

# Business Plan

2020-2022



*Growing a better world together*



North  
Dandalup  
Primary School

AN INDEPENDENT PUBLIC SCHOOL



# Our Community Vision

## Staff

We encourage our students to be active citizens of their local and global community.

We develop a lifelong love of learning and a work ethic that supports students to achieve their potential.

We nurture individuality and foster a sense of belonging.



## Growing a Better World Together

## Students

We encourage people to make a positive change for the next generation.

We work hard through a range of opportunities to learn new skills that enable us to become effective members of society.

We stand up for what we believe in and have the social skills to cope with life.



## Parents

We encourage our children to develop strength and resilience to make a positive difference and be responsible for their actions.

We encourage children to take the necessary steps to accomplish their goals.

We embody the ideals of acceptance and value the feelings and opinions of others.



## Our School

North Dandalup Primary School is situated at the base of the Darling Range. An award winning school for environmental consciousness, we are dedicated to sustainability; have a strong focus on the social-emotional well being of children; and endeavour to build strong relationships across the school community. We strive for high standards of academic performance and support our students to develop the 21<sup>st</sup> century skills they will need to reach their future potential. We are strongly unified with our parents in our quest to create a sense of belonging; build strong citizenship; and support our students to become life-long learners.

## Plan for Improvement

The 2020-2022 Business Plan has been established in collaboration with the North Dandalup staff and our School Board. It sets out our direction for the next three years built on the foundation of our school vision, context and culture; and following careful analysis of school performance data. The plan also incorporates perspectives of students, parents and our community.

The Business Plan is supported by operational plans and/or scope and sequence documents across a number of areas, particularly in Literacy; Numeracy; Digital Technologies; Sustainability; Critical Thinking; STEM and Physical and Mental Health and Well-Being. These plans provide the fine detail and are the link between classroom planning and our overall strategic direction. The plan is aligned to the Department of Education strategic direction 2020-2024, ***“EVERY STUDENT, EVERY CLASSROOM, EVERY DAY”***.

## Community Values

Our shared values are a constant focus and reinforces our approach to building student well-being, active citizenship and strong relationships We call these our 4Rs.

### Resilient

- By staying positive even if things don't go our way.

### Respectful

- By respecting the rights of others and our right to have others respect us

### Responsible

- By caring for property, classrooms and our work.

