



DAWSON PARK
PRIMARY SCHOOL
Strive to Achieve



BUSINESS PLAN

2021-2023



WELCOME FROM THE PRINCIPAL

DAWSON PARK IS A SCHOOL ON THE MOVE

Dawson Park Primary School is a highly effective school where we believe that **LEARNING HAS NO LIMITS.**

It is with great pride that I present our Business Plan for 2021-2023. As a learning community we share a sense of achievement and satisfaction having worked through our two previous Business Plans and reached the challenging targets that we set for ourselves. The challenge for our new Business Plan is to continue the school's trajectory and to continue to show improvement in all areas.

In this Business Plan we are again focussed around four key concepts which have been the building blocks of our success. These concepts are drawn from Geoff Masters paper, "Teaching and Learning - *School Improvement Framework*." They are:-

- Developing exceptional educators
- Fostering talents and addressing needs
- Optimising Investments in Learning
- Engaging our Community


There is more to our school than our formal learning program. To us, every child matters for each and every day. As a learning community we seek to deliver the highest standards of pastoral care and support services in order to enable our students to thrive. Our strong partnership with parents, families and the wider community are pivotal to our success and ensures a holistic approach to teaching and learning is implemented.

This Business Plan has been developed in collaboration with our School Board, staff and wider community. This plan outlines the direction for the next three years and our ongoing commitment to quality, effective teaching and strong positive learning outcomes for all students. This plan provides strategic direction for continued improvement and aligns with: -

- Department of Education Strategic Directions in Public School 2020 - 2024
- Building on Strength: Future Directions for the Western Australian public school system
- Focus 2020
- Aboriginal Cultural Standards Framework

As a united, focussed learning community we look forward to embracing the challenges that continued improvement and growth bring.

■ **Pauline Johnson**

A background image showing a group of students in a garden. In the foreground, a student with dark hair is looking down at a plant. Behind them, another student is visible, and further back, a student is holding a green parrot. The students are wearing maroon school uniforms. The scene is outdoors with green foliage and a fence in the background.

As a Learning Community we have a strong vision underpinned by a set of values.

OUR MISSION

To maintain a welcoming, supportive and inspiring learning community that addresses the needs of all our students.

OUR COMMITMENTS

We will:

Build strong relationships

Set high expectations

Be proud

Foster empathy and understanding

Encourage effort to achieve success

Be positive and constructive

Show respect for self, others and property





Our Brand

Our brand is forged upon the unique environment in which Dawson Park Primary School is situated. The bird which is the visual representation of our brand, reflects what we stand for and what we want to be.

Birds are amazing and wonderful creatures. They bring life and colour to the world, sing beautifully and make amazing sounds. Birds are high-flyers, gracefully soaring through the air. They are smart and daring, and as the only living animal with feathers - they are UNIQUE.

Our bird stands tall, strong and proud. The tri-colour wings represent the three important aspects of our school - Students, Parents/Community and Staff.

We want our students to soar through life, meeting every challenge with perseverance and resilience. We want them to fly high and always strive to achieve. We want them to be smart and daring and we want this to be achieved through strong relationships between the three important partners of our learning community.

INTRODUCTION

This plan sets the direction for Dawson Park Primary School for 2021-2023 and will be our road map to assist us to continue to be a highly effective school and achieve our goals.

Our Business Plan for 2021-2023 has been developed by the Leadership Team in association with our School Board and staff. The plan will assist us to continue to be a highly successful school with engaged students, highly motivated teachers and a committed community.

This plan provides the foundation upon which we can continue to improve, grow and prosper.

Strategic Focus Areas

These four key areas will continue to be our strategic focus which takes a high-level view of what we must do to ensure that we sustain and improve on our vibrant, engaging and successful learning community. The four strategic focus areas are described, each of which responds to the identified needs and aspirations of our key stakeholders – students, staff and parents.

Each area represents a key sector of development that shows the way forward to delivering success and all are accompanied by performance indicators.





Exceptional Educators

Effective Pedagogical Practices /
Analysis and Discussion of Data /
Explicit Improvement Agenda

● OBJECTIVES

Develop Dawson Park Brand as a highly effective school and a leader in Explicit instruction.

