



South Thornlie Primary School Business Plan 2025-2027



**Relationships
and
Partnerships**

**Learning
Environment**

Leadership

**Use of
Resources**

**High Quality
Teaching**

**Student
Achievement
and Progress**



Our Business Plan lays out the school's targets and milestones in priority areas to achieve ongoing improvements for our students, school and community in the coming years. Developed in consultation with staff, school community and our School Board, the South Thornlie Primary School Business Plan 2025-2027 outlines the direction of our school for the next three years. Since 2018, South Thornlie Primary School has been progressing through a cycle of innovation, development and embedding. The school has made great progress and is now in the embedding stage.

Our Vision

Achieving Excellence Together

South Thornlie Primary School is a safe, happy and positive school, where our staff, students and parents feel valued, heard and supported to be their best; working to achieve excellence – together. Our vision is to provide a safe and caring environment in which we are constantly striving for excellence while preparing our students for the challenges of an ever changing world.

Our School

South Thornlie Primary School was first opened in 1976 and has since grown into a vibrant and diverse school with strong community links. South Thornlie Primary became an Independent Public School in Term 3, 2020. We currently have a campus of five teaching blocks accommodating Kindergarten, Pre-Primary, Junior, Middle and Senior classes. Our grounds are well maintained with three large play areas including playgrounds and a sporting oval. There are two enclosed assembly areas, an Art/STEAM room, Science and Computer Labs, Music room and a library. Our school has a Dental Clinic and OSH Club (before and after school care) located within the school grounds.

Our school currently has approximately 420 students from Kindergarten to Year 6. We celebrate multiculturalism with approximately 32% of our students coming from a language background other than English and over 40 different languages spoken. South Thornlie Primary provides specialist programs to students including Italian, Physical Education, Science, ICT, Health and Music. We embrace technology and sustainability. Each classroom is equipped with a Smart TV or interactive whiteboard and all students have access to iPads and computers.

All staff are committed to helping students reach their full potential through the development of a curriculum that caters for the needs of individuals. We believe parental support is crucial if students are to reach their full potential. We are committed to supporting our students beyond the classroom and actively seek and value partnerships with parents and the wider community. We currently offer a range of extra-curricular activities and clubs led by both staff and volunteers including Junior and Senior Choirs, Ukulele Group, Craft Club, Lego Club, Gardening Gurus and Junior and Senior Robotics Clubs. The school has an active School Board and a highly involved Parents and Citizens Association, providing strong financial support for the school.

We look forward to educating your children and seeing them grow, discover and prepare themselves for the future. You are invited to contact us for further information on the school's vision, current programs and projects. It would be our pleasure to take you and your children on a school tour. For further information, please also visit our school's website www.souththornlieps.wa.edu.au or follow us on Facebook and Instagram.

Megan Barnett
Principal

Achieving Excellence Together

Our School Values

Learning, Excellence, Equity and Care are our school values

Learning

We believe:

- All students have the capacity to learn.
- Quality teaching is the key to learning achievement.
- A whole school approach to all curriculum areas is the best way to achieve positive outcomes.
- Sustainability and ICT should be embedded in our teaching and learning practices.
- Using quality data to drive school planning helps improve student achievement.

Excellence

We believe in:

- Setting high expectations for staff in all areas of teaching and learning.
- Setting high expectations for students to strive to achieve the very best academic and social outcomes.
- All parents having a responsibility to support teachers and students in their pursuit of excellence.
- Embracing innovative practices to enrich teaching and learning at our school.
- A planning, teaching and assessment cycle.
- Celebrating the achievements of our students.

Care

We believe in:

- Providing a safe and supportive environment that is respectful, honest and friendly, and that instils a sense of pride in our school.
- Working in a collaborative manner across the school community to make the most of individual strengths and help every child achieve.
- Fostering clear and open lines of communication between parents, students and teachers to break down barriers and provide better outcomes for everyone.

Equity

We believe:

- An equitable school is one that respects the individuality of all children and adapts teaching to their needs.
- In celebrating the rich environment of our culturally diverse school and allowing all voices to be heard with respect.
- In following the professional standards in our Staff Code of Conduct at all times.
- In abiding by the Student Code of Conduct at all times.
- In fostering positive relationships and partnerships that enable our school community to achieve the very best.



Relationships and Partnerships

A high priority is placed on the importance of building and maintaining positive relationships with all stakeholders including staff, students, parents/carers and the wider community. Together we aim to build a shared commitment to our students through a positive, respectful and caring school culture.

Targets

- ❖ Results of the National School Opinion Survey will reflect positive parent perceptions.
- ❖ The Aboriginal Cultural Standards Framework will inform the implementation of whole school community responsive practices and approaches.
- ❖ Collaborative relationships will continue to be fostered between staff, students, parents/carers and the wider community.

