

# Dandaragan Primary School Business Plan

## 2019—2021



### VISION: WORK - HONOUR

We educate, care for and nurture each child to achieve and flourish.

### PURPOSE

We aspire to be a school that is trusted to provide a high standard of teaching that supports all students to learn. We encourage our students to develop a love of learning and enthusiasm for new experiences and challenges. We value our connection to the community and aim for our students to be active citizens in local, global and digital communities.

The 2019-2020 Business Plan was developed in collaboration with the Dandaragan Primary School staff and the School Council following careful consideration of, and careful analysis of, all school performance data. The plan sets out the school's direction for the next three years and includes major initiatives and strategies to be implemented in order for the school to achieve its clearly stated purpose of ensuring that all students are successful learners, all teachers are high quality teachers and all leaders are highly effective.

The Business Plan is supported by Operational Plans in key areas including literacy, numeracy, technologies, student health and well-being and early childhood education. These plans provide detailed planning and support the achievement of the Business Plan's targets, and are the link between teachers' classroom plans and the overall strategic direction set out in the Business Plan.



## SCHOOL BELIEFS

At Dandaragan Primary School we believe that students learn best when:

### Students:

- are engaged in varied, meaningful activities that cater for a range of learning styles
- are in a safe, encouraging environment where they are supported by staff and peers
- are motivated, challenged and take responsibility for their own learning
- have differences acknowledged, respected and accommodated
- have clear expectations of the lesson outcomes
- are given frequent, positive and meaningful feedback
- curiosity and enquiry are fostered
- are healthy both physically and emotionally

### Teachers:

- have a systematic and consistent approach to learning across the school
- use explicit teaching for core concepts
- encourage students to believe that growth can be developed through endeavour
- reflect on professional learning in order to maintain high levels of good practice
- utilise time to discuss, share and reflect on learning
- include timely formative and summative assessments that are integral to learning
- Maintain positive working relationships with all stakeholders
- nurture curiosity, critical thinking and enquiry
- provide a positive and nurturing environment



## CORE VALUES

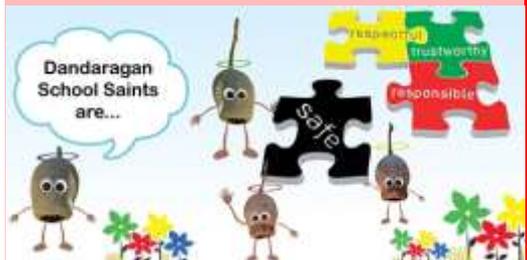
At our school we continuously model, promote and demonstrate our core values. We encourage:

• **Respect** for others, ourselves, and our environment.

• **Responsibility** by being accountable for actions towards ourselves, others, the environment and the community.

• **Trustworthiness** by being reliable, sincere, honest and truthful.

• **Safety** by acting in a manner that considers the well-being and protection of self and others.



## VALUES

How our school community wants to see our school

### Staff



### Year 3-6 Students



### P&C





## SCHOOL CONTEXT

Dandaragan is a small rural town situated 170 km north of Perth in the Midwest Education Region. Dandaragan provides extensive sport and recreational facilities; a Community Resource Centre and library; a general store and several small businesses servicing the surrounding population.

Our school has a catchment area of approximately 45km to the south and 20 km to the north. Approximately 95% of our students live on surrounding farms while the rest reside within the town-site.

Dandaragan Primary School is situated on spacious, well presented grounds. These feature very attractive lawns and gardens, complimented with recreational areas such as an oval, adventure and nature playgrounds, undercover assembly area and a basketball court.

Our school believes that its purpose is to encourage and develop enthusiasm within students and instil in them a love of learning and enthusiasm for new experiences and challenges. Our school motto 'Work - Honour' reflects our view that working to achieve their best is a virtue worth valuing.

We have a teaching team of mixed experience, many of whom are long term residents and contribute greatly to the community. The teaching and

support staff are committed and dedicated to providing an extensive and educationally rich learning programme for all students.

