DANDARAGAN PRIMARY SCHOOL

BUSINESS PLAN 2025

DANDARAGAN

A place to grow

Our School

We are a small rural school 170 km north of Perth, catering for children from Kindergarten to Year 6. Students are from families in farming, mining and rural support industries and businesses.

At Dandaragan Primary School we believe that students learn best when they:
- are engaged in varied, meaningful activities that cater for a range of learning styles
- are in a safe, encouraging environment where they are supported by staff and peers
- are motivated, challenged and take responsibility for their own learning
- have differences acknowledged, respected and accommodated
- have clear expectations of the lesson outcomes
- are given frequent, positive and meaningful feedback
- curiosity and enquiry are fostered
- are healthy both physically and emotionally

Vision

We aspire to be a school that is trusted to provide a high standard of teaching that supports all students to learn. We encourage our students to develop a love of learning and enthusiasm for new experiences and challenges. We value our connection to the community and aim for our students to be active citizens in local, global and digital communities.

Motto

WORK - HONOUR
We educate, care for and nurture each child to achieve and flourish.

Values

At our school we continuously model, promote and demonstrate our core values. We encourage:

Respect for others, ourselves, and our environment.

Responsibility by being accountable for actions towards ourselves, others, the environment and the community.

Trustworthiness by being reliable, sincere, honest and truthful.

Safety by acting in a manner that considers the well-being and protection of self and others.

This plan is aligned with the Public School Review Standard, the Midwest Region Plan and Focus 2025.
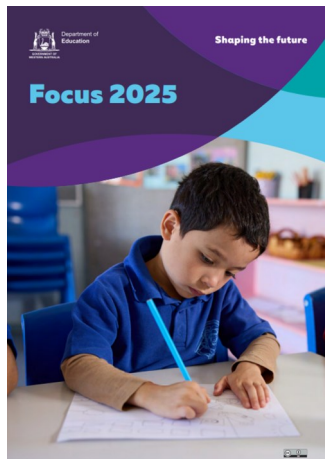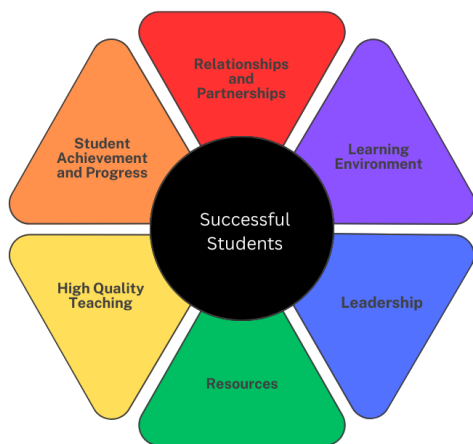
Relationships & Partnerships

A high priority is placed on the importance of building and maintaining positive relationships with all stakeholders including staff, students, parents/carers, and the wider community.

Together we build a shared commitment to our students through a positive, respectful, and caring school culture.

Targets

School Surveys reflects positive student, parent, and staff perceptions.

Use the Aboriginal Cultural Standards Framework to inform the implementation of whole school culturally responsive practices and approaches.

Implement Kaartdijin including Compass for communication.

Strategies for Improvement

- Respect and celebrate the diversity of the school community and be pro-active in building a cohesive and culturally safe school.

- Provide opportunities for feedback from all stakeholders including staff, students, parents/carers and community.

- Facilitate opportunities for parent volunteer involvement where possible.

- Provide regular opportunities for parents/carers to be involved in their child's learning.

- Maintain the new school webpage as a hub for information that is easily accessible, relevant and up to date.

- Showcase and promote our school to the wider community using Facebook.

- Use effective and accessible electronic communication systems.

- Support the School Board to successfully fulfil its role.

- Maintain existing links with community agencies and services and seek out new partnership opportunities.

- Develop relationships with Yued Corporation.

Measures & Milestones

- Survey the school community annually on all aspects of the school's performance.

- The new school webpage is regularly updated.

- Regular communication is supported electronically including , newsletters, Compass and the school webpage.

- Classrooms are open after assemblies with a focus on a different learning area each term.

