



**Landsdale  
Gardens**  
PRIMARY SCHOOL

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**Business Plan** 2023 - 2025





# About Us

Landsdale Gardens Primary School opened its doors to Kindergarten to Year 6 students in January 2023. The school's vision is to nurture all students to embrace learning and reach their full potential by providing a safe and inclusive learning environment driven by high expectations. An innovative environment will inspire young minds to achieve the motto of 'Growing Lifelong Learners'.

Passionate, committed and caring educators deliver high quality, consistent, evidence-based instruction, allowing students to grow socially and academically. The school's GROW values guide students to be Gracious, Respectful, Optimistic and Willing to take risks, make mistakes and learn from feedback.

As a member of the Ashdale Cluster, Landsdale Gardens Primary School is part of a holistic and collaborative Kindergarten to Year 12 learning community with an agreed purpose and vision for the education of all students.

This Business Plan sets the direction of the school for 2023 - 2025. It has been developed in consultation with staff, parents and the School Board and forms a statement of high-level strategic priorities that inform the objectives, actions and targets.





Our Motto

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# Growing Lifelong Learners





# Our Vision

We nurture all students to embrace learning and reach their full potential by providing a safe and inclusive learning environment driven by high expectations.





# GROW

## GRACIOUS

Courteous, kind and pleasant.

## RESPECTFUL

Show consideration of others.

## OPTIMISTIC

Think the best possible outcome will occur and that personal excellence can be achieved.

## WILLING

Ready, eager and prepared to take risks, make mistakes and learn from feedback.





# Strategic Priority 1

## Quality Teaching

We will create and sustain the conditions under which high quality, evidence-based teaching will prosper under an ethos of shared ownership for the success of all students.

What we will do	What you will see
<p>Develop and embed high impact teaching pedagogy theory and practice across the school.</p>	<ul style="list-style-type: none"> <li>• Students aware and motivated through clearly articulated learning objectives and success criteria.</li> <li>• Students engaged and actively demonstrating understanding.</li> <li>• Content and skills reviewed daily to achieve automaticity.</li> <li>• Scaffolded learning utilising the Landsdale Gardens Lesson Design to explicitly teach skills and content.</li> </ul>
<p>Cater for the learning needs of all students.</p>	<ul style="list-style-type: none"> <li>• Individual Education Plans (IEP) developed for students with specific learning needs.</li> <li>• Early screening and support through small group intervention and ability grouping.</li> <li>• Enrichment opportunities provided for students achieving above their year level.</li> </ul>
<p>Offer specialist learning opportunities to enhance curriculum areas.</p>	<ul style="list-style-type: none"> <li>• Specialist teaching in Music, AUSLAN, Physical Education, Visual Art, Health &amp; Science.</li> <li>• Extra-curricular opportunities through Instrumental Music (IMSS), Choir, Lunchtime Clubs and STEAM (Science, Technology, Engineering, Arts, Maths) at Ashdale Secondary College.</li> <li>• Students competing in interschool sporting opportunities.</li> <li>• Senior students attending Ashdale cluster leadership opportunities.</li> </ul>
<p>Embed professional learning to build staff capability.</p>	<ul style="list-style-type: none"> <li>• Teachers supporting, sharing and collaborating with other colleagues through collegiate support, peer support, instructional coaching and mentoring.</li> <li>• Staff engaging in Professional Learning linked to the school's priorities.</li> <li>• Staff engaging in Professional Learning Communities (PLC's) to analyse student data and collaboratively plan for enhanced student learning.</li> <li>• Teachers using the Australian Institute for Teaching and School Leadership (AITSL) standards to reflect on and improve teaching practice.</li> </ul>
<p>Prioritise early childhood education to build strong foundations in social/emotional wellbeing, literacy and numeracy.</p>	<ul style="list-style-type: none"> <li>• Students participate in evidence-based teaching of literacy and numeracy.</li> <li>• Students are guided to participate in purposeful play experiences to interact creatively, develop oral language and social skills.</li> <li>• Staff implement Early Years Learning Framework (EYLF), Kindergarten Guidelines and National Quality Standards (NQS) to connect with families and the community to extend and enrich students' learning, development and wellbeing.</li> </ul>
<p>Implement a consistent whole school approach to curriculum planning and student assessment.</p>	<ul style="list-style-type: none"> <li>• Staff demonstrating an understanding of learning theories and research that underpin successful practice.</li> <li>• Whole school evidence-based programs to teach phonological awareness, phonics, spelling, reading and mathematics.</li> <li>• A whole school assessment and reporting schedule aligned to the WA curriculum and Quality Teacher Strategy.</li> <li>• Staff using data to inform conversations about student achievement and progress to target future decision making and planning.</li> <li>• Staff regularly moderating student work internally, externally and against WA Curriculum Exemplars.</li> </ul>





# Strategic Priority 2

## Learning Environment



We will provide a safe, positive and supportive environment which adds value to the students' learning experience.