The school-wide Positive Behaviour Support strategy centres on the 4 core values of 'Responsibility, Respect, Trust, Safety'. All students are here to learn and need a consistent and positive environment in which to develop. Students are rewarded for their positive behaviour at "staying green" reward days each term.

Attendance is a priority at Dandaragan and great attendance is acknowledged and rewarded.

Our school's learning programmes are based on curriculum requirements for Western Australian schools. Teachers are experienced and confident in implementing the West Australian Curriculum. Whole School approaches in both Literacy and Numeracy support students' development of these skills to become lifelong learners.

The school has a Technology and Enterprise area, which allows students access to tools, storage and space to expand the scope of their work in this area. The school is very well resourced with Interactive Whiteboards available to every class and a student to computer ratio of 2:1.

## PRIORITIES

### Success for all students

At Dandaragan Primary School we strive to provide our students with a responsive and rich curriculum, promoting high achievement and excellence through self-reflection and goal setting. We focus on play-based learning in the early years. We aim to enable each student to reach their potential and be well prepared for lifelong learning.

### High Quality Teaching

Dandaragan Primary School aims to build staff capacity as we aspire to promote a high performance and high care environment through a positive school culture that values the unique needs of each student. We aim to provide opportunities through STEM to develop general capabilities.

### Strong Governance and Support

At Dandaragan Primary School we embrace all members of the community and strive to maintain a nurturing and welcoming environment that promotes community partnerships to enhance opportunities and outcomes for all students.

### Effective Leadership

At Dandaragan Primary School we nurture and develop leadership, support aspirant leaders and have a strong student leadership program.



## OVERVIEW OF SELF-ASSESSMENT

At Dandaragan Primary School rigorous self-assessment processes are a key component of our planning and improvement cycle. Informed judgements about the standards of student achievement and the effectiveness of school processes in maximising student achievement are regularly and consistently made.



Data Source	Purpose
National Assessment Program Literacy and Numeracy (NAPLAN)	Analysis of student performance across Years 3 and 5 in Reading, Writing, Language Conventions and Numeracy is used to set targets for student achievement in School Operational Plans and identify areas of student strength and areas requiring additional focus.
Student Achievement Information System (SAIS)	This system is used for moderation for reporting, assessment and comparative purposes to determine how closely our teacher judgements correlate with national assessment data.
On Entry Assessment	Assists to identify student needs of PP cohort (Module 1) and evaluate the effectiveness of the PP program and individual student progress and achievement at Year 1 (Module 2), then in year 2 if necessary (module 3).
Behaviour Data	Provides feedback about the effectiveness of the whole school behaviour management plan and values program.
Attendance Statistics	Identifies students at risk of under-performing due to tardiness and poor attendance rates.
School Community Surveys	Provides feedback about community attitudes and perceptions about the school and its programs.
Australian Early Development Census (AEDC)	Provides a snap shot of children's early development before commencing formal education which helps provide planning direction for the school.
National Quality Standards Audit	Provides an assessment of the quality of Early Childhood Education against a national standard and enables the school to plan for future improvement.
Control Self-Assessment	Aims to encourage good business practices and provide all levels of management with information and advice on the financial and administrative systems at schools.



# PRIORITIES

## Success for all students ....

*Students at Dandaragan Primary School will acquire essential Literacy and Numeracy skills. We will strive to provide the best learning opportunities and conditions for our students.*