- Apply for PALS funding for an 'On Country' experience.

- Maintain a social media presence to share the school's achievements and activities.

- Use the website to promote the role, functions and to connect with representatives of the School Board.

- Annual surveys and school board self-assessment.

- Parents/carers of children on individual plans are informed of progress against the documented plan on a termly basis.

- Opportunities are provided for student feedback, enhancing student voice and ownership for learning.

- School Board training for all new members.

- Continue to use our response to inwards communication flowchart when responding to families.

Learning Environment

We work collaboratively to develop and maintain a learning environment that is safe, respectful, and inclusive - creating a sense of belonging and connectedness to our school.

We support all students in becoming successful learners.

Targets

Update the Positive Behaviour Support (PBS) mascots and create a mural with an artist in residence.

Engage students in Health and Wellbeing activities.
*   Mindfulness programs across school
*   Wellbeing activities
*   Protective behaviours
*   Consent Education

Staff are trained in Diabetes, Epilepsy and Anaphylaxis management.

Create a bank of whole school PBS lessons.

Strategies for Improvement

*   Continue to embed programs to support mental health and wellbeing of staff, students, and families.

*   Explicitly teach social and emotional skills using Friendly Schools and protective behaviours across the curriculum.

*   The Early Years Learning Framework and National Quality Standards are reflected in our everyday practices.

*   Develop the school's physical environment to provide learning spaces that motivate and engage learners in ways that reflect our beliefs about how students learn best.

*   Establish inclusive, purposeful play-based learning environments.

*   Provide clear and explicit behaviour expectations, consequences and supports.

*   Explicitly teach the weekly PBS focus lesson.

*   Access training for staff for medical conditions.

Measures & Milestones

*   Provision of support services including the school psychologist and chaplain.

*   Embed whole school approaches to teaching Social and Emotional Learning - Friendly Schools.

*   Implementation of whole school events which support the building of connections for students across academic, creative, social, emotional and physical domains.

*   Staff work with a collective responsibility for occupational health and safety across the school.

*   Culturally responsive practices underpin teaching and learning programs.

*   Performance against the National Quality Standards are regularly reviewed.

*   Signage and artwork throughout the school reflects the school beliefs, vision, and brand.

*   Friendly Schools survey data reflects improvement in SEL data

*   Purchase of an outdoor ping pong table

*   Monitor PBS implementation by completing the WAPBS School Evaluation Tool (SET).

*   Register of staff training.

Leadership

Our goal is to develop leaders at all levels, in every aspect of school operation, inclusive of staff, students and community.

Quality instructional and curriculum leadership will be distributed and focused on continuous improvement.

Change is evidence based and managed strategically in consultation with all stakeholders and with consideration for staff workload and wellbeing.

High expectations, standards and accountability will be supported through transparency in decision making, clear lines of communication, feedback and collaborative planning to achieve improved outcomes for every student.

Targets

Culturally responsive leadership creating an inclusive community that recognises and values all cultures and backgrounds.

Refine processes to develop student voice and student leadership.

Whole school assessment data is used to inform targeted professional learning to monitor and improve student outcomes.

Strategies for Improvement

- Staff are provided opportunities to lead through a distributed leadership approach. A new PBS leader and school council representative will be appointed.

- Roles and responsibilities are clearly defined.

- Agreed pedagogical teaching and learning strategies and beliefs are promoted and supported by leaders to foster a greater consistency in curriculum delivery.

- Opportunities for mentoring and coaching are provided to support growth in professional capacities and leadership.

- Opportunities are provided to develop student leadership and student voice. Students lead assemblies and ceremonies such as ANZAC Day.

- Student Council meetings. Students decide on reward events and fundraising events for charity.

- Feedback is sought regularly to inform ongoing self-review processes.

- Review the Aboriginal Cultural Standards Framework.

- Kaartdijin professional Learning and implementation to take place.

Measures & Milestones

- Performance management processes support growth and development and provide ongoing feedback for staff.

- Ongoing self-review processes support reflection and school improvement planning by identifying WWW (what went well), EBI (even better if) and WTN (where to next).

- School progress has been reviewed against the Aboriginal Cultural Standards Framework to identify what's working well, and determine areas for improvement.

- Implement whole school events to celebrate Aboriginal and Torres Strait Islander culture and histories.

- Annual surveys seek student, staff and parent feedback.

- Kaartdijin roll out fully implemented.

Resources

We apply all of our resources including human, physical and financial resources in a targeted manner to meet the learning and wellbeing needs of our students.

Focus upon ongoing improvement and student outcomes, which informs our decision making at all levels.

Targets

Resource allocation is evidence based.

Funding management and allocations comply with the expectations of the Funding Agreement for Schools.

Cost centre curriculum budgets will be maintained in line with Department of Education policy and procedures.

Workforce planning is strategically managed considering school context, demographics, student numbers, achievement, and performance data.

Grants are accessed to support curriculum planning.

Strategies for Improvement

- Professional learning supports the implementation of whole school approaches in priority areas.

- New resources and school improvements are showcased through the school newsletter, website and other communication platforms.

- Education assistant support is allocated on a needs basis.

- Role responsibilities are defined and communicated.

- Grants are applied for from local mines, wind farms, gas companies, businesses and government.

Measuring Success

- Professional learning builds teacher capacity.

- Replacement schedules ensure technologies infrastructure and digital resources remain contemporary, accessible, and operational in all classrooms.

- Special Needs Education Assistant timetables are reviewed termly with support distributed on a needs basis.

- Cost Centres are effectively managed and maintained within budget.

- Target linked budget proposals are submitted to the Finance Committee annually in Term 3.

- Minimum expenditure requirements are met.

- Comparative budget is tabled at Finance and School Board meetings.

- Workforce Plan is tabled at School Board meetings.

- Tronox, Iluka, Marri Wind Farm, Sporting Schools, PALS and other grants are used according to the application.

- Variety Club money is available to support student costs for parents on low incomes on request.

- Costs passed on to parents are minimised by accessing grants and supporting with school funds.

- Our active P&C supports the school financially and with volunteers.

High Quality Teaching

We know that teachers make a difference and that sustained improvement in teaching practice needs a collaborative, whole school approach. We are committed to continuing to develop an expert teaching team who share ownership for the achievement and progress of all students.

Teacher performance and development is in line with the AITSL Australian Professional Standards for Teachers with a shared focus on reflection, growth and continuous self-improvement.

Targets

Whole school approaches in Literacy and Numeracy increase the consistency in quality teaching and assessing practices. Differentiation is embedded in teaching and learning.

Recruitment of high quality staff according to the department policy and procedures.

Strategies for Improvement

- Model our pedagogies on evidence based, research backed, teaching and learning strategies, developing a shared understanding of what constitutes excellent practice.

- Support teaching for impact by developing an instructional framework incorporating teaching models and belief statements about effective teaching.

- Implement whole school approaches, in priority curriculum areas, to increase the consistency of curriculum delivery, teaching and learning.

- Work with all stakeholders to address the differentiated needs of students.

- Link professional learning to school priorities, whole school pedagogy and student achievement data.

- Provide opportunities for professional development to foster ongoing improvement and growth.

- Provide opportunities for staff to share their professional practice and work collaboratively.

- Prioritise and support staff health and wellbeing.

- Publish recruitment advertisements on social media.

Measuring Success

- Development of 'The Dandaragan Way' teaching and learning framework.

- Targeted Teaching (Teach Well) professional learning for all teachers

- An effective staff induction process ensures whole school strategies and beliefs are sustainably implemented.

- A whole school data collection system informs plan, teach, assess cycles.

- A whole school Maths scope and sequence will be developed.

- All staff routinely use student achievement data, individually and collaboratively, to examine the impact of teaching strategies, ensuring teaching and learning is evidence based.

- Classroom observation and feedback is provided.

- Self-assessment of school programs against the requirements of the NQS (National Quality Standards).

Student Achievement & Progress

We work collaboratively to provide students with learning programs that are focused on maximising the potential of each individual.

Evