



TUARTRISE

Primary School

Belong and Become

2019–2021 Business Plan



We value the whole child and address both the academic needs and social emotional well-being of our students

Our Vision

We are a school where children are at the forefront of everything we do. We value the whole child and believe children have a voice that should be heard. We believe in the importance of addressing both the academic needs and social emotional well-being of our students.

We believe strong home and school partnerships lead to improved student learning. We actively seek ways to enhance student learning and well-being by partnering with families and groups within the community. Parents and carers are recognised as integral partners in their children's education.

We are staffed by a community of professionals. We value and respect the diversity of skills and knowledge we each bring to the school. We challenge and support each other to be effective educators who impact positively on the lives of all students within our school.

We believe it is important for students to:

- Respect everyone
- Work together
- Be present
- Choose their attitudes
- Make someone's day.



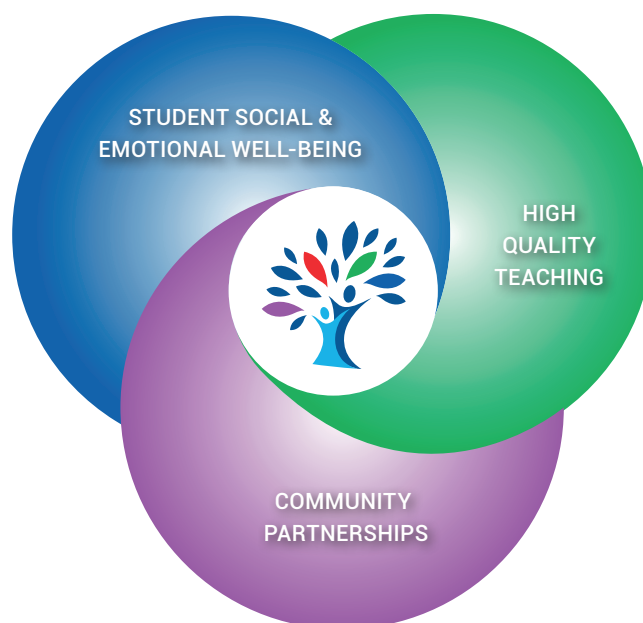
Targets

By the end of 2021:

- increase the percentage of students attending school regularly from 69.5% to at least the same percentage as 'like schools'
- the distribution of NAPLAN achievement of the stable cohort, across Reading proficiency bands, will be equal to or better than 'like schools'
- the distribution of NAPLAN achievement of the stable cohort, across Writing proficiency bands, will be equal to or better than 'like schools'
- the distribution of NAPLAN achievement of the stable cohort, across Spelling proficiency bands, will be equal to or better than 'like schools'
- the distribution of NAPLAN achievement of the stable cohort, across Grammar and Punctuation proficiency bands, will be equal to or better than 'like schools'
- the distribution of NAPLAN achievement of the stable cohort, across Numeracy proficiency bands, will be equal to or better than 'like schools'.



Our Focus Areas:



FOCUS AREA ONE: STUDENT SOCIAL AND EMOTIONAL WELL-BEING

We understand that being resilient, feeling valued and safe and attending school regularly are enablers to be successful at school.

BROAD STRATEGY: SUPPORT STUDENTS TO BEHAVE IN AN ACCEPTABLE MANNER

- MILESTONES:**
- Review and revise current policy, expectations and processes to ensure it is consistent with Departmental requirements, and supports the teaching of our school's five core values
 - Implement revised policy
 - Use data at the end of each term to provide feedback and identify future action
 - Newly appointed teachers complete CMS Foundation PL
 - Implement intervention programs, targeting the development of self-regulation in 'at risk' students
 - Children taught how to respect school equipment
 - Children taught how to play in the school grounds.

BROAD STRATEGY: ENHANCE THE SOCIAL AND EMOTIONAL LEARNING PROGRAM

- MILESTONES:**
- Implement the updated version of the 'You Can Do It' program
 - Review and Revise the 'You Can Do It' Scope and Sequence document
 - Integrate the 'You Can Do It' language and concepts across the curriculum
 - Provide staff with PL
 - Integrate Mindfulness practices in classroom and playground activities
 - Story / Therapy Dogs are in the school to support student wellbeing.

