

Welcome to the Peg's Creek 2023-2025 Business Plan.

Our moral purpose is to

**“deliver high quality teaching that inspires independent, curious lifelong learners in a nurturing and inclusive school community, who will flourish and aspire to success.”**

We have used the Department Of Education's Strategic Directions for Public Schools 2020-2024, Focus 2022/23 and our explicit knowledge of our school community to identify our focus areas over the next three years. We want to drive success and inspire our students, staff and school community to achieve with us.

At Peg's Creek Primary School, we have the privilege of having a diverse student population. We want to;

- Deliver high quality teaching across the school
- increase our connections between our families and staff, so we can all
- support our student's health, wellbeing and progress to thrive. We want our Business Plan to be a living document in our daily school lives and for this to occur we need to be
- resilient, persistent and trusting in all that we do as a team. We need
- high levels of trust between staff, students and parents. We believe
- each and every student has the capacity to flourish under our direction with
- strong partnerships. We need to develop a
- culture of coaching and feedback so every person is on a continual learning journey to be the best they can be.

There is a very old proverb that “It takes a village to raise a child” and this is incredibly true in our context. We know our students will flourish and become lifelong learners if they trust that their parents and school staff have strong connections and assist in supporting their goals and aspirations. They need to have a

- safe and supportive learning environment in order to make mistakes and to build on these as opportunities to increase their knowledge and skills.

We want to involve our parents in the learning process and celebrate their children's successes, through authentic, culturally responsive relationships and finally we want everyone who attends Pegs Creek Primary School to flourish into life-long learners with strong connections to our school community now and into the future.

It is with pleasure I present the hard work of our Pegs Creek Primary School Staff in this 2023-2025 Pegs Creek School Business Plan.

Kate Mouda-Hughes

Principal

## Moral Purpose

Deliver high quality teaching to inspire independent, curious life-long learners in a nurturing and inclusive school community who flourish and aspire to success!

## School Vision

Through Collaboration we will provide high quality teaching and learning in a safe and supportive environment that will motivate all students to be their best.

## School Motto

**Be Aware, Be Involved, Be your Best!**

At Pegs Creek Primary School, we are committed to ensure that we will **be aware** of others around us and identify how our leadership and generosity can assist others, to aspire to **be their best** in all learning and **be involved** to lead and collaborate in achieving the best outcomes for our students and school community.

**Our three main focus areas:**

### 1. Flourishing Individuals

At Pegs Creek Primary School, we create a culture for everyone, every day, to aspire to be their personal best, to turn up, to achieve success in their health, wellbeing and academic endeavors.

### 2. Curious Life-Long Learners

At Pegs Creek Primary School, we want to ignite everyone's curiosity, and inspire actions to actively contribute, so we have a more knowledgeable, peaceful and sustainable community that students can believe in, creating a pathways for their future.

### 3. Connected Community

At Pegs Creek Primary School, we want to lead and connect our inclusive community to support our student's engagement to be the best they can be.

**Our staff, students and parents believe for our students to succeed we need to display the following values**

<b>Integrity</b>	<b>Equity</b>
<b>Learning</b>	<b>Care</b>
<b>Truth Telling</b>	<b>Voice</b>
<b>Teamwork</b>	

**Our Staff beliefs about what they know and what they do have high impact on student outcomes.**

We believe teachers have a moral purpose to reflect and improve their teaching practices, to be evidence based and informed by student outcomes

Provide professional learning that strengthens culturally responsive pedagogies that respond to the needs and aspirations of the Aboriginal/Torres Strait and English as additional language or dialect students.

We believe that all student's and staff's health and wellbeing needs must be met for engagement to be effective

We share the success of student progress and achievement with parents, families and communities by clearly communicating a positive culture of high expectations

We believe in inclusion and value student diversity.

We believe that effective teachers foster equity and reconciliation

Effective teachers believe in preparing students to become their own teachers and life-long learners in the school.

We believe we must have a school culture that encourages and supports the professional growth of teachers.

We believe everyday matters and attendance is everyone's business.

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## **Our Positive Behaviour Support “Expected Behaviours”**

Excellence

Safety

Responsibility

Respect

## Flourishing Individuals

At Pegs Creek Primary School, we create a culture for everyone, every day, to aspire to be their personal best to achieve success in their health, wellbeing and academic endeavors.

### Whole School High Quality Instruction

What we will do	What you will see
Implement evidence based whole school approaches in English and Mathematics.	<ul style="list-style-type: none"> <li>• Daily Reviews in English and Mathematics that are rigorous and differentiated</li> <li>• Intentional learning objectives displayed.- this fits into your Pedagogical model</li> <li>• Explicit teaching of mathematics through Prime</li> <li>• Students understanding mathematical number strategies fluently</li> <li>• Spelling Mastery Year 3-6</li> <li>• Sounds Write PP-Year 2</li> <li>• Discipline Dialogue around student data each term at a staff meeting and in collaboration meetings</li> <li>• Data loaded electronically onto Best Performance, ED Companion for teachers to use for differentiated teaching programs</li> <li>• Engaging and challenging programs in all classrooms</li> <li>• Implement intervention for Year 1-2 students with Minilit 3-4 times a week</li> <li>• Implement mathematical number strategies with fidelity from K-2 and Prime at risk group Year 3-6</li> <li>• Teachers reflecting using the matrix on teaching to identify areas for coaching and also the matrix for TAPPLE and Engagement Norms</li> </ul>
Hold each other to high expectations with collaboration & coaching.	<ul style="list-style-type: none"> <li>• Coaching in Daily Reviews across the school both with Shaping Minds and also internal school coach</li> <li>• External coaching with Shaping Minds with our coaches</li> <li>• Coaching in Mathematics and Reading curriculum</li> <li>• Explicit direct Instruction coaching</li> <li>• Teachers using Ed-Companion in coaching and case management sessions</li> </ul>

### Attendance and Engagement

What we will do	What you will see
Ensure attendance is everyone's business.	<ul style="list-style-type: none"> <li>• Students, staff and parents aspiring to reach attendance goals through incentives and celebrations</li> <li>• Individual attendance plans for students at risk (80% under)</li> <li>• Students and parents informed of their increase or decrease attendance every 5 weeks if they are in the indicated, moderate or severe categories</li> <li>• Regular attendance of 70% or more of all students Indigenous or Aboriginal and Torres Strait Islander, not ATSI attendance rates of 70%</li> <li>• Clontarf and STARS working to increase our ATSI student's attendance in partnership with staff and parents</li> <li>• Certificates for students each term with 100% attendance celebrated through platinum, bronze, silver, gold status</li> </ul>

Evidence based programs in English and Mathematics.	<ul style="list-style-type: none"> <li>• Students engaged, progressing and achieving in their English and Mathematics</li> <li>• Spelling Mastery for Year 3-6</li> <li>• Deliver early years literacy phonics through 'Sounds Write' for PP-2</li> <li>• Heggerty PA- Kindergarten to Spelling Mastery Level C</li> <li>• Prime Maths- Year 1-6</li> <li>• Talk 4 Write PP-Yr 6</li> <li>• Case management approach to ensure accountability of differentiation in teaching planning &amp; provision</li> <li>• Intervention &amp; extension planning and implementation</li> <li>• Phonics Initiative includes assessment of all Year 1 students by end of Semester 1</li> </ul>
Encourage and embed a culturally responsive learning environment.	<ul style="list-style-type: none"> <li>• An Aboriginal Cultural Standards Framework Operation Plan with focus on Relationships, where the reflections/feedback from our Aboriginal community identify that all staff are moving towards 'culturally responsive'</li> <li>• Positive results from the school culture surveys every year</li> <li>• Truth Telling of Australian History, languages &amp; culture through teachers and local visitors regularly</li> <li>• Annual 'On Country' excursions and guest speakers to share knowledge with staff</li> <li>• Students and parents from diverse backgrounds engaging and feeling valued by the school staff</li> <li>• Cultural signage and visual representation of school population</li> <li>• Languages of all students visible in classrooms and outdoor learning environment. Reconciliation Action Plan</li> </ul>

