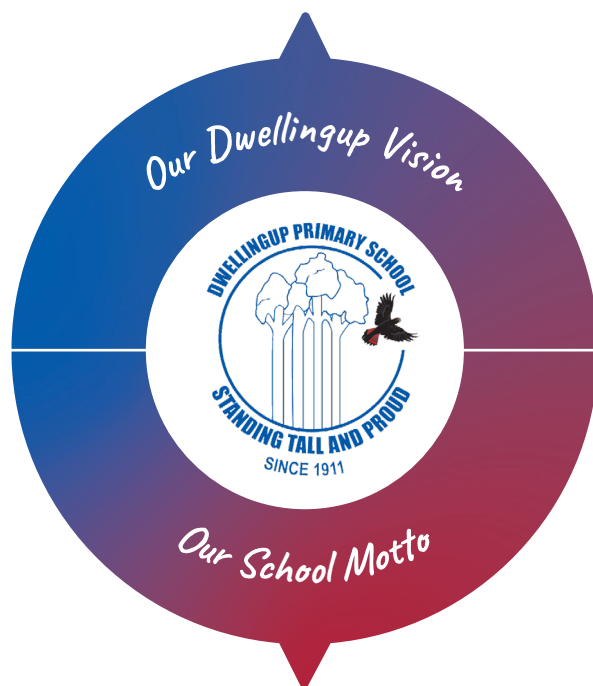




2022 - 2025 *Business Plan*

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.



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. We are proud that the school has provided education to the Dwellingup community since 2011. The stylised karrak (red-tailed black cockatoo) reflects our connection to the forest and Indigenous culture.

Our Values ~ Learning, Excellence, Equity, Care:

“Choose Respect” underpins all of our actions. Every member of the school community is encouraged to “Choose Respect” This value is non-negotiable.”

TEACHING AND 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. There is a school wide approach to teaching and learning.

EXCELLENCE: We have a culture of high expectations and high standards of our students’ and our own work ethic. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

EQUITY: We 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: There are positive 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.

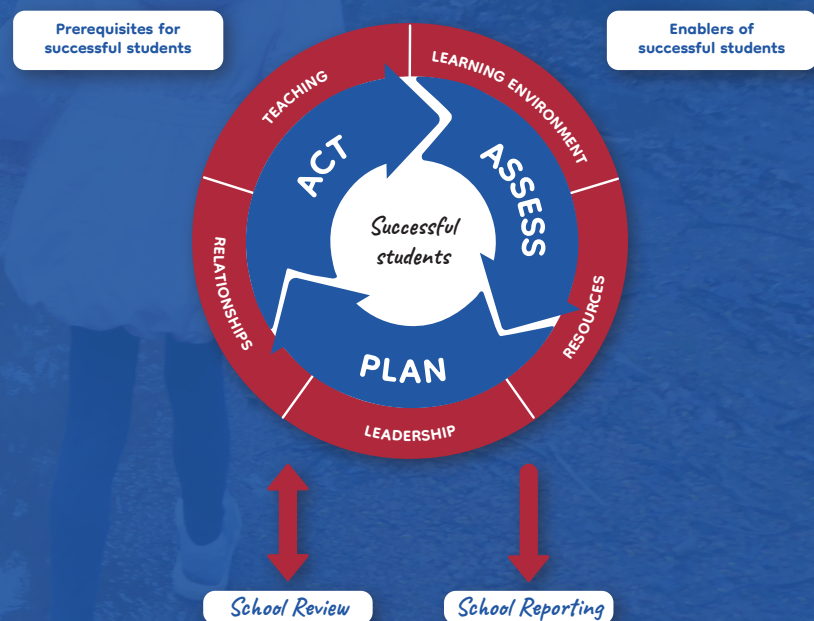
PUBLIC SCHOOLING: We aim to promote confidence in and choice of public schooling. We have a close relationship with schools in our network and Pinjarra SHS, the secondary school that we ‘feed’ into. There is a robust Transition program in place.