### Resourceful

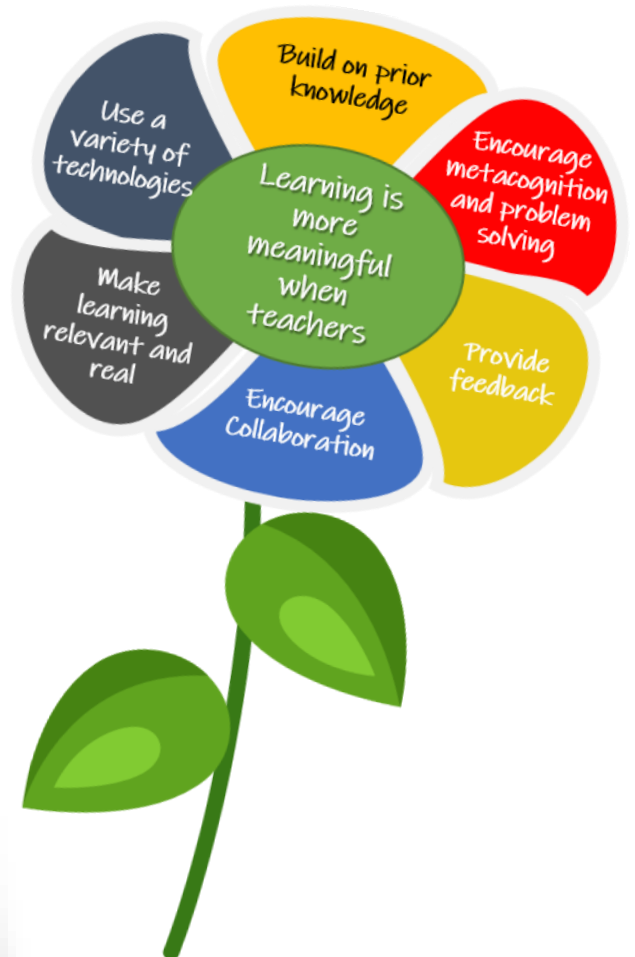
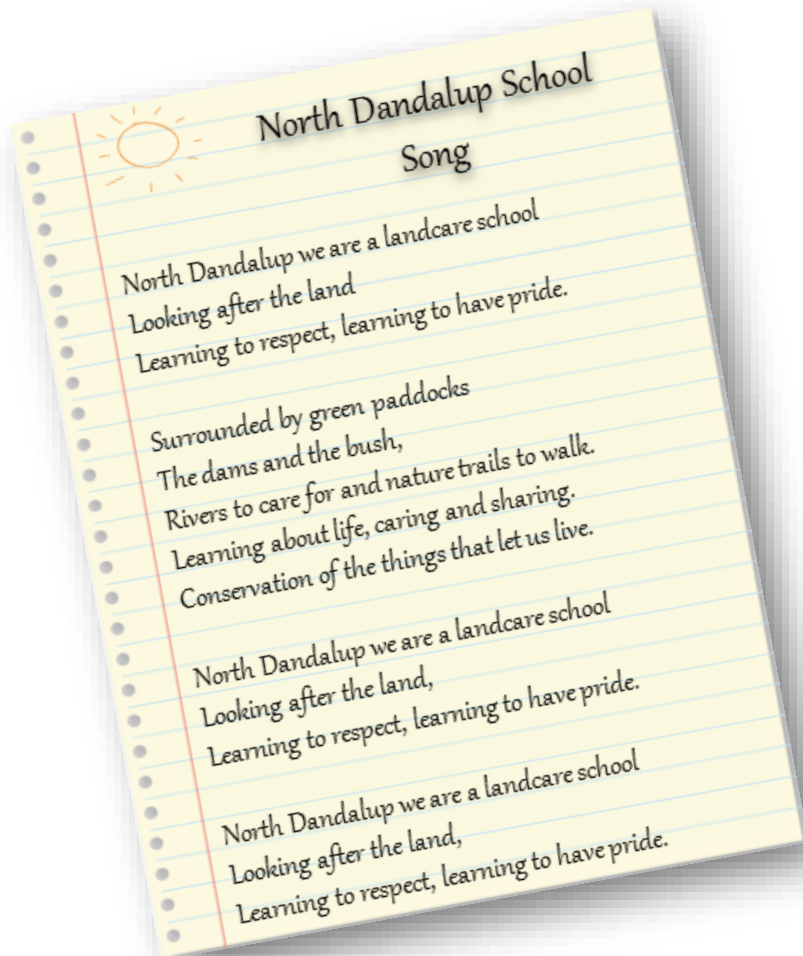
- By thinking ahead and using our initiative.



## Our Beliefs

Staff at North Dandalup have a set of shared beliefs about teaching and learning. These beliefs underpin all learning activities across the school.

Wherever possible, learning activities are linked to environmental issues and sustainability concepts. These understandings encourage students to contribute to the well-being of their local and global community and become active citizens.



# School Priority Areas

Our school community and staff recognise the following priorities as a focus of this Business Plan.

- Further embed whole school consistent approaches in Literacy and Numeracy
- Prioritise integration of ICT and Digital Technologies.
- Continue the focus on STEM (Science, Technology, Engineering, Mathematics) through our status as a STEM Enterprise and Partner School.
- Teach higher order thinking, 21<sup>st</sup> century skills and inquiry to support students achieve their potential.
- Differentiate learning to unlock student potential.
- Continue the strong focus on student mental and physical health and wellbeing.
- Continue to be leaders in environmental education through our sustainability focus.
- Further develop parent and community partnerships.