BROAD STRATEGY: GIVE STUDENTS A 'VOICE'

- MILESTONES:**
- Classroom Climate Surveys completed in Years 3-6 and acted on
 - Students actively involved in creating classroom behavioural expectations
 - Students self-reflect/assess
 - Decision making is shared by students.

BROAD STRATEGY: EARLY IDENTIFICATION AND INTERVENTION

- MILESTONES:**
- Develop and implement an identification and referral process for students with poor attendance
 - Adopt a rigorous case conference approach, involving parent/carers, school psychologist, classroom teachers and school leaders, to support improving the attendance of identified students
 - External intervention accessed, if attendance of identified students does not improve.

FOCUS AREA TWO: HIGH QUALITY TEACHING

We understand that effective teachers and education assistants impact significantly on student success.

BROAD STRATEGY: TEACH USING EFFECTIVE PEDAGOGY

MILESTONES

- Implement a school wide approach in the teaching of Spelling
- Implement a school wide approach in the teaching of Grammar and Punctuation
- Implement a school wide approach in the teaching of mental Mathematics computations
- Review and revise current school wide approaches in the teaching of Reading, Writing and Mathematics
- Teacher performance and development processes are aligned to AITSL Teaching Standards
- Staff participate in professional learning aligned to effective teaching strategies in Mathematics and English, specifically:
 - RESOLVE
 - Words Their Way
 - Grammar and Punctuation
 - Mental Mathematics
- Year level teams have a responsibility in the induction of new staff
- Digital technology is integrated to enhance student learning
- Environmentally sustainable practices are evident
- The development of teachers, early in their careers, is supported by teacher leaders within the school
- Staff development is enhanced through observation and feedback processes.

Feeling valued and safe, as well as attending school regularly, enables students to be successful at school





Effective teachers and education assistants impact significantly on student success

BROAD STRATEGY: USE DATA TO INFORM AND ENHANCE TEACHING

MILESTONES:

- Implement a school wide process for the systematic collection and analysis of data in Behaviour, Attendance and Social and Emotional Well-Being
- Data used to identify the needs of Indigenous and EALD students
- Year level data plans are created and enacted annually
- Formative assessment is evident in identifying what students know and what needs to be taught / retaught, eg diagnostic tasks in Mathematics, pre-tests and Brightpath writing samples
- Digital technology utilised to manage student data
- Year level teams operate as Professional Learning Communities
- Embed moderation processes in Mathematics and English.

BROAD STRATEGY: SYSTEMATICALLY DELIVER THE CURRICULUM

MILESTONES:

- Review and revise English, Mathematics and Digital Technologies Scope and Sequence documents
- Create a Scope and Sequence document for German.

BROAD STRATEGY: UTILISE EXPERTISE OF STAFF

MILESTONES:

- Identify and appoint teacher leaders in areas of need
- Staff provide professional learning to other staff.

BROAD STRATEGY: DIFFERENTIATED TEACHING AND LEARNING

MILESTONES:

- Teaching approaches acknowledge the cultural needs of Indigenous and EALD students
- High achieving students in English and Mathematics are catered for.



Belong and Become



FOCUS AREA THREE: COMMUNITY PARTNERSHIPS

We understand that our impact on student success is enhanced when we work with our community.

BROAD STRATEGY: INCREASE QUALITY ENGAGEMENT WITH THE COMMUNITY

MILESTONES

- Appoint a teacher leader
- Create plan to increase community engagement both within the school and the outside community, supporting improved educational outcomes for students.

BROAD STRATEGY: ENGAGE PARENTS IN SCHOOL ACTIVITY

MILESTONES

- Parents are members of school committees.

BROAD STRATEGY: ENGAGE WITH OTHER SCHOOLS

MILESTONES

- Staff participate in relevant clusters and networks.

BROAD STRATEGY: ENGAGE WITH THE BROADER COMMUNITY

MILESTONES

- Appoint a Community Representative to the School Board.





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