### Strong health & wellbeing across school community

What we will do	What you will see
Improve our fundamental movement skills of Early Childhood students as well as students at educational risk.	<ul style="list-style-type: none"> <li>• Develop and implement a Fundamental Movement Skills (FMS) in the Early Years and for students across the school that are at risk</li> <li>• Involve parents as partners in building Fundamental Movement Skills including support to develop and practice skills at home, and the 0-4 age group</li> </ul>
Ensure our health and wellbeing staff are working as an effective team to support our students.	<ul style="list-style-type: none"> <li>• School staff, Clontarf, STARS, Chaplain, School Psychologist, Health and Wellbeing Program Coordinator all working together to support all students</li> <li>• Engaged students through creating a culture of growth mindset</li> </ul>
Trial and embed programs that will increase health and wellbeing of our students and staff.	<ul style="list-style-type: none"> <li>• Trial Building Resilience, GEM (Gratitude, Empathy, Mindfulness) throughout the school day in all classrooms through the program, and smiling minds app</li> <li>• Be You?</li> <li>• Staff and students engaged in regular physical activities</li> <li>• Staff and students engaging outside of duty times</li> <li>• Keys to success lessons across Years 1-6</li> <li>• Protective Behaviours delivered to all students every year</li> <li>• High engagement at weekly morning teas</li> </ul>
Value and nurture the school Staff.	<ul style="list-style-type: none"> <li>• Operation plan for this areas Staff Health and Wellbeing</li> <li>• Trusting relationships</li> <li>• Professional respect</li> </ul>

## Engaging, calm and orderly classroom environments.

What we will do	What you will see
Implement our whole school Positive Behaviour Support (PBS) processes.	<ul style="list-style-type: none"> <li>• Our whole school behaviour expectations are shared with and understood by our school community, using consistent language, routines displays and responses</li> <li>• All staff consistently using the language of 'Positive Behaviour Support' when responding to student behaviour</li> <li>• Students regularly demonstrating our school's behaviours and expectations</li> <li>• Expected school behaviours explicitly taught throughout the week and informed by our school data</li> <li>• Regular acknowledgement of students who display expected behaviours at individual, class and whole school levels</li> </ul>
Implement whole school Zones of Regulation.	<ul style="list-style-type: none"> <li>• All classes will deliver Zones of Regulation weekly lessons</li> <li>• Students using tools to self-regulate</li> </ul>
Implement whole school evidence-based programs like 'Classroom Management Strategies and Team teach'.	<ul style="list-style-type: none"> <li>• All teachers and allied-professionals using the strategies and language of Classroom Management Strategies</li> <li>• Whole school approach to behaviour management that includes trauma informed practices, de-escalations and Team Teach theory/practice to assist in the reduction of violence in schools</li> </ul>
Evidence Based Teaching in English and Mathematics.	<ul style="list-style-type: none"> <li>• Teaching for Impact pedagogical approaches from Quality Teaching Strategy.</li> <li>• Daily Reviews in English and Mathematics</li> <li>• Sounds Write PP-Year 2</li> <li>• Spelling Mastery Year 3-6</li> <li>• Prime PP-Year 6</li> <li>• Heggerty Phonological Awareness from K-to Spelling Mastery C group</li> </ul>
Implement Structured Teaching for SAER and students with Diagnosed disabilities.	<ul style="list-style-type: none"> <li>• Students becoming independent by accessing their routines using board maker</li> <li>• Students engaged through differentiated work tasks</li> <li>• Classrooms that are visually set up for learning</li> <li>• Visual Planning for teachers and allied-professionals to inform teaching</li> </ul>

## Early Years

What we will do	What you will see
National Quality Standards.	<ul style="list-style-type: none"> <li>• See Saw App to communicate student's success to parents</li> <li>• Students centered learning</li> <li>• 'Shoes off' exploration during play times for Kindergarten students</li> <li>• Establish an Aboriginal Advisory Committee</li> <li>• Include attendance incentives for early years classes</li> <li>• Visual learning is visible in every classroom</li> <li>• Continue to build on outdoor learning areas</li> <li>• Encourage regular parent assistance in the classrooms</li> </ul>
Early Years Learning Framework.	<ul style="list-style-type: none"> <li>• Regular parent assistance in early years classrooms</li> <li>• Integrate explicit instruction with play-based learning</li> <li>• Learning Intentions clear to all students</li> </ul>
Early intervention.	<ul style="list-style-type: none"> <li>• Minilit -phonic intervention for students in Year 1 /2</li> <li>• Outside agency referrals made in the early childhood area</li> </ul>