What we will do	What you will see
<p>Provide a positive, calm and safe environment that caters for every student's social and emotional needs.</p>	<ul style="list-style-type: none"> <li>• A consistent whole school approach to behaviour management that encourages students to self-reflect and regulate their behaviours.</li> <li>• The GROW values embedded in an inclusive school culture that celebrates diversity.</li> <li>• The 'Magic Coat' program utilised to teach students social/emotional skills and how to manage these.</li> <li>• School Chaplain available to offer social/emotional support to students.</li> </ul>
<p>Identify, support and monitor students with specific education needs.</p>	<ul style="list-style-type: none"> <li>• Tiers of intervention and case management of learning and wellbeing for students with additional needs.</li> <li>• Collaboration with parents to understand student needs and inform IEP's.</li> <li>• Attendance monitored and plans developed to support regular attendance.</li> <li>• Targeted small group intervention through ability grouping.</li> </ul>
<p>Promote a supportive and collaborative workplace.</p>	<ul style="list-style-type: none"> <li>• A thorough induction for new staff members.</li> <li>• Opportunities for staff to collaborate professionally and connect socially.</li> <li>• The health and wellbeing of staff is valued.</li> </ul>



# Strategic Priority 3

## Relationships & Partnerships



We will develop strong, positive relationships with students, staff, families and community organisations to attain goals for improved student performance.

What we will do	What you will see
Build trusting and respectful staff, student and parent relationships.	<ul style="list-style-type: none"> <li>• Teachers and Leaders identify and embrace diversity.</li> <li>• Students regularly attend school.</li> <li>• Parents attending and participating in school events.</li> <li>• Parents working in partnership to support their child's learning.</li> </ul>
Inform all parents regularly through clear communication.	<ul style="list-style-type: none"> <li>• Use Compass, Newsletter, the Landsdale Gardens website and Facebook page to communicate with families and stakeholders.</li> <li>• Parent and community feedback sought and acted upon, to ensure they understand school operations.</li> </ul>
Work closely with the Ashdale schools' cluster.	<ul style="list-style-type: none"> <li>• A commitment to the Ashdale Cluster Strategic Plan.</li> <li>• A consistent and embedded approach to instructional strategies to enhance student engagement.</li> <li>• Professional relationships between staff through collaboration in Phases of Learning Teams (POLT).</li> <li>• Professional Learning opportunities to improve teaching practice and student achievement.</li> <li>• Partnership with the Ashdale cluster schools to expand opportunities for students in STEAM and Physical Education.</li> </ul>
Early intervention by establishing partnerships with external agencies.	<ul style="list-style-type: none"> <li>• Families engaging with the Students with Educational Needs (SEN) team to support referrals to external services.</li> <li>• Families utilising before and after school care.</li> <li>• Students at Educational Risk (SAER) team working with external agencies to support assessment and intervention.</li> </ul>
Establish a School Board and P&C.	<ul style="list-style-type: none"> <li>• The Board providing input and supporting the school's strategic direction and monitors its performance.</li> <li>• An active P&amp;C that builds positive attitudes and support for the school.</li> </ul>





# Strategic Priority 4

## Leadership



School leaders will facilitate organisational change and growth through a clear vision and direction to align with the learning needs of all students.