STRATEGIC DIRECTION	STRATEGIES	TARGETS/MILESTONES
<ul style="list-style-type: none"> <li>• Maximise student achievement in literacy and numeracy</li> <li>• Set high expectations and targets for the specific progress of students (or groups) based on rigorous analysis of data</li> <li>• Develop in all students skills including teamwork, problem solving, creativity, independent thinking, critical analysis, initiative and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a strong focus in the explicit teaching of literacy and numeracy</li> <li>• Use literacy block and numeracy block structure for lesson planning</li> <li>• Promote and celebrate achievement in literacy and numeracy</li> <li>• Timely and detailed feedback given to students on achievement and progress</li> <li>• Use the analysis of quality data to improve planning</li> <li>• Use a variety of pedagogy when teaching</li> <li>• Develop a new whole school literacy plan</li> <li>• Develop a new whole school numeracy plan</li> <li>• All teachers to use cooperative learning strategies within their teaching</li> <li>• Instructional strategies to be integrated into lessons</li> <li>• Visible learning to be evident in all classrooms</li> <li>• Make reading spaces attractive to boys</li> <li>• Encourage regular reading using competition, challenges and rewards</li> <li>• Purchase reading materials that are attractive to boys</li> <li>• Promote links with CMSHS English department</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Each year the reading achievement of year 3 and 5 students identified in the Operational Plan will be at or above national minimum standard in NAPLAN reading assessments</li> <li>• Each year students in year 1 and 2 identified in the Operational Plan will progress by a minimum of 150 points in the On-Entry reading assessment</li> <li>• By the end of each year students identified in the Operational Plan will reach their individual targeted PM benchmark levels</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Each year the writing achievement of year 3 and 5 students identified in the Operational Plan will be at or above national minimum standard in NAPLAN writing assessments</li> <li>• Each year students in year 1 and 2 identified in the Operational Plan will progress by a minimum of 150 points in the On-Entry writing assessment</li> <li>• Each year students will progress according to individual targets on the Operational Plan in Brightpath writing assessments</li> </ul> <p><b>NUMERACY</b></p> <ul style="list-style-type: none"> <li>• Each year the numeracy achievement of year 3 and 5 students identified in the Operational Plan will be at or above national minimum standard in NAPLAN numeracy assessments</li> <li>• Each year students in year 1 and 2 identified in the Operational Plan will progress by a minimum of 150 points in the On-Entry numeracy assessment</li> </ul>



## Success for all students ....

STRATEGIC DIRECTION	STRATEGIES	TARGETS/MILESTONES
<ul style="list-style-type: none"> <li>• Encourage interest and competence in science, technology, engineering and mathematics (STEM) subjects</li> <li>• Ensure students are confident and adaptive users of technology</li> <li>• Develop strong individual case management</li> <li>• Strengthen gifted and talented education</li> <li>• Maximise collaboration with other organisations and agencies</li> <li>• Create opportunities for students to demonstrate leadership and care in school and the wider community</li> <li>• Provide a well rounded curriculum to develop the skills and abilities of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a whole school technology plan</li> <li>• All teachers to integrate digital technologies across all learning areas</li> <li>• Students to be competent with using robotic resources</li> <li>• Continue to participate in the Joint Schools STEAM camp</li> <li>• TAGS plans will be rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with the students individual learning needs, strengths, interests and goals</li> <li>• Documented plans will be written for students with disabilities and learning difficulties twice per term using SEN planning</li> <li>• All students with disability funding will have Education Assistant time in their classroom.</li> <li>• On entry assessments will be used for early identification of students in need of a documented plan</li> <li>• Quality evidence based programs will be provided for individual and group intervention</li> <li>• Student Council to meet regularly with lead teacher</li> <li>• Implement a mentorship strategy for student leaders</li> <li>• Continue to participate in Performing Arts opportunities</li> <li>• Access Sporting Schools funding to provide a variety of sporting experiences for all students</li> <li>• Provide incursions and excursions to expose students to a variety of cross curriculum opportunities from all learning areas</li> </ul>	<ul style="list-style-type: none"> <li>• In 2020, 75% students will achieve a C grade or higher for digital technologies using the judging standards assessment pointers</li> <li>• All students receiving As on reports will have a Talented and Gifted Students (TAGS) plan</li> <li>• All students with a diagnosed disability will have documented plans</li> <li>• All students achieving at or below the national minimum standard in NAPLAN will have a documented plan for the following two years after NAPLAN testing</li> <li>• All documented plans will be discussed with parents at every five week review</li> <li>• All student leaders to implement a project with the support of a mentor each year</li> </ul>