	<ul style="list-style-type: none"> <li>Students in referral process have applied for early access to NDIS funding</li> </ul>
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## Curious Life-Long Learners

### School Culture

What we will do	What you will see
Promote a culture that sits behind our moral purpose, that demands trust, accountability, commitment collaboration and aspiration for our students and staff.	<ul style="list-style-type: none"> <li>Goal setting by staff &amp; students, and everyone engaging in feedback through coaching or performance and development</li> <li>Teachers effectively collaborating for planning</li> <li>High quality disciplined dialogue around student data, their progress and teaching strategies</li> <li>High expectations of student achievement and high levels of student engagement</li> <li>Students, staff and parents engaging in school activities, to support student achievement</li> </ul>
Embed safety so everyone can take risks to fail and flourish from being vulnerable and reflective.	<ul style="list-style-type: none"> <li>Students, staff and parents aspiring to reach academic goals individually and collectively</li> <li>Students taking risks in their learning using growth mindsets</li> </ul>
Encourage student voice and leadership through various mechanisms with Principal, Deputy and Health and wellbeing leader.	<ul style="list-style-type: none"> <li>Students engaging in the school business plan at all levels through leadership</li> <li>See students, staff and parents adhering to eco footprint</li> <li>Class Representatives</li> <li>Prefects and faction captains</li> <li>Student Leadership throughout other school operations (Breakfast Club, playground, library)</li> </ul>

## Connected Community

### Relationships

What we will do	What you will see.
Establish positive relationships with parents and provide regular opportunities for them to understand and be involved in their child's learning.	<ul style="list-style-type: none"> <li>Parents engaging to assist with the school through School Board, the P &amp; C and classroom help</li> <li>Parents and teachers looking at student data together and setting goals with students to improve their educational outcomes</li> <li>Regular parent information sessions that reflect parents from across the school population (NAPLAN, On-Entry, PATS, math strategies, home reading strategies, recent initiatives)</li> <li>Meaningful interactions between the school community</li> <li>School Events to engage parents around learning and to celebrate student success</li> <li>(ANZAC ceremony /Open Night / Book Week/ NAIDOC/ Harmony Day, athletic carnivals, Remembrance Day Ceremony /Presentation night and invites to Math Wizard finals)</li> </ul>
Establish strong relationships with traditional owners and local aboriginal parents.	<ul style="list-style-type: none"> <li>Consultation with AIEO/s</li> <li>Elders identified in our community</li> <li>Local Language being re-established as language program</li> <li>Local families in the school regularly</li> <li>Families from diverse backgrounds collaborating</li> </ul>

	<ul style="list-style-type: none"> <li>• Representation on P&amp;C and School Board from local families</li> </ul>
Strong connections between all parents from diverse backgrounds.	<ul style="list-style-type: none"> <li>• Parents from diverse backgrounds meeting to discuss school improvement and assistance for P&amp;C initiatives</li> <li>• School events where all parents are representing their culture (Harmony Day)</li> </ul>
Regular Facebook/connect/seesaw/newspaper/website.	<ul style="list-style-type: none"> <li>• Weekly updates on connect, Facebook about whole school events.</li> <li>• Weekly updates on seesaw with families</li> <li>• Once a term, celebrate student success with whole school event with the wider community</li> <li>• A website with all relevant information</li> </ul>