Supporting these priorities for our improvement agenda are four focus areas with strategies and milestones to be achieved during the three-year cycle of the plan.



STRATEGY	TARGET/MILESTONES
<b>EVIDENCE BASED WHOLE SCHOOL APPROACHES TO LITERACY AND NUMERACY</b>	
<ul style="list-style-type: none"> <li>• Implement and review the English operational plan.               <ul style="list-style-type: none"> <li>○ Continue to use <i>Letters and Sounds</i> and <i>Support for Spelling</i> as per the English operational plan.</li> <li>○ Implement 7 Steps to Writing Success across the school.</li> <li>○ Explore ways to improve grammar and punctuation.</li> <li>○ Explore ways to improve visual literacy.</li> <li>○ Explore ways to improve inferential and evaluative comprehension.</li> <li>○ All classes to implement daily writing.</li> <li>○ Teachers to read daily to students.</li> </ul> </li> <li>• Develop a Mathematics operational plan               <ul style="list-style-type: none"> <li>○ Continue to implement PRIME Maths from P-6.</li> <li>○ Increase focus on problem solving and real world math problems using a concrete, pictorial abstract approach.</li> <li>○ Focus on improving mental maths and times-tables.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN performance is above like schools in all areas.</li> <li>• When compared to like schools, fewer students in year 3 and 5 are in the bottom 20% of NAPLAN and more students in the top 20%.</li> <li>• 95% of students reach Achievement Targets in all curriculum areas.</li> <li>• Year 2-6 students demonstrate progress in pre and post PAT numeracy, spelling and reading tests.</li> <li>• PAT testing shows positive longitudinal trends.</li> <li>• Annual review of English and Mathematics plans.</li> </ul>
<b>FOCUS ON EARLY INTERVENTION THROUGH QUALITY EARLY CHILDHOOD EDUCATION</b>	
<ul style="list-style-type: none"> <li>• The Early Years Learning Framework and the Kindergarten Guidelines are applied in Kindergarten.</li> <li>• The play based program in early childhood provides agency and creates opportunities for inquiry, creativity and independence.</li> <li>• National Quality Standard (NQS) is fully implemented in K-2 and strong awareness fostered in years 3-6.</li> </ul>	<ul style="list-style-type: none"> <li>• All students make expected progress in literacy and numeracy between on-entry assessment and NAPLAN.</li> <li>• NQS evidence collection.</li> <li>• Successful NQS validation visit in 2021.</li> </ul>
<b>PROVIDE OPPORTUNITIES FOR STAFF TO STRENGTHEN THEIR PROFESSIONAL EXPERTISE</b>	
<ul style="list-style-type: none"> <li>• Utilise and support a Peer Observation model – to support teachers implement professional learning goals.</li> <li>• Align professional learning with school business plan, operational plan and performance management.</li> <li>• Increase distributed leadership opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback and self-reflection against school strategic direction and AITSL professional standards.</li> <li>• Links between grades and NAPLAN.</li> <li>• Annual Contribution audit – review.</li> </ul>
<b>INTERVENTION FOR STUDENTS AT EDUCATIONAL RISK</b>	
<ul style="list-style-type: none"> <li>• Introduce <i>Response to Intervention</i> diamond model to incorporate students at each end of the learning needs spectrum.</li> <li>• Interagency referrals as a method of early intervention.</li> <li>• Continue with Multi-lit as a tier 3 intervention program.</li> <li>• IEPs reflect needs of students and are reviewed according to student response to intervention.</li> <li>• Learning is differentiated to cater for the diverse learning needs and abilities of all students.</li> <li>• Embed whole school processes for identifying, planning and reviewing progress of students at educational risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled review of ongoing individual assessments and whole school SAER tracking profiles.</li> <li>• 80% of students in the Multilit intervention program increase reading age making 'year on year' progress.</li> <li>• Reduction in percentage of students requiring intervention.</li> </ul>
<b>PERFORMANCE IS STRENGTHENED BY TEACHING THAT IS INFORMED BY RIGOROUS DATA.</b>	
<ul style="list-style-type: none"> <li>• Analyse and use student performance data to inform teaching and learning.</li> <li>• Identify trends at whole school, classroom and individual level.</li> <li>• Moderation of achievement targets through collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled review of PAT numeracy and literacy following each cycle of testing shows good improvement and progress.</li> <li>• Teacher judgements will be consistent within and across like schools.</li> <li>• Review implementation of whole school approaches through performance management discussion and review.</li> </ul>



*WE ARE A SCHOOL FOR ENVIRONMENTAL CONSCIOUSNESS AND DEVELOP THE SKILLS NECESSARY FOR SUCCESS IN THE 21st CENTURY*

STRATEGY	TARGET/MILESTONES
<b>INNOVATION: INTEGRATED 21ST CENTURY TEACHING AND LEARNING PRACTICES</b>	
<p><b>4cs Critical thinking; Communication, Collaboration and Creativity</b></p> <ul style="list-style-type: none"> <li>Develop and implement instructional framework with a focus on 21<sup>st</sup> century skills and higher order thinking.</li> <li>Operational plan developed to support Integration of instructional intelligence strategies into teaching and learning.</li> <li>Finalise and implement effective group work scope and sequence to support collaboration and communication.</li> <li>Continue to provide professional learning and coaching in Instructional Intelligence through Barrie Bennett trained facilitators.</li> </ul>	<ul style="list-style-type: none"> <li>Increase % of students in NAPLAN able to answer higher order and problem solving questions from 20%.</li> <li>Feedback from instructional intelligence facilitators.</li> <li>Staff reflection and review to inform future directions.</li> <li>Investigate tool to measure student ability in higher order thinking.</li> </ul>
<p><b>Whole school approach to implement STEM enterprise project is developed and implemented</b></p> <ul style="list-style-type: none"> <li>Implement Genius hour with cross curriculum outcomes.</li> <li>Support understanding of inquiry through project based learning.</li> <li>Implement relevant and engaging learning experiences with a focus on Science, Technology, Engineering, and Mathematics (STEM), with the addition of the Arts (STEAM).</li> </ul>	<ul style="list-style-type: none"> <li>Staff reflection and review to inform future directions.</li> <li>Annual report to STEM Enterprise project focussing on progress.</li> <li>General capabilities reflection: Critical and Creative thinking.</li> </ul>
<p><b>Integrate digital technologies across all year levels and learning areas</b></p> <ul style="list-style-type: none"> <li>Focus on technologies curriculum and ICT general capabilities.</li> <li>Continue to focus on cyber safety and the ethical use of ICT.</li> <li>Teach students touch typing.</li> <li>Finalise and implement ICT scope and Sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Staff reflection and review to inform future directions.</li> <li>ICT scope and sequence reflection and review.</li> <li>95% of students reach Achievement Targets in Digital technologies.</li> <li>Touch typing data.</li> <li>General capabilities reflection: ethical understandings.</li> </ul>
<b>SUSTAINABILITY: REDUCING OUR NEGATIVE IMPACT ON THE ENVIRONMENT</b>	
<p><b>A school wide approach to improving knowledge of our physical environment and environmental issues.</b></p> <ul style="list-style-type: none"> <li>Continue with Monday environment program</li> <li>Continue to increase students understanding of the local and global environment.</li> <li>Familiarise students with sustainable environmental practices.</li> <li>Nature and enriched play experiences available to all students.</li> <li>Whole school planning using cross curriculum priorities and sustainability.</li> <li>Conservation practices promoted within the school</li> <li>Integration of sustainability practice and content developed in learning area plans and classroom activities.</li> <li>Integrate sustainability focus with STEM learning activities.</li> <li>Engage with the community in sustainability projects.</li> <li>Continue to participate in GLOBE and Ribbons of Blue.</li> </ul>	<ul style="list-style-type: none"> <li>Review annually.</li> <li>All classes are involved in sustainability initiatives.</li> <li>All classes participate in whole school sustainability themes.</li> <li>GLOBE data is added to global data collection.</li> </ul>