Strategies for Improvement

We will:

- Build a cohesive and culturally safe school through involvement and celebration of the diversity of the school community.
- Provide regular opportunities for feedback and involvement from all stakeholders including staff, students, parents/carers and community to support student learning.
- Showcase and promote our school to the wider community through our web page, social media and media outlets.
- Maintain existing university and agency partnerships to meet and enhance the needs of the school community.
- Promote whole school events, school activities and programs, inclusive of English classes, to provide our families with a range of opportunities to engage with the school.

Measures of Success

- ✓ Constructive feedback from annual surveys and partnership reviews.
- ✓ Evidence of positive school achievements and activities in social media, school newsletter, website and local media.

Learning Environment

We work collaboratively to develop and maintain a learning environment that is safe, respectful, and inclusive and which creates a sense of belonging and connectedness to our school.

Targets

- ❖ Ensure effective technologies infrastructure and tools are available to support teaching and learning in every classroom.
- ❖ Implement an integrated service case management approach utilising a range of resources inclusive of school and Department, external agencies and university partnerships to successfully meet the needs of identified students at educational risk.
- ❖ Improve STPS's physical environment to add value to the student learning experience and enhance students' value of the school.
- ❖ Create culturally responsive classrooms that are inclusive and build on the strengths of our Aboriginal students by embedding Aboriginal culture into whole school activities and classroom programs.
- ❖ Celebrate and meet the needs of the diverse cultures at STPS through the provision of a range of programs, activities and strategies.
- ❖ Ensure that student voices are heard and utilised to improve student learning, programs and environment.
- ❖ Implement student behaviour strategies to enhance student learning.

Strategies for Improvement

We will:

- Work in collaboration with staff, parents, university partnerships, external agencies and services to address student needs and provide support for students at educational risk.
- Provide support for staff working with students at educational risk through a range of strategies including professional learning and sharing of best practice, provision of screening assessment tools, student services meetings, modelling, class observations and resource provision.
- Use feedback to identify areas that need improvement.
- Regularly implement and review the Reconciliation Action Plan and the Aboriginal Cross Cultural Standards Framework to ensure the needs of our Aboriginal students are addressed.
- Develop leadership qualities in our students through the provision of a range of programs, opportunities and strategies.
- Provide a range of opportunities for students to have a voice in relevant programs, events, strategies and school improvements.
- Implement a wide range of programs, opportunities and strategies throughout the school to maximise student strengths and interests and to meet student health, wellbeing and academic needs.

Measures of Success

- ✓ Class profiles and whole school data collection will provide up to date information on student progress at a whole school, class and individual level.
- ✓ The record of all school improvements is collated over time and feedback is analysed for impact on the student learning experience.
- ✓ EALD (English as an Additional Language) and Aboriginal student data is regularly reviewed to track progress and put intervention strategies in place as required.
- ✓ Student leadership skills and capacities will improve through their participation in activities, events and programs.
- ✓ The behaviour management, student engagement and wellbeing data, policy, programs, processes and strategies are reviewed regularly to ensure maximum progress is being made both at a school and individual student level.
- ✓ Data from the annual student survey and informal classroom surveys will be used to inform future planning.

Leadership

Our goal is to develop leaders at all levels, in every aspect of school operation, inclusive of staff, students and community.

Targets

- ❖ Develop student voice and student leadership through a range of strategies.
- ❖ Use whole school assessment data to inform targeted professional learning to monitor and improve student outcomes.
- ❖ Build the capacity of students to be tomorrow's leaders through the provision of leadership opportunities and programs.
- ❖ Provide staff opportunities to lead committees, teams and projects supported on their individual leadership pathways.

Strategies for Improvement

We will:

- Provide staff opportunities to lead through a distributed leadership approach.
- Set high expectations and standards for all aspects of teaching and learning, provide guidance and instructional support to staff through school leadership.
- Provide opportunities for mentoring and coaching of staff to support growth in professional capacities and leadership.
- Provide opportunities to develop student leadership and student voice.

Measures of Success

- ✓ Performance management processes support growth and development and provide ongoing feedback for staff.
- ✓ Learning area committee leaders monitor operational planning and lead ongoing self-review processes as it relates to their role.
- ✓ Ongoing self-review processes support reflection and school improvement planning by identifying WWW (what worked well), EBI (even better if) and WTN (where to next).
- ✓ Collaborative year level meetings occur regularly providing opportunities for staff to share, reflect and analyse data, and forward plan.
- ✓ Feedback from Peer reviews, Gallery Walk and Class observations.

Use of Resources

We apply all our resources including human, physical and financial resources in a targeted manner to meet the learning and wellbeing needs of our students.

Targets

All resource allocations are evidence based.

Strategies for Improvement

We will:

- Provide professional learning that supports the implementation of whole school approaches in priority areas.
- Resource the ongoing modernisation of digital resources and infrastructure.
- Showcase new resources and school improvements through the school newsletter, website and other communication platforms.
- Liaise with the whole school community for school ground modernisation to benefit students.