## Leadership

What we will do	What you will see
Empower student voice throughout all layers of the school and engage students in various leadership roles based on strengths.	<p>This section could state “Opportunities for student leadership” in the following school cross curricula and social capability areas of</p> <ul style="list-style-type: none"> <li>• Playground times</li> <li>• Kitchen Garden Program</li> <li>• Celebrating Student Success</li> <li>• Burrup Bouncers</li> <li>• Recycling and Sustainability</li> <li>• Library support officers</li> <li>• Breakfast Club</li> </ul>
Empower teachers to how important emotional intelligence and personal attributes are when leading and collaborating.	<ul style="list-style-type: none"> <li>• Teachers leading other teachers effectively.</li> <li>• Teachers willingly engaging in coaching.</li> <li>• Teachers effectively collaborating around student data, progress, planning and moderation</li> </ul>
Empowering Allied-Professionals to understand leadership through Professional learning and leading with their strengths.	<ul style="list-style-type: none"> <li>• Allied-Professionals collaborating and learning from each other about their strengths. (Zones of regulation/sensory breaks/structured play/Structured learning)</li> </ul>
Embed a team culture so the team is incredibly effective.	<ul style="list-style-type: none"> <li>• All staff collaborating highly effectively</li> <li>• All staff holding each other to account for student learning</li> <li>• Effective disciplined dialogue conversations</li> <li>• All staff understanding their strengths and how to relate to each other to be an effective team member. (Australian Identities /DISC training)</li> <li>• Clear induction processes for new staff</li> <li>• All staff clear on roles and responsibilities</li> </ul>
Support Innovation in teaching and leadership.	<ul style="list-style-type: none"> <li>• STEM integrated programs and inquiry are evident across the school</li> <li>• School wide understanding of the importance of STEM and critical thinking skills</li> <li>• Dedicated indoor and outdoor learning spaces that develop and foster creativity, playfulness, critical thinking and openness to STEM learning</li> </ul>



## Partnerships

What we will do	What you will see
Establish partnerships with local agencies and businesses to further develop our students opportunities and achievements.	<ul style="list-style-type: none"> <li>Partnerships with local elders/families to strengthen early childhood so that more Aboriginal and Torres Strait Islander students commence in Early Childhood years</li> <li>An Aboriginal and Torres Strait Islander Playgroup established with the local families based on their identified needs</li> <li>Partnerships with local agencies to support SAER with supports for students during school hours</li> <li>Partnerships with local business to support the development of the outdoor learning environments around the school</li> <li>Strong partnership with Clontarf and STARS for our Aboriginal and Torres Strait Islander students</li> <li>Students and parents highly engaged with Clontarf and STARS</li> </ul>
Improve the school community's impact on the environment (sustainability).	<ul style="list-style-type: none"> <li>Staff identifying when to use technology more than printing paper</li> <li>Parent information sessions on Seesaw/Connect to access information</li> <li>All classes involved in sustainable initiatives</li> <li>Develop a whole school sustainability plan to reduce our environmental footprint</li> <li>School based initiatives inform community about sustainability practices</li> <li>Teachers, students and community members engaged in the gardening club and accessing the produce to create meals with students</li> </ul>

## Targets

### Attendance

Increase our regular attendance to 68%.
Reduce our Indicated Attendance to below 14%.
At least 70% of Aboriginal and Torres Strait Islander student attendance is 80% or more.

### Spelling

Decrease the number Year 2 stable cohort students testing into Level A Spelling Mastery for Year 3
Year 3 and 5 NAPLAN results of the stable cohort to be at least within one standard deviation of the expected school mean.

### Reading

On Entry- The School Mean is to be above the 'like school' mean.
Year 3 and 5 NAPLAN results of the stable cohort to be at least within one standard deviation of the expected school mean.

### Writing

Year 3 and 5 NAPLAN results of the stable cohort to be at least within or more than one standard deviation of the expected school mean.
On Entry -The school mean is at least above like schools.

### Mathematics

Year 3 and 5 NAPLAN results of the stable cohort to be at least one or more than one above the standard deviation of the expected school mean.
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On Entry- The school mean is at state average.
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### Health and Wellbeing

85% of our students are identified on 'Going ok / Flourishing' on the Be You Continuum by 2025.
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### High Impact Teaching

1/2 staff members participating in leadership courses each year for 3 years (Future Leaders Program).
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90% of teaching staff reflect on the Fogarty Explicit Instruction Tool or the High Impact Teaching Tool and identified as performing high or very high.
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### Connected Community

Continue to meet the standard "Collaborative partnerships with families" in NQS.
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Continue to meet the standard "Governance and Leadership." In the NQS.
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Engagement of over 50 parents in the National Parent Opinion Survey who feel welcome.
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Over 80% of parents feel they are informed of their child's progress.
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