



**North Dandalup**  
PRIMARY SCHOOL

# BUSINESS PLAN

## 2026-2028



nurturing **excellence** naturally



# OUR MORAL PURPOSE

At North Dandalup Primary School, we provide stability and encourage individuality from our students.

We are dedicated to providing a positive impact on the student learning experience. We envision a learning environment where students feel excited, motivated, and safe to come to school every day. We provide students with the necessary skills and knowledge to become active citizens, to facilitate, encourage, support, and empower our students to harness the necessary skills for life.



Our staff feel supported with opportunities to lead and grow.

We strive to nurture excellence naturally by providing a rich learning environment, and introduce tools that facilitate student learning and engagement. At North Dandalup Primary School, we believe that every student can embark on a shared journey of discovery and achievement. We aim to instil a deep love of learning in our students; we scaffold, support and build their independence to achieve this. Our goal is to grow a better world together by supporting and encouraging our students to become lifelong learners.

We aspire to create a learning community, in partnership with parents, where students feel a sense of belonging, happiness, and success.

We believe in tolerance and acceptance of others and encourage students to discover and develop their unique skills and abilities. We teach students to be aware of their environment and how to care for it. We encourage students to use their voice to speak up for the environment and become positive and active community members. At North Dandalup Primary School, our moral purpose is to provide a high-quality education that prepares our students for success in their future lives. We do things the North Dandalup way, where the whole school community feels valued, listened to and supported.





# OUR PRIORITIES

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## PRIORITY ONE INSTRUCTIONAL PRACTICE

### WHAT WILL WE DO?

#### NDPS Effective Teaching Model

- Build on culture of low variance, rigour, consistency of practice delivered with fidelity
- Continue NDPS reflective practice model

#### Instructional Practice Focus

- Research and implement evidence-based approaches to Reading, Writing and Numeracy instruction

#### Data and Assessment

- Research effective assessment strategies in Literacy and Numeracy to supplement current assessment schedule
- Build data literacy in staff to strengthen targeted teaching

#### SAER and Intervention

- Strengthen multi-disciplinary approach and intervention with greater transparency

### HOW WILL WE KNOW? WHAT WILL WE SEE?

- Measurement and evidence of growth in practice in staff performance development records
- Appointment of instructional leaders to lead Literacy and Numeracy curriculum delivery
- Increase the proportion of students demonstrating moderate to high progress in NAPLAN Reading data for Year 3 and 5
- Increase the proportion of students in Developing to Strong proficiency in Writing
- Increase the percentage of students in Strong proficiency for Year 3 Reading
- Whole staff will be trained in Shaping Minds PL
- Teachers will be using Elastik to inform practice

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## PRIORITY TWO ENGAGEMENT / WELLBEING

### WHAT WILL WE DO?

#### Implement a whole school wellbeing program

- Embed a consistent approach using The Resilience Project

#### Aboriginal Cultural Standards Framework

- Review and refine cultural awareness and responsiveness

#### Positive Behaviour Policy

- Strengthen implementation of NDPS Expectations Matrix
- Incorporate language of school values and wellbeing program

#### Learning Environment

- Appoint a coordinator and team to deliver playground upgrade, led by student voice
- Continue focus on building safe, nurturing, engaging, welcoming learning environment

### HOW WILL WE KNOW? WHAT WILL WE SEE?

- TRP Resilient Youth Survey data will show general upward trends in the nine domains of resilience
- The school will be working towards or achieving the Developing Cultural Understanding domain across the five continua of the Aboriginal Cultural Standards Framework
- Students can articulate and demonstrate school expectations within 'The Dandy Way'

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## PRIORITY THREE RELATIONSHIPS / CONNECTION

### WHAT WILL WE DO?

#### Within the school...

- Continue to build positive staff culture, including establishing a social club
- Increased leadership transparency and a focus on shared and distributed leadership
- Create Waste Minimisation Plan with staff input

#### Within the school community

- Continue strong governance within the school, inclusive of School Board and P&C members
- P&C attend assemblies and contribute to staff messages
- Deliver information sessions on school priorities
- Profile of the School Board to be raised within the community

#### Environment Program

- Broaden the impact and knowledge of Environment Program throughout the school and community

### HOW WILL WE KNOW? WHAT WILL WE SEE?

- Positive year on year progress to be indicated on Staff and Community 'Tell Them From Me' survey trends
- WasteSorted audit will show reduction of paper/cardboard to less than 10%
- The school will work towards achieving 'Established or 'Embedding' curriculum on DoE Caring for Country roadmap

# OUR VALUES AND EXPECTATIONS

## our values

respectful

responsible

resilient

resourceful

### CLASSROOM

### PLAYGROUND

### COMMUNITY

Respectful

Use manners, speak kindly, listen attentively, and think before speaking.

Work together, support one another, and ensure one person speaks at a time without interruptions.

Treat others with respect, return lost belongings, follow rules, and maintain a tidy environment.

**Example: I greet my teacher when I enter the classroom**

Speak kindly, treat others as you want to be treated, and listen to different viewpoints.

Work together, share ideas and equipment, and ensure everyone has a turn.

Keep the environment clean and stay in designated areas.

**Example: I keep my hands and feet to myself**

Treat others as you would like to be treated and speak kindly, even in challenging situations.

Set a positive example for others and help out younger students.

Keep the environment tidy by picking up rubbish and caring for shared spaces.

**Example: On the bus I give my seat to someone who needs it more**

Look after your belongings, be honest, and take responsibility for your choices and actions.

Be safe, respect personal space, and keep hands and feet to yourself.

Use initiative in your learning, set goals, and seek ways to improve your work.

**Example: I go to the toilet during breaks**

Use school equipment responsibly, make thoughtful choices, and care for the environment and others.

Follow expectations, keep hands and feet to yourself, and play safely within designated areas.

Keep the school tidy, share spaces, help younger students, and be mindful of sun safety.

**Example: Use the UV meter – over three means wear my hat**

Take responsibility for your choices and be on time.

Welcome new people and set a positive example for others.

Look after equipment, and the environment.

**Example: I play with students who are new to our school**

Always try your best, keep going, and don't give up, even when faced with challenges.

Embrace mistakes as learning opportunities and think for yourself.

Set goals and strive to improve your abilities through consistent effort.

**Example: I can edit my work for improvement**

Bounce back from challenges and learn from mistakes.

Work with others, lean on friends for support, and be a team player.

Show respect by waiting your turn, sharing space, and demonstrating good sportsmanship, whether winning or losing.

**Example: I move straight to the line when I get out in handball**

I take charge of my own choices and own my actions.

I try my best, bounce back from setbacks, and think before I act or speak.

**Example: When I get out in a game I can line up for my next turn**

Always try your best and have a go at new challenges.

Think creatively and ask, "How could I fix this problem?" or 'Try 3 before me' when faced with difficulties.

Work as a team and don't hesitate to ask for help when needed.

**Example: I can find my own solution instead of asking a teacher**

Practice recycling and utilise resources wisely, including being sun smart.

Look out for younger students and ensure everyone has a turn.

Think before acting, learn from mistakes, and use equipment safely while problem solving.

**Example: I find a teacher if I can't solve a problem on my own**

Think before you act and make safe, healthy choices.

Contribute to the community by helping others and recycling or donating.

Set a good example, ask for help and offer assistance to others.

**Example: I make space for others in doorways, shopping check out**

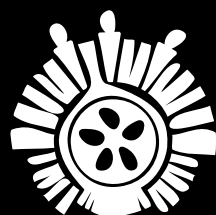
Resourceful

Responsible

Resilient



nurturing **excellence** naturally



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