Achieving our goal:

Dwellingup Primary School underwent a successful Public School Review in term 4, 2018. Our school was rated "Effective" which validated our former practices and School Plan. This plan has been developed in collaboration with staff and the School Council. It sets out our direction for the next three years built on the foundation of the Department of Education's Focus documents, our school Vision, context and culture and following a thorough analysis of our school performance data.

The Business Plan is the overview for our Operational Plans. These plans provide the fine detail and are the basis of the link between classroom planning and strategic direction. These plans are aligned closely with budget deployment and human resource management. Human resources are deployed in the manner most likely to achieve the best possible student outcomes.

Dwellingup Primary School's Business Plan is based on the School Improvement and Accountability (Successful Student) model.



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.

Creation of a contemporary learning environment through the use of learning technologies. The school is adept at dealing with change and staff adjust their instructional practices and strive collaboratively to meet the challenge of change when evidence indicates that it is needed.



Quality Teaching

Target 1: NAPLAN data in year 3 improved to at or above like schools.

Target 2: Individual student data in years 2 to 4 to demonstrate progress and to indicate expected literacy and numeracy levels.

Strategies:

- Instructional Teaching and Learning Framework to be implemented throughout the school.
- “Growth Mindset” strategy to be implemented in conjunction with Murray Schools Cluster network.
- Di Rigg screening and evaluation to occur in week 7 each term (K – 6)
- Multilit / Minilit intervention utilised where indicated by screening.
- Evidenced based teaching programs are utilised to deliver the WA Curriculum and judging standards and to support multiyear level classes.
- Use of Scope and Sequence documents to ensure streamlined curriculum delivery in multiyear level classes.
- Staff (including volunteers) are deployed judiciously to ensure that SCSA requirements for each year level are met in multiyear level classes.





Learning Environment

Target 3: Improve attendance from 83.7% to 92% (Like schools)) overall; increase regular attendance from 51% to 73.1% (Like schools) and increase severe attendance from 11.8% to 2.1% (Like schools).

Target 4: Teachers effectively implement Instructional Teaching and Learning Framework model supported by coaches.

Target 5: Implement Growth Mindset across the school.

Strategies:

- Case Management of targeted families' attendance including support from School Psychologist and Chaplain.
- Continue to raise awareness of importance of regular attendance 'Every Child, Every Day'.
- Continue to include attendance data in Individual Student profiles.
- A Case Management approach address the needs of all students.
- Implement whole school Instructional Teaching and Learning Framework model.
- Implement Growth Mindset.
- Combined with whole school pastoral care processes, including Chaplaincy (three days per fortnight) School Psychology Service and interventions such as Mini and Multilit, effective 'wrap around' support is provided for students at risk to strengthen, energise and motivate them to improve.
- Utilise the Caring for Country Together Sustainability Framework document to support the town recycling program run by the school.
- Provide 'rich' learning activities that utilise our school bushland and inclusion in the wider community.
- Continue to support Students at Educational risk by intervention with the School Psychologist, Chaplaincy, IEPs and intervention including Mini / Multilit. Early intervention is a priority.
- Continue the "Transition to Schooling" program to support 0 - 3 children in the community.
- Continue robust Transition and Aspirant programs with Pinjarra SHS.
- Promote confidence in and choice of public schooling be demonstrating best practice.
- Continue to meet 100% of National Quality Standards in the early years.





Resources

Target 6: Programs and resources enhance 21st skills for students including critical thinking, problem solving, communication and collaboration.

Strategies:

- Ensure that the budget supports targets set out in Business Plan.
- Continue to access grants from businesses to ensure every student has access to an i-Pad to support multiyear level instruction and ICT proficiency.
- Enquiry based learning is facilitated by use of "Inquisitive" program in HASS, Science and Technology.
- Ensure Student and School Characteristics and Targeted Initiatives are used to support the learning needs of identified students.
- Processes and procedures detailed in School Council training in 2021 to be implemented.
- Aboriginal Cultural Standards Framework and Caring for Country Together documents used to support positive outcomes for sustainability and Aboriginal Cultural instruction.