## Success for all students ....

STRATEGIC DIRECTION	STRATEGIES	TARGETS/MILESTONES
<ul style="list-style-type: none"> <li>Focus on play-based learning in a balanced curriculum for Kindergarten and Pre-primary students</li> <li>The school will provide a learning environment that meets the requirements of the NQS for students in K-2</li> <li>Have all Year 3 and 4 students learning languages and prepare for Year 5 students in 2020, year 6 in 2021</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use National Quality Standards for planning and teaching</li> <li>Continue to implement the Early Years Learning Framework (EYLF)</li> <li>Teachers will program to develop efficient sensory processing and motor integration of Kindergarten to year 2 students.</li> <li>Develop the Nature Playground in collaboration with the community</li> <li>Implement KETAWA program for year 3 to 6 students</li> </ul>	<ul style="list-style-type: none"> <li>Meet the standard required for all elements of NQS audit each year</li> <li>Report against the EYLF each semester when reporting to parents for kindergarten students</li> <li>Provide 1 hour per week of KETAWA lessons for year 3-6 students</li> </ul>



## High quality teaching ....

*Dandaragan Primary School teachers will demonstrate personal ongoing commitment to improving their teaching practice in order to improve student learning .*

STRATEGIC DIRECTION	STRATEGIES	TARGETS/MILESTONES
<ul style="list-style-type: none"> <li>high expectations and standards of teacher performance through:               <ul style="list-style-type: none"> <li>-induction,</li> <li>-professional learning and</li> <li>-evaluation based on the Australian Professional Standards for Teachers</li> </ul> </li> <li>collaborate as a key strategy to improve teacher quality</li> <li>achieve school-wide agreement on strategies to increase consistency in teaching quality and practices</li> <li>provide more practical and direct specialist support and advice on instructional practice for teachers of students with disability</li> <li>expect all school staff to maintain positive, respectful relationships with students, parents and each other</li> </ul>	<ul style="list-style-type: none"> <li>Review and rewrite induction document for new staff and relief staff</li> <li>Implement the Performance Development cycle for all staff to support professional growth</li> <li>Provide professional learning opportunities to meet Performance Development targets</li> <li>Encourage and promote the sharing of good practice</li> <li>Teachers to provide robust professional feedback during targeted peer observation opportunities</li> <li>Support staff to take responsibility for specific roles within the school</li> <li>Analyse and compare school and system data to reflect on teacher judgements</li> <li>Use common approaches to strengthen teaching of literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Performance management plans reflect alignment to school planning and reflection on teaching practices</li> <li>Review the Aboriginal Cultural Standards Framework (2 standards each year)</li> <li>All staff to engage in professional learning according to the requirements of their role</li> <li>Teaching staff will conduct peer observations each term</li> <li>All teachers to use school developed curriculum plans in daily planning</li> <li>All teachers to integrate technology into cross curriculum delivery</li> <li>All staff demonstrate a collaborative, collegial and respectful working relationship</li> <li>Systems priorities are implemented eg Aboriginal Cultural Standards, Protective Behaviours, NAPLAN on line, writing, leadership, school review</li> </ul>

## Effective leadership ....

Leaders at Dandaragan Primary School will commit to and adopt the values and vision of the Department of Education. They will adhere to the shared vision, purpose, beliefs and values of Dandaragan Primary School. We will focus on staff wellbeing including implementing sustainable approaches that support the physical, mental and social welfare of staff, and on strategies for student wellbeing and safety.

STRATEGIC DIRECTION	STRATEGIES	TARGETS/MILESTONES
<ul style="list-style-type: none"> <li>• Build staff capacity</li> <li>• Distributed leadership practices to guide operational planning</li> <li>• Harness expertise in teaching throughout the school to build capacity of the whole teaching staff</li> <li>• enable teachers to work collaboratively and question their effectiveness</li> <li>• create opportunities and use resources to deliver the best outcomes for students</li> <li>• embrace more active involvement of parents and the community in the school</li> <li>• Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, nurture, develop and support aspiring, beginning, current and senior leaders</li> <li>• Focus on staff wellbeing including implementing sustainable approaches that support the physical, mental and social welfare of staff</li> <li>• Focus the efforts of school leaders on strategies for student wellbeing and safety</li> <li>• Lead self-reflective teaching practices that are owned by staff as a necessary part of school improvement</li> <li>• Engage proactively with the school and wider community</li> <li>• Take part in curriculum activities supported by the community</li> <li>• Use peer coaching and observation as a key strategy for the development of teachers</li> <li>• Establish a culture of parents as partners in the education of their children</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders will demonstrate collaborative distributed leadership that engage others within the school to contribute to decisions driving school direction</li> <li>• School leaders are skilled in the use of tools which assist in the analysis of systemic and other data (NAPLAN, SAIS, First Cut, Attendance)</li> <li>• Leaders will mentor the use of Brightpath as an assessment tool</li> <li>• Performance Development procedures incorporate AITSL standards</li> <li>• 2020 Survey data to indicate 90% of responders agree that the school is led effectively</li> </ul>



## Strong governance and support ....

*Dandaragan Primary School will commit to the allocation of school finances and the management of facilities positively impact student learning and well-being*

STRATEGIC DIRECTION	STRATEGIES	TARGETS/MILESTONES
<ul style="list-style-type: none"> <li>Operational planning will link to the annual focus document and the Business Plan</li> <li>Ensure quality facilities, infrastructure and school environments to enhance learning and wellbeing</li> <li>Appropriate reserve accounts are budgeted to allow for timely replacement of equipment</li> <li>Promote community involvement through the capacity of school board members to fulfil their responsibilities and input into school business planning</li> <li>Longer term financial planning is integrated with school planning to address school strategic priorities and meet identified improvement goals</li> <li>Ensure rigorous and transparent accountability practices at classroom and school levels</li> <li>School budgets align local and systemic priorities</li> </ul>	<ul style="list-style-type: none"> <li>School Council members complete training modules</li> <li>An effective Finance Committee is maintained</li> <li>A workforce plan will be developed for future planning</li> <li>Ensure that decision making is collaborative and transparent</li> <li>Maintain registers of resources</li> <li>Maintain documented reserve plans</li> <li>Celebrate staff achievement and success</li> <li>Regular inclusion of matters pertaining to the School Council to be included in the newsletter</li> </ul>	<ul style="list-style-type: none"> <li>The buildings, grounds and equipment are maintained to Australian building standard</li> <li>Accounts allocated in the one-line budget for grounds, buildings and facilities are deployed to enhance service delivery</li> <li>Reserves are maintained at adequate levels</li> <li>The school budget shows evidence of alignment to both school and systems priorities</li> </ul>



## Glossary

AECD	The Australian Early Development Census (AEDC) is a population-based measure of how children in Australia have developed by the time they start their first year of full-time school. Teachers complete a research tool, the Australian version of the Early Development Instrument (the Instrument). The Instrument measures five key areas, or domains, of early childhood development: <ul style="list-style-type: none"><li>• physical health and wellbeing</li><li>• social competence</li><li>• emotional maturity</li><li>• language and cognitive skills (school-based) and communication skills and general knowledge</li></ul>
AITSL	The Australian Institute for Teaching and School Leadership
BRIGHTPATH	Teachers compare their students' work to calibrated exemplars to arrive at a scaled score. The process of comparing students' work to the calibrated exemplars promotes reliable teacher judgements. These judgements are comparable across teachers, schools and over time.
CMSHS	Central Midland Senior High School
First Cut	A tool for creating graphical data of NAPLAN results
KETAWA	Department of Education teaching program for Indonesian with online resources
NAPLAN	National Assessment Program Literacy and Numeracy
SAIS	Student Achievement Information System
SEN	Special Educational Needs
STEAM	Science, Technology, Engineering, Art and Mathematics—the original term STEM is now often changed to STEAM to recognise the strong link between art and the other learning areas
STEM	Science, Technology, Engineering and Mathematics

