DWELLINGUP PRIMARY SCHOOL

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STANDING TALL AND PROUD

Since 1911

SCHOOL PLAN 2016 - 2018

About Dwellingup Primary School...

Welcome to Dwellingup Primary School...providing quality education since 1911. Our school started in a tent and its fluctuations in student numbers reflect the vagaries of the logging industry.

Dwellingup Primary School is located in the town of Dwellingup amidst the jarrah forest of the outer metro region of Perth. The school is 105 years old and has a tradition of a high level of community involvement. The generations of families who have gone before this generation of students, are strong stakeholders in the activities of the school.

The school provides a comprehensive education for children from Kindergarten to Year 6 in a highly supportive, friendly, family focused environment, in which every child counts and where every parent's voice can be heard. We offer a very personalised educational program. i-Pads and computers are utilised to ensure all students progress at their level and to become confident, independent learners. One of our teachers is a National Excellence in Teaching Award winner and another is Getting It Right Numeracy trained. The talents of these teachers are utilises throughout the school. The other teachers are highly competent and experienced. Our school prides itself on its high level of sustainability and environmental awareness with our vegetable garden, fruit trees and chook run. This allows us to teach students to be self-sustaining nurturers of the land. We have a partnership with the Forest Heritage Centre in town. We access Arts and Environmental Awareness programmes through this partnership. Our school grounds provide a relaxed and beautiful atmosphere which engenders much talk by visitors. The grounds incorporate a beautiful garden, murals, music and art installations. Our gardener has won several awards include
ng the W.A. Support Person of the Year Award in the W.A. Education Awards. Our cleaner is highly involved in the school and was the 2015 Runner-Up Support Person of the Year in the 2015 W.A. Education Awards.

The Principal and 3 teachers currently share three full-time teaching positions at Dwellingup, supported by the Registrar, Gardener, Library Officer and 2 part time Education Assistants. We offer Indonesian as a specialist learning area.
Three classes have been formed to cater for the needs of students within these groupings: Kindergarten and Pre-Primary, Years 1/2/3 and Years 4/5/6. An on-site Playgroup supports the education of the younger members of our community.

Our school has a strong ethos of being a warm, caring and friendly school. We employ a Chaplain two days a week. The Chaplain runs programs such as BUZ (Build Up Zone) and 'Choose Respect' in the school. These programs support positive interactions among students and develop each child's self-worth. The high level of community involvement develops civic pride and responsibility.

A number of students are drawn from properties some distance from the town-site. A bus service along the Pinjarra-Williams Road provides transport for these families. As well as our stunning grounds, the school is well resourced with classrooms, a library, undercover area and administrative block. We have a block of bushland, the 'Karrak' (red-tailed cockatoo) Community Nature Trail' adjoining our school. The world renowned Bibblulmun Track borders the school.

Teachers are committed to meeting the needs of individual students and developing positive, mutually respectful partnerships with parents. Students at Educational Risk are effectively targeted and well supported. The Western Australian Curriculum is being implemented this year.

A body of parents is actively involved with the school through the School Council, P & C and the provision of practical help. Parents and community representatives are involved in the decision-making processes through the School Council. The annual Giant Pumpkin Competition is a major event in the town and school. It attracts crowds of over 5000 people and raises a substantial sum of money for the school. The 'Dwellingup Crier', the fortnightly newsletter, informs parents of activities and community events. Regular assemblies, interviews, portfolios and written reports provide parents with feedback about student performance. Though not all parents are able to commit time to these activities, there is a supportive atmosphere throughout the school and wider community.

The motto 'Standing Tall and Proud' encapsulates our values of growth, the pursuit of excellence and pride.

The Dwellingup vision:

Our Dwellingup School Community provides opportunities for each child to be a lifelong learner. Skills, knowledge and values attained enable achievement in a rapidly changing world within an atmosphere of care, respect and self-worth.

Our school motto:

P – Possibilities

R - Respect

O - Opportunity

U - Unique

D – Determination

This motto is derived from our school emblem "Standing Tall and Proud". The motif on our emblem are depictions of our magnificent jarrah trees that are found in the forest that surround our town. This year we are adding "Since 1911" to our motto as we are proud of our long tradition of providing education to our community. We are also adding a stylised red-tailed black cockatoo as we value our connection to the forest.

Our Values ~ Learning, Excellence, Equity, Care:

LEARNING – We aim for all students to be successful in achieving their potential academically, socially and emotionally. We advance student learning based on our belief that all students have the capacity to learn.

EXCELLENCE: We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

EQUITY: To provide a safe, inclusive and welcoming environment which engages, challenges and supports all students. We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create learning environments that are free of discrimination, abuse and exploitation.

CARE: To develop positive and trusting relationships between the school and the community based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents / carers and the wider community.

PUBLIC SCHOOLING: We aim to promote confidence in and choice of public schooling.

Key Objectives

At Dwellingup Primary School we strive to:

- Establish ambitious targets and set high expectations, academic and non-academic, for our students.
- Engage all staff in a systematic, continuous and comprehensive self-assessment process related to student achievement and school operations.
- Deliver high quality learning and teaching programs with pedagogical practices aligned to the *Curriculum Framework's* learning, teaching and assessment principles.
- Expand the quality of teaching through school visits and professional development.
- Maintain a learning environment that is safe, inclusive and caring.
- Target resources through school improvement planning to maximise students' achievement.
- Build strong internal and external relationships with the school and wider community.

Achieving our goals:

Dwellingup Primary School adopts aims to further develop our culture of high performance and high care. We promote equity and excellence and aim to ensure that students become: successful learners; confident and creative individuals; active and informed citizens. We will analyse teaching practices including feedback from students and other staff. Teachers will collaborate, agree on curriculum scope and sequence and engage in classroom observation. We are preparing for full implementation of the W.A. curriculum humanities and social sciences and health and physical education for semester 1 2017.

Our school planning cycle has three elements: we assess data and other evidence related to student achievement and school operations; we plan improvement strategies; and we action them.

High Quality Teaching, Learning and Leadership

Aspirations	Strategies	Evidence	Milestones
Professional excellence is demonstrated by a shared commitment and responsibility from all staff, active sharing of professional knowledge, willingness to work in a team based culture, high personal performance and mutual respect and support for colleagues.	➤ Align performance and development to the AITSL (Australian Institute for Teaching & School Leadership) Professional Standards. ➤ Adherence from all staff to DOE Code of Conduct.	➤ Performance Management based on AITSL standards. ➤ Individual student performance data. ➤ Maintain or increase the number of students at or above like schools (Yr 3 & 5 NAPLAN data).	➤ P.M. model aligned to AITSL Standards ➤ Like school performance.
Embed the W.A. Curriculum in planning, teaching and assessment.	➤ 2016 – Full implementation of English, Mathematics, Science & HASS (History & Geography only) ➤ Familiarisation of Health & P.E., HASS, Technologies and The Arts. ➤ 2017 Full implementation For Health & Physical Education and HASS ➤ Implement and embed General capabilities and Cross Curricular priorities in planning, teaching and assessment as appropriate.	➤ Teacher moderation in reported areas of the curriculum (Murray-Waroona Network) ➤ 2016 –2017 all teaching staff report against the W.A. Curriculum Achievement Standards as per implementation schedule. ➤ ACARA – General capabilities and Cross-Curricular priorities are evident in teaching and student learning.	➤ Teacher moderation with Murray Waroona Schools achieved. ➤ Reporting based on W.A. Curriculum Achievement Standards.
Reinforce Connected Practice* approach to quality teaching and learning so that teachers are instructionally intelligent, resulting in improved student outcomes.	➤ Continue the sequential implementation of the W.A. Curriculum and ensure it is embedded in all teachers' planning, lesson delivery and assessment.	➤ Assessment of students and reporting to parents against Phase 1 of W.A. Curriculum Achievement standards and Phase 2/3 when appropriate.	➤ See above

*Connected Practice is a whole school approach placing an emphasis on a common shared language and teaching methodology between and across all areas of the school.	➢ Maintain whole school curriculum initiatives in literacy and numeracy. ➢ Consolidate the i-STAR model to underpin pedagogy across school. ➢ I-STAR teaching methodology: (inform/ inspire, show, try, apply, review).	➢ Whole school initiatives in mathematics, spelling and reading. ➢ Planning of explicit literacy and numeracy teaching blocks. ➢ 2017 Develop whole school initiatives in Writing.	➢ Mathletics, Spelladrome, Oxford Word list achieved. ➢ Literacy & Numeracy blocks embedded in practice. ➢ I-Star model utilised.
Strengthen digital fluency* across all year levels and learning areas, as appropriate. *Digital fluency involves learning to make the most of digital technologies available, adapting to new ways of doing things as technologies evolve and limiting the risks in a digital environment.	➢ Provide opportunities for professional development to enhance pedagogy. ➢ Promote intentional teaching to develop skill, competency and application of technologies across all year levels and in increasing numbers of learning areas. ➢ Devise and implement a Digital Technologies Learning Area Plan. ➢ Plan for sustainability to meet future needs.	➢ Embedded in teaching and evident in student learning. ➢ Increased student access to and availability of ICT ➢ Development of Strategic Plan to implement W.A. Technology curriculum.	➢ Students in all classes use i-Pads to some extent. ➢ A peer tutorinmg model has been utilised to teach digital technologies. ➢ A Digital Technologies Learning Area Plan has been devised.
A contemporary, high quality Early Years Education program.	Embed the five *Early Years Learning Framework for Australia* outcomes and Quality Area 1: Education Program and Practice from the *National Quality Standards*	➢ Meet National Quality Standards ➢ SAIS (Student Achievement Information System) data	➢ NQS standards are met.
Teachers provide high quality learning opportunities where students are fully engaged.	➢ Promote differentiation of curriculum delivery and student assessment through IEPs (Individual Education Plans) and SEN (Special Educational Needs)	➢ On-Entry Assessment in Pre-primary student surveys. ➢ Chaplaincy data and anecdotal records.	