What we will do	What you will see
<p>Clearly articulate a shared vision and direction that aligns with the Department's expectations.</p>	<ul style="list-style-type: none"> <li>• Core values are explicitly articulated, shared and embedded across the school.</li> <li>• Leaders creating a culture of confidence, trust and high expectations as described in the DoE Personal Attributes.</li> <li>• Administration team being approachable, accessible and visible in the school.</li> <li>• Staff, students and parents demonstrating Cultural Responsiveness.</li> </ul>
<p>Leaders provide guidance and instructional support to enhance learning for all students.</p>	<ul style="list-style-type: none"> <li>• Research and evidence-based pedagogical approaches are embedded in the school by leaders to achieve consistency in curriculum and content delivery.</li> <li>• Leaders support the implementation of whole school programs.</li> <li>• Clearly articulated strategic planning and operational planning linked to targets, guides classroom practice.</li> <li>• Instructional Coaching model implemented to support effective high quality teacher delivery of content.</li> </ul>
<p>Establish opportunities for staff with leadership potential to lead initiatives to enhance student outcomes.</p>	<ul style="list-style-type: none"> <li>• Development of staff capability with the support of instructional leaders.</li> <li>• Opportunities for staff leadership roles and curriculum planning.</li> <li>• Performance Development processes are based on Business Plan priorities.</li> <li>• Teachers working within the Ashdale Cluster to lead POLT groups.</li> </ul>
<p>Include students in authentic leadership roles.</p>	<ul style="list-style-type: none"> <li>• Opportunities provided for student agency and student voice across all year levels to inform decision making.</li> <li>• Leaders consisting of peer elected year 6 students and a year level representative reporting to administration and School Board.</li> <li>• Student leadership skills being developed.</li> </ul>





# Strategic Priority 5

## Use of Resources



We will manage resources in a targeted manner, maximising the learning outcomes for all students.

What we will do	What you will see
Target work force planning and physical resources to the Business Plan priorities to meet student needs.	<ul style="list-style-type: none"> <li>• Resource allocation is targeted and supports school planning.</li> <li>• Finance Committee oversee financial management.</li> <li>• Physical assets and resource acquisition are managed through replacement and maintenance planning.</li> <li>• School Board and Finance Committee contribute to and endorse the One Line Budget.</li> </ul>
Employ staff with knowledge, skills and experience aligned to our strategic objectives.	<ul style="list-style-type: none"> <li>• Workforce planning aligns with student needs.</li> <li>• Recruitment of experienced staff with expertise in high impact instructional strategies.</li> </ul>
Ensure all staff use Digital Technologies to extend learning and communicate with students, staff and the community.	<ul style="list-style-type: none"> <li>• Investment in hardware, infrastructure and professional learning to enhance staff and students' technological capability.</li> <li>• Staff effectively use Digital Technologies to enhance learning.</li> </ul>
Use of Student Characteristics and Targeted Initiative funding assists student learning.	<ul style="list-style-type: none"> <li>• Monitoring progress towards being culturally responsive using the Aboriginal Cultural Standards Framework.</li> <li>• Resources are allocated to ensure English as an Additional Dialect (EALD) and students with a disability are supported.</li> <li>• STEAM incorporated in cross-curricula learning.</li> </ul>
Introduce sustainability practices.	<ul style="list-style-type: none"> <li>• Implementation measures to reduce the school's carbon footprint.</li> <li>• Engage students in sustainability projects.</li> </ul>
Ensure the Statement of Expectation underpins the school's strategic planning and self-assessment.	<ul style="list-style-type: none"> <li>• School Board are informed of the school's financial management processes and their impact on planning and supports student learning.</li> <li>• Financial management complies with the Funding Agreement for Schools and Control Self-Assessment.</li> </ul>



# Targets

## By the end of 2025;

- School average in NAPLAN Numeracy, Reading, Writing, Spelling, Grammar and Punctuation is at/above WA Like Schools.
- The 2023 Year 3 to 2025 Year 5 stable cohort will achieve an effect size of at least 0.7 for a two-year progression in NAPLAN numeracy, reading, writing, spelling, grammar and punctuation.
- Students to achieve an effect size of above 0.4 for all year levels between each PAT Reading and Numeracy test annually.
- The percentage of students who attend regularly (90%) to exceed WA Public School regular attendance.
- 70% of students in Years 4, 5 and 6 completing the wellbeing & engagement census (WEC), will report high levels of wellbeing in each of the following areas;
  - School climate
  - School belonging
  - Emotional engagement with teachers
  - Cognitive engagement
  - Academic self-concept
- School satisfaction as measured by parents and staff in the School Culture Survey is high (mean score at least 4 out of 5) in the areas of Relationships, Teaching Quality and Leadership.

# School Self-Assessment

The school will use the Department of Education Electronic School Assessment Tool to self-assess performance annually in our strategic priority areas.

The school will host a Director and a principal peer reviewer from the Department of Education's Public School Accountability team for a validation visit within the duration of this Business Plan.

The report from this review will be published on our website.







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