## Priority 3

# NURTURING POSITIVE PHYSICAL AND MENTAL HEALTH AND WELL-BEING

WE HAVE A SAFE AND INCLUSIVE LEARNING ENVIRONMENT WHERE OUR STUDENTS THRIVE

STRATEGY	TARGET/MILESTONES
<b>STRATEGIES TO SUSTAIN AND IMPROVE PHYSICAL AND MENTAL HEALTH</b>	
<ul style="list-style-type: none"> <li>Develop an operational plan for a school wide approach to improving mental health practices and continue to explicitly teach strategies that support positive well-being:               <ul style="list-style-type: none"> <li>Rock and Water program;</li> <li>Teach 4R values;</li> <li>Implement Zones of Regulation/Introspection curriculum;</li> <li>Trauma informed practice;</li> <li>Be You resources;</li> <li>School Chaplain;</li> <li>Protective Behaviours;</li> <li>Mindfulness and Yoga; and</li> <li>Growth Mindsets.</li> </ul> </li> <li>Allergy awareness: Introduce the 'be a mate program'</li> <li>Healthy eating through Crunch and Sip program.</li> <li>Engage Interagency support for students who need support with physical and mental health needs.</li> <li>Explore 'Story Dogs' to support students at risk and mental health.</li> </ul>	<p>Research and Investigate a tool to measure student social and emotional well-being. Implement, review and revise in 2021-22 to inform future directions.</p> <p>Monitor School Psychologist referrals and support provided.</p> <p>General Capabilities reflection: Personal and Social Capacity and protective behaviours survey response.</p> <p>ABE from semester reports retains trend of positive behaviours.</p>

## Priority 4

# BUILDING AN INCLUSIVE SCHOOL COMMUNITY

WE ALL WORK TOGETHER AND FOSTER A SENSE OF BELONGING

STRATEGY	TARGET/MILESTONES
<b>BUILDING TRUSTING PARTNERSHIPS</b>	
<ul style="list-style-type: none"> <li>Provide a variety of opportunities for families to engage with the school community to develop strong parent and community partnerships:               <ul style="list-style-type: none"> <li>P&amp;C Events;</li> <li>Extend school events to parents;</li> <li>Parenting workshops;</li> <li>Parent open days for reporting;</li> <li>Use a range of strategies to communicate and inform parents and the larger community; and</li> <li>Parents as partners in education.</li> </ul> </li> <li>Seek contributions and involvement from members of the school community through surveys, P&amp;C, and school board.</li> <li>Maintain the School Board's high functioning, self-reflective approach to transparency, decision making and promoting and supporting the school's vision and strategic directions.</li> </ul>	<ul style="list-style-type: none"> <li>Biennial National School Opinion survey (NSOS) is analysed and actions planned and implemented to address any areas of concern.</li> <li>Evidence of the range of means to communicate, connect, engage and inform parents and broader community with the school.</li> <li>Positive feedback regarding self-assessment and the performance of the school as measured by the school board meeting minutes and survey results.</li> </ul>
<b>A FOCUS ON INCLUSIVITY &amp; DIVERSITY</b>	
<ul style="list-style-type: none"> <li>Provide teaching and learning opportunities which celebrate difference and diversity, and recognise identity and cultural background.</li> <li>Embed Aboriginal Cultural Standards in learning through cultural understandings and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive practices reflecting cultural diversity are demonstrated by staff.</li> <li>General Capabilities reflection: integration of intercultural understandings.</li> </ul>





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