● CORE STRATEGIES

- Promote the school and continue to develop the Dawson Park brand as a highly effective school and a leader in Explicit Instruction by:
 - Conducting Summer School Teaching Intensive with the Fogarty Foundation and Dr. Lorraine Hammond
 - Conduct teaching preparation for graduate teachers
 - Dawson Park teachers presenting at education conferences
 - Extend Memorandum of Understanding with the Kimberley Schools Project
 - Continuing to host ECU Practicum Students
 - Building a library of teaching videos
 - Purchasing tripod and microphone kits for quality filming
 - Teachers creating a suite of online resources

Strong collegial culture where all staff are committed to ongoing professional learning.

- As a learning community maintain our strong focus on the development of skills and knowledge of all staff through a number of strategies including:
 - Selecting teachers to receive scholarships to complete rigorous evidence-based professional development
 - Continuing to improve coaching culture within the school using in-school coaches
 - Utilising expert teachers from the wider community to conduct individual coaching
 - Continuing with our professional reading group to analyse research papers and discuss the implications for classroom practice
 - Provide Educational Assistants with rigorous professional development and coaching
 - Teachers to complete 'Team Teach' or equivalent training
 - Building partnerships with like schools and implement Explicit Instruction and Play
 - Building partnerships with like schools implementing Explicit Instruction in specialist areas

Continue to develop teachers' ability to create effective on-line learning for students.

- Continue to develop staff's digital technology capabilities by:
 - Employing an expert Digital Technologies teacher to work shoulder to shoulder with staff
 - Supplying each teacher with an iPad
 - Increasing teachers skills and knowledge with SeeSaw
 - Holding "cyber cafe" professional development sessions twice a term
 - Provide teachers with extra time to create online resources and videos

Develop and support emerging lead teachers.

- Identify and support aspirational staff to reach their goals by:
 - Supporting teachers in obtaining Level 3 Classroom Teacher status
 - Giving recognition to staff via yearly School Board Awards
 - Identifying and professionally developing aspirational teachers to be curriculum and coaching leaders

● SUCCESS CRITERIA

1. Surveys of visiting educators, staff and pre-service teachers demonstrate a 90-100% satisfaction rate.
2. Attendance and surveys of parents at the end of school tours demonstrate a 90-100% satisfaction rate.
3. The collation of a digital resource library for each year level and learning area.
4. Three teachers achieve Level 3 status.
5. Distributed leadership evident including teachers who are curriculum leaders, instructional coaches and team leaders.
6. Strong co-ordinated intervention program where all students will achieve a reading age within six months of their chronological age.

A photograph of a man and a woman in a classroom or office setting. The man, on the left, is smiling and looking towards the right. The woman, on the right, is also smiling and looking towards the right. They are both holding papers. In the background, there is a large whiteboard covered with handwritten notes and diagrams in various colors (green, red, blue).

Optimising Investments in Learning

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Systematic Curriculum Delivery /
A Culture that Promotes Learning

OBJECTIVES

Maintain high performance in Literacy & Numeracy.

CORE STRATEGIES

- Continually update and improve whole school literacy and numeracy plans
- Maintain our focus on using Explicit Instruction to teach fundamental knowledge and skills in all classrooms
- Incorporate morphology into our literacy plans as well as strategies from 'The Writing Revolution'
- Improve processes surrounding the analysis of data by curriculum leaders to inform changes to whole school plans
- Improve processes surrounding the collection and analysis of student data by teachers to identify and address student needs
- Closely monitor phonemic awareness in ECE
- Incorporate evidence based strategies such as 'Retrieval Practice' and 'Interleaving' to improve the impact of Daily Reviews
- Meet regularly to discuss planning documents for revision
- 'Reading Reconsidered' introduced

Optimise early childhood learning and development.

- Continue to develop imaginative expressive play through our Creative Play Program and:
 - Ensure that all K-2 staff are delivering the SCSA health curriculum including Protective Behaviours and Smiling Minds
 - Implementing a yearly audit and update ECE areas and play equipment
 - Seek verification that our program meets the National Quality Standards K-2
 - Continue to develop engaging nature play areas in ECE
 - Ensure the targeted use of manipulative's in mathematics
 - Implement structured play during break times and Friday afternoons

Improve student achievement in Visual and Performing Arts.

- Deepen student's appreciation of The Arts and improve achievement in these areas through a number of initiatives including:
 - Involvement in the Darling Range Network Choral Festival
 - Senior students performing in the Darling Range Sports College Musical
 - An annual musical performed by upper students at the Kalamunda Performing Arts Centre
 - Ongoing development of student skills in dance groups
 - Instrumental groups, junior and senior choirs that regularly perform at events outside the school
 - Weekly "Art Club" meeting to further develop student's skills
 - Entry of student work into competitions such as the Royal Show and the Kalamunda Art Show
 - Involvement in the Darling Range Network Art Festival
 - Support students who excel in Visual and Performing Arts to apply for suitable high schools with specialised programs

OBJECTIVES

Improve student achievement in Science.

CORE STRATEGIES

- Develop an appreciation of Science and improve achievement in this area through a number of initiatives including:
 - The development and implementation of an interactive and engaging Science Program
 - The implementation of “*Science Week*” activities during August each year
 - Every student attending at least one science related incursion or excursion each year
 - The development of a “*Science/STEM Club*”
 - The implementation of STEM projects for all year levels

Improve student achievement in Physical Education.

- Develop an appreciation of Physical Education and improve achievement in this area through a number of initiatives including:
 - Junior and Senior sport each week
 - The implementation of talent identification programs for Year 5 and 6 students
 - The implementation of a mentoring program in collaboration with Darling Range Sports College
 - Holding and participating in a number of Physical Education events including cross country, fun runs, school sport carnivals, lunchtime sports training and network interschool sports
 - Sports shed/sports bucket per class
 - Kindy movement lessons with a focus on fundamental movement skills
 - Increase the availability of structured activities at lunchtime
 - End of year specialist awards

Embed a culturally aware mindset as a school and community

- Implement the Aboriginal Cultural Standards Framework across the school and develop initiatives to address these standards including:
 - A guest speaker each term from the Aboriginal community to talk with staff to deepen their understanding of the Framework
 - The development of ‘Six Season Poles’ for the nature playground in collaboration with Darling Range Sports College and a visiting artist.
 - Growing a language other than English program (Indonesian) from years 3-6
 - Celebrating Harmony Day, NAIDOC week
 - Celebrating some special festivals of cultures within our schools

SUCCESS CRITERIA

Literacy & Numeracy Targets

1. 95% of students at or above benchmark in all NAPLAN areas, including 70% of students above the Australian mean and 65% of students in the top two bands.
2. 65% of students above the median in ACER Progressive Achievement Tests in all year levels.
3. 55% of students from year 4-6 achieve the median in Science testing.
4. On Entry testing – 50% of Pre-primary students achieve a score of 40 or above in all areas tested.
5. Average attendance and NAPLAN performance of ASTO students is at or above that of non-ATSI students.
6. Meeting 100% of the National Quality Standards.
7. More students achieving grades of A or B in Visual Arts, Performing Arts, Health and Physical Education and Science.



A young girl with brown hair, wearing a maroon school jacket with white stripes on the sleeves, is smiling at the camera. She is sitting at a desk with a green and yellow patterned surface. In the background, another student in a similar uniform is blurred. A semi-transparent dark purple circle is overlaid on the lower left of the image, containing the title and subtitle text.

Fostering Talents and Addressing Needs

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Targeted Use of Resources

● OBJECTIVES

Provide a wrap-around service to support at risk students.

● CORE STRATEGIES

- Continue to develop a strong support structure for students through a variety of initiatives including:
 - Increased FTE of our Chaplain to allow more time for individual and small group counselling
 - Increased FTE of our School Psychologist to at least 0.6 to allow more time for individual and small group counselling
 - Continued screening of ECE children and all children under the care of Child Protection by School Nurse and Speech Pathologist
 - Provision of individual and small group speech pathology sessions for students in need
 - The use of Michael Linsin's "The Classroom Management Secret" as a basis for a whole school behaviour management approach
 - Regular discussions held at staff meetings on how we are implementing strategies
 - A strong consistent intervention program for students at risk
 - Parent workshops including Protective Behaviours, Cyber Safety and Positive Parenting Program
 - Social wellbeing support for special needs students/mainstream
 - Trauma PD and Understanding Poverty PD for staff

Support the well-being and mental health of staff and students.

- Build resiliency and values in our students through:
 - Mindfulness utilising the "Smiling Minds" program
 - Continued development of nature playgrounds throughout the school so that all students (K-6) can be involved in creative imaginative play
 - The establishment of GR8 MATES and Stronger TogetHER program to assist students with poor social skills
 - OHI Health Survey for staff
 - Continued provision of a strong pastoral program for staff, students and parents
 - Continued provision of PD's on staff welfare

Develop and support emerging student leaders.

- Increase the visibility and responsibility of senior students and student leaders through:
 - Student Leaders attending Leadership Conference and Parliament House each year
 - A peer support program to continue to work with younger students at break times and in Specialists classes
 - Monthly meetings between student leaders and the principal
 - Student leaders conducting a monthly radio program highlighting what's happening at the school

● SUCCESS CRITERIA

1. OHI Health Survey for staff.
2. Attendance consistently above the state average and student survey shows that at least 95% of students feel safe at school.
3. Students survey shows that 95% of student leaders agree that their leadership skills have improved.
4. Survey Parents to measure effectiveness of workshops.
5. Utilise data from intervention groups to measure effectiveness.

A photograph of a family walking along a covered school corridor. In the foreground, a young boy in a red school polo shirt and dark shorts is walking towards the right, holding the hand of a woman. The woman is wearing a dark top with a large floral pattern and blue jeans. Behind them, a man in a blue and white striped polo shirt and khaki shorts is walking, holding the hands of two other children. The corridor has a corrugated metal roof and brick walls. A large yellow circular graphic is overlaid on the bottom left of the image.

Engaging Our Community

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Improving Our Facilities

● OBJECTIVES

Continue to improve communication and develop strong links with our community.

● CORE STRATEGIES

- Utilise effective communication strategies to develop and strengthen our link to our community through:
 - Continued use of SeeSaw (scheduled uploads), newsletters, assemblies, school tours, Skoolbag and Facebook.
 - Feedback from parents and caregivers through morning teas, information sessions, parent forums and school tours.
 - Improved signage around the school:
 - Fixed whiteboard outside classrooms for parent information
 - Electronic sign board
 - Murals
- The provision of stimulating educational sessions for parents including –
 - Cyber Safety
 - Positive Parenting
 - Protective Behaviours
 - ICT
- Hosting events that bring our community together including Mother's and Father's Day activities, fetes & fairs, Easter activities, ceremonies and performance nights.
- The provision of support to families by providing before and after school and holiday care. Holding playgroups, hosting guest speakers at assemblies, advertising parents' businesses in newsletters, and hosting outside of school events such as farmers' markets
- Students visiting senior citizens as well as completing the network citizenship program
- Local Aboriginal groups and parents to be involved in celebrating NAIDOC week
- Develop an awareness throughout the school community for the need to reduce our environmental footprint including:
 - Healthy lunchboxes
 - Waste-Free Wednesday
 - A recycling program throughout the school

Strengthen the involvement and visibility of our school board.

- Raise the profile of the School Board through:
 - Newsletter publications and attendance at assemblies, meetings and community events
 - Increased number of community and business representatives on the school board
 - Stronger links between the School Board and the P & C
 - Recognition of staff through the annual Board awards
 - School walk throughs and tours
 - Schools Board Members awarding 'Student of the Term Award'
 - Board members awarding honour certificates at assemblies

● OBJECTIVES

Improve facilities and aesthetic appeal of the school.

● CORE STRATEGIES

- Collaborate with P & C to:
 - Complete stages 3 & 4 of our nature playground
 - Develop and extend the ECE playground
 - Improve veranda area for kindy
 - Improve bike rack area
 - Improve classrooms:
 - Upgrading window treatments and skylights
 - Installing of split system air conditioners in all classrooms
 - Updating veranda area for kindy
 - Upgrading student furniture
- Improve the facilities in undercover area:
 - Install air conditioner and fans,
 - Install large screen,
 - Install an updated sound system.

Encourage and develop greater use of school facilities by the community.

- Increase community use of facilities:
 - Helping Hands providing before & after school care including holiday care
 - Sporting clubs for training
 - An after school sports program run by sporting facilitators
 - Hosting community events such as Kalamunda Zig Zag Festival
 - Playgroup and 3-Year-old Kindy established
- Establishing a chaplain drop in for parents

● SUCCESS CRITERIA

1. Data from SeeSaw shows increased parent engagement with the program
2. An average of at least 4 out of 5 in the Parent survey for the following points:
 - 'The school has strong links with the community.'
 - 'The school looks for ways to improve.'
 - 'This school takes parents' opinions seriously.'
 - 'This school is well maintained.'
 - 'My child likes being at school.'
3. At least five parents and community representatives on the school board each year
4. A reduction the amount of waste the school produces





LEARNING HAS NO LIMITS

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