Measures of Success

- ✓ Self-review processes are embedded into learning area committee meetings and operational planning.
- ✓ Replacement schedules will ensure technologies infrastructure and digital resources remain contemporary, accessible and operational in all classrooms and ensure facilities and playgrounds are well maintained.

High Quality Teaching

Good teaching makes a difference and sustained improvement in teaching practice needs a collaborative, whole school approach. We are committed to continuing to develop an expert teaching team who share ownership for the achievement and progress of all students.

Targets

- ❖ School wide beliefs on teaching and learning are understood and embedded in practice with ongoing review processes.
- ❖ Whole school approaches in Literacy and Numeracy increase the consistency in quality teaching and assessing practices.
- ❖ Differentiation is embedded in teaching and learning.
- ❖ Classroom practice in Years K-2 aligns with the South Thornlie Primary School Early Childhood curriculum documents. Data collection and analysis in K-2 informs planning and targeted early intervention.
- ❖ The National Quality Standards Framework is regularly reviewed and actions are prioritised and implemented to meet the seven quality areas.

Strategies for Improvement

We will:

- Support teaching for impact by developing an instructional framework that incorporates teaching models and belief statements about effective teaching.
- Implement whole school approaches, in priority curriculum areas, to increase the consistency of curriculum delivery, teaching and learning.
- Work with all stakeholders to address the differentiated needs of students.
- Link professional learning to school priorities, whole school pedagogy and student achievement data.
- Provide opportunities for professional development to foster ongoing improvement and growth through professional learning, self-reflection, peer observation, mentoring and performance management.

- Provide opportunities for staff to share their professional practice and work collaboratively.
- Drive continuous improvement in our early childhood programs utilising the National Quality Framework and STPS curriculum documents.

Measures of Success

- ✓ Whole school beliefs for teaching and learning are clearly defined, understood, implemented and supported through professional learning.
- ✓ An effective staff induction process ensures whole school strategies and beliefs are sustainably implemented.
- ✓ A whole school data collection system informs plan, teach, assess cycles.
- ✓ Staff use student achievement data, individually and collaboratively, to examine the impact of teaching strategies, ensuring teaching and learning is evidence based.
- ✓ Annual self-assessment of school programs against the requirements of the NQS (National Quality Standards) show improvement.

Student Achievement and Progress

We work collaboratively to provide students with a learning program that is focused on maximising the potential of each individual. Evidence informs teaching and learning at all levels from individual and class through to year and whole school levels.

Targets

- ❖ Improve NAPLAN results and progress from year 3 to 5 against comparison with “like” schools.
- ❖ STPS to have a higher % of students in strong and exceeding proficiency standards than “like” schools.
- ❖ Embed a whole school approach to data collection, management and analysis.
- ❖ The average rate and regular rate of attendance to be at or above WA public schools.
- ❖ All students at moderate and severe risk of attendance to be on an attendance plan.

Strategies for Improvement

We will:

- Hold high expectations for academic achievement, behaviour and attendance for all students.
- Collaboratively develop, implement and embed whole school approaches to teaching English and Maths.
- Implement attendance processes and strategies for whole school and individual students. Intervention strategies will be put in place for students with low attendance rates.
- Embed a whole school approach to assessment, data collection and analysis to inform plan, teach and assess cycles at all levels.
- Collect, analyse and use individual, group and whole school data to inform annual school priorities, professional learning, support and intervention programs.
- Allocate physical, financial and human resources to support student development in English and Maths, including TAP (Targeted Achievement Program) and Challenge Club.
- Build staff capacity in effective teaching strategies for Maths and English through ongoing professional learning, mentoring, team teaching, classroom observation, sharing and class modelling.
- Explicitly teach NAPLAN test literacy and online skills for students in Years 2-6 to prepare them for NAPLAN.
- Provide professional learning for staff to develop their familiarity with the EALD Progress Maps and support them to place EALD students on the Progress Maps.

Measures of Success

- ✓ Evidence of targeted approaches, explicit teaching intervention programs and differentiated learning plans will be implemented for students at educational risk.
- ✓ Whole school data collection, moderation and analysis informs plan, teach, assess cycles in Literacy and Numeracy.
- ✓ Common assessment tasks are implemented to provide longitudinal achievement data and effective moderation between teachers.
- ✓ An enriched learning program is provided for gifted and talented students.

Key

Attendance

Regular attendance rate is the number of students attending 90% or more half days expressed as a percentage.

Proficiency Standards

Student achievement in NAPLAN is reported using proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing. There are 4 proficiency levels:

- **Exceeding:** the student’s result exceeds expectations at the time of testing.
- **Strong:** the student’s result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student’s result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student’s result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Like schools are public schools which are statistically similar in terms of student backgrounds (including schools’ geographical location and parents’ education/occupation).

Glossary

STEAM – Science, Technology, Engineering, Arts and Maths