy to identify, support and monitor all Students at Educational Risk, inclusive of a whole school approach to the Response to Intervention (RTI) model. Students identified as being in Tiers 2 and 3 (RTI) are supported through:

- Individualised documented plan (IEP/BMP).
- SEN Planning
- Identification through EAL/D Progress Maps and implementation of their associated strategies.

AVID is implemented as a whole school priority:

- Use of WICOR instructional framework in every classroom
- Development of Treeby PS 'Year Level Expectations' to embed WICOR within classes
- Provide Professional Learning for all staff, delivered by AVID WA Instructional Coaches

Develop and implement a whole school STEM Inquiry process.

Support teachers to embed an ongoing Plan-Teach-Assess cycle, which encompasses diagnostic, formative, and summative assessment.

Moderation of student work ensures that assessment data is transparent, accurate, and relevant to decision making. Common assessment tasks are developed that align to the Western Australian Curriculum, including Brightpath.

Peer teaching feedback, including through the Level 3 teacher role, is utilised for reflection and growth.





# Learning Environment

Provide an engaging outdoor learning environment to increase social skill development and incorporate child agency and student interests.

Incorporate purposeful planned play as part of a balanced approach to the Early Phases of Learning.

Develop and implement Treeby's Kindy Curriculum Guidelines based on our school context.

Refine Treeby GEMS positive behaviour matrix through consultation process with staff and students:

- Explicitly teach students how to make positive behaviour choices
- Embed consistent behaviour expectations and language used across Treeby PS, to support student behaviour
- Implement a whole school social and emotional program that includes teaching resilience
- Establish a Positive Behaviour and Wellbeing Committee

Collaborative DOTT is timetabled to support teachers with Business Plan priority areas. All staff members articulate the school vision and its focus on high expectations.

Whole school events are supported by the staff, students, parents, and community

The wellbeing of staff and students is a high priority which is promoted and sustained through collegial support processes and collaborative practices.



## Relationships & Partnerships

Utilise the Aboriginal Cultural Standards Framework to inform the development of Treeby PS's Reconciliation Action Plan.

Develop mutually productive partnerships with the wider Treeby community including:

- Treeby Parklands Care Community
- Community Garden
- Local businesses
- City of Cockburn
- Treeby Residents Association

Develop partnership with Language Development Centre, and employ a Speech Therapist to support:

- Early Intervention
- Teacher expertise in Oral language and Literacy Skills
- Parent engagement
- Liaison with external agencies
- Coach the implementation of intervention for Tier 2 students, using evidence based program such as MiniLit

Provide opportunities for parent education and involvement in School Readiness and developing Early Literacy Skills.

Authentically celebrate cultural and language diversity across school.

Utilise AEDC data to inform intervention strategies for students, support for parents, and capacity building for teachers.

Students who demonstrate positive behaviour attributes meet with Principal and Executive Team each term to share feedback on what's working well at Treeby and what could make it even better.







# Leadership

Annual Operational Plans are developed that are aligned to the improvement agenda.

Develop partnerships with the new secondary college in Piara Waters to support upper school transition programs.

Recognise and develop high potential leaders in the school utilising WA Future Leaders Framework, incorporating professional growth opportunities and a distributed leadership model.

Middle Leadership Team to be coached to embed a classroom observation and feedback model across the school.

Opportunities to 'lead without title' include committee membership and decision making.

Committees support whole school priorities and include:

- English
- Maths
- AVID
- Community engagement
- Finance
- Early Childhood
- Positive Behaviour and Wellbeing Committee

Student feedback is sought, and their voice is acted upon:

- GEMS Morning Teas
- Surveys
- Student Leadership Team

A whole school data collection schedule which includes English, Mathematics and AVID is implemented.

Teachers engage in a Disciplined Dialogue process and use the data analysis to inform priority areas for teaching and learning linked to Operational Plans.

The School Council/Board is elected, and representatives participate in training and induction.

Biennial survey results are analysed by the Council/Board, communicated to the community in the Annual Report and plans for improvement are acted upon.