Leadership

Target 7: Deliver an Instructional Teaching and Learning Framework in collaboration with like schools partnered with and supported by a high performing metropolitan primary school and coaches.

Target 8: Fine tune principal improvement plan to include role of mentor principal and attendance at Leadership Centre's Leading School Improvement.

Strategies:

- Early Close staff meetings target opportunities for consultation, collaboration, and celebration in student learning programs.
- Provide clear links between DOE Focus documents, SCSA documents, the School Business Plan, Operational Plans and classroom planning.
- Classroom observations with coaches linked to the Instructional Teaching and Learning Framework.
- Maintain high expectations of the students, staff and school community through the "Choose Respect" program.
- Performance management is linked to AITSL (Australian Institute for Teaching and School Leadership) standards and are aligned to school priorities and student needs.
- Continue to disperse Leadership utilising strengths of staff to enhance learning programs.
- Utilise the expertise of the Manager Corporate Services to support school management.





Relationships & Partnerships

Target 9: School Council members to implement DOE recommendations to support governance.

Target 10: Create an Operational Plan based on Caring for Country Together document.

Strategies:

- All members of the school community model and celebrate Dwellingup Primary School's "Choose Respect" and "Virtues" code of behaviour which is non-negotiable. Genuine relationships are built on trust and mutual respect.
- Local decision making and governance is evident through School Council and P&C meetings.
- Student voice and feedback impacts on the school operations.
- Network with Murray Cluster schools to develop alignment of strategies and sharing of resources.
- Celebrate and promote Dwellingup Primary School events and academic/non-academic success.
- Involve local Aboriginal people in the implementation of Caring for Country Together document.
- Incorporate existing sustainability practices such as school / community recycling and 'Dirt Matters' into an Operational Plan based on the Caring for Country Together document.
- Recognise and promote inclusive partnerships with parents.
- Parents, families and the wider community are seen as genuine partners and endorse what the school provides.
- Continue to include reporting of community events in school newsletter.
- Continue partnerships with Alcoa, Forest Discovery Centre, Lost Eden Creative Gallery, DPAW, Newmont and other organisations.





Governance & Accountability

At Dwellingup Primary School, it is recognised that a positive school climate, good relationships with the community and strong parent support are powerful factors in the school's success.

Together we can make a difference. We engage in the following processes to monitor our progress and success and make adjustments when necessary:

- Self-Review Cycle: Targets are detailed in our Business Plan which are formulated by the comprehensive collection and analysis of data. In addition, DOE policy documents informs school direction.
- Performance Management: All staff engage in this process that contains goals, performance indicators, timeframes and agreed support that links to school and Departmental policies. This process is linked to all aspects of professional growth which is dynamic and continuous. Teacher Performance Management incorporates Self Reflection and the AITSL standards.
- Assessment and Reporting Schedules: Small student cohorts create volatility in NAPLAN data, so other assessment tools are used. A retired teacher volunteer administers and marks the assessments, ensuring validity. Assessment tools are evidence based. Di Rigg tracking has been added to our assessment schedule. Data is communicated to stakeholders via the Annual Report and supports reporting judgements. The Reporting Schedule ensures that the Western Australian curriculum is delivered, assessed and reported upon in accordance with SCSA (School Curriculum and Standards Authority) requirements.
- Feedback: We have an 'open door' policy and feedback is always invited, encouraged and welcomed. Biannual surveys are completed by staff, students and families.
- P&C and School Council: The School Council and P & C completed governance training in 2021 and will utilise these strategies in this planning cycle.









Dwellingup Primary School

 10 Newton St
Dwellingup WA 6213
 9538 5100
 dwellingupps.wa.edu.au