	➢ 'At Risk" students are identified through Early Intervention and data analysis in order to reach their potential. ➢ Implement 'Multi-Lit' to targeted students to improve Literacy outcomes. ➢ Provide Education Assistant with professional development in 'Multilit' and 'Minilit'.	➢ Students on IEPs are to be targeted with 'Multilit'.	➢ 'Multilit' and 'Minilit' programs commenced in school.
Leadership opportunities, via a distributed leadership model, for staff and students at Dwellingup Primary School.	➢ Staff leadership opportunities. ➢ Student leadership roles across the school and engagement in leadership programs.	➢ Community, staff and student surveys. ➢ Availability and take-up of leadership roles for staff and students.	➢ Nola Kinal – Writing Plan; Music ➢ Heather Davis – SDERA (Health) ➢ Jeff Melkert – Digital Technologies.

Successful Students

Aspirations	Strategies	Evidence	Milestones
Pursuit and celebration of personal excellence.	➢ Celebrate individual success in academic and non-academic achievements via assemblies, newsletter and within the classroom.	➢ Parent Student National School Opinion Survey results will be positive.	➢ Parent Student National School Opinion Survey results are positive.
Implement differentiated curriculum to meet student needs.	➢ Clear SAER (Students at Educational Risk) identification processes are in place. ➢ Develop documented plans and monitor their effectiveness to address individual learning needs of students performing outside expected levels. ➢ A case conference model is in place to manage all SAER.	➢ SEN (Special Educational Needs) to be planned implemented, monitored and reported on. ➢ Longitudinal records to monitor student progress.	➢ SEN (Special Educational Needs) is planned implemented, monitored and reported on. ➢ Longitudinal records to monitor student progress implemented.
Students adopt increasing responsibility and accountability for learning.	➢ Teachers provide explicit instruction and authentic opportunities for student accountability in learning, including engagement in self-reflection and goal setting.	➢ Students are engaging in self-reflection and goal setting to identify their strengths and focus areas.	➢
Provide a safe, inclusive school environment with the promotion of resilience and optimism to assist students cope in a changing world.	➢ Specific whole school programs (Virtues, "Choose Respect", Protective Behaviours", SDERA) ➢ Chaplaincy program to assist all students. ➢ "Dirt Matters" to target specific students.	➢ Student National School Opinion Survey ➢ Students engaging in positive playground behaviours. ➢ Annual chaplaincy school survey.	➢

Community, Culture and Care

Aspirations	Strategies	Evidence	Milestones
A strong commitment to maintaining positive, genuine school-community relationships.	➢ Provide formal and informal involvement of our community in the identification and implementation of the future directions of Dwellingup Primary School. ➢ Use a range of relevant and contemporary mediums to communicate to parents. ➢ Promote consistency of key messages. ➢ Timely and ongoing communication of relevant class, school and community events.	➢ Parent National School Opinion Survey. ➢ Survey data is analysed and actions planned and implemented to address areas of concern. ➢ School Council meeting minutes. ➢ Annual Report summary.	➢ Parent Surveys indicate satisfaction with all aspects of the school.
Value student diversity and demonstrate inclusivity.	➢ Develop and maintain our links and support for local and world charitable, cultural and community organisations. ➢ Identify cultural consideration when planning learning experiences.	➢ ACARA General Capabilities and Cross-Curricular Priorities are evident in teaching and student learning.	➢
Create a contemporary, safe and stimulating environment.	➢ Plan and implement improvements to the learning environment to	➢ National Quality Standards Area 2: Children's Health and Safety	➢ NQS Standard 2 met.

| | meet current and future student needs. | ➢ National Quality Standards Area 3; Physical Environment | ➢ NQS 3 Standard met |
| | ➢ Clear processes and procedures for individual and whole of school to ensure student health and safety. | | |