The school's Parents and Citizens Association (P&C) support the school through events to support parent engagement and fundraising.

School leaders spend time working with teachers, providing feedback on teaching, modelling effective teaching strategies, and coaching on their implementation.

The biennial parent and student survey is embedded in the annual Learning Journey.

The community is informed of school events through newsletters, P&C Facebook, Compass and school website.

The School Psychologist and Chaplain acts as a support and liaison for students, parents, and staff.

Provide support to parents in the use of Compass for school communication and payments.

Appoint Badged Attendance Officers to work collaboratively with parents and lead the case management of students with attendance concerns.







# Resources

All teaching staff and education assistants participate in annual professional learning in AVID as part of a whole school approach focused on developing a culture of high expectations.

Teachers will meet weekly to support the implementation of whole school priorities. This includes participation in ongoing professional learning including:

- Collaborative planning meetings focused on embedding the priorities in the Business Plan and Operational Plans into their classroom practice
- Disciplined dialogues focused on student data to inform teaching
- Curriculum and Instructional practices
- AVID Coaching
- Positive Behaviour Support (PBS)
- Differentiating the curriculum to cater for students at educational risk
- Using inquiry, creativity, and purposeful play to promote learning
- Responsive Classrooms: Morning Meetings and the First Six Weeks of School
- Data informed plan-teach-assess cycles

Education assistants participate in a range of professional learning workshops aligned to school priority and focus areas.

The Student Services Team is utilised to provide support:

- All staff members are provided with professional learning opportunities to address the social, behavioural, and academic needs of the students including RTI, Zones of Regulation and Restorative Justice.
- A case management approach is implemented for all students identified as being at educational, behavioural, or social emotional risk.
- An intervention program is developed and implemented to meet the academic needs of students who have been identified as being at risk.
- Badged attendance officers work with teachers, parents/carers and students to identify and overcome barriers to regular attendance.
- Speech Therapist and School Nurse support school priority areas.

A coordinated approach to communication, both within the school and with the wider community, is developed so that it is timely, accurate and relevant.







# Glossary

**AEDC:** Australian Early Development Census.

**AVID:** Advancement Via Individual Determination. AVID is a system that is supported by university research. It incorporates the philosophy that if you hold students accountable to the highest of standards and provide them with the explicit targeted academic and social support they need, they will rise to the challenge.

**Brightpath:** A two stage method of assessing student work based on research by UWA focused on developing consistent teacher judgments of student achievement.

**Costas Levels of Questioning:** Levelled questions that support students deep learning.

**Disciplined Dialogue:** Structured professional conversation focused on analysis of data.

**DOTT:** Duties Other Than Teaching.

**EAL/D:** English as an Additional Language or Dialect.

**GEMS:** The acronym of our school's positive behaviour focus areas:

- Grow and Thrive
- Explore and Engage
- Model Respect
- Strive to Succeed

NAPLAN: National Assessment Program in Literacy and Numeracy.

**NQS:** National Quality Standards is a national benchmark for early childhood education and includes seven quality areas.

**On Entry Assessment Program:** An assessment for learning, which provides teachers with information about students' early literacy and numeracy skills, including the understandings that they bring to school.

**PAT:** Progressive Achievement Test.

**Response to Intervention:** A multi tiered system (Tiers 1-3) of support and intervention by using assessment data to explore the efficacy of each intervention.

**Restorative Justice:** A research proven problem solving approach focused on building, maintaining, and restoring relationships aligned to a culture of care.

**SAMR Model:** The four aspects of integrating technology in the classroom - Substitution, Augmentation, Modification and Redefinition.

**Scarborough's Reading Rope:** A researched approach to teaching students to become skilled readers.

**SEN:** Special Educational Needs.

**STEM:** Science, Technology, Engineering and Mathematics.

**WICOR:** Writing, Inquiry, Collaboration, Organisation and Reading.

**Zones of Regulation:** A cognitive behaviour approach to supporting students to consciously regulate their actions and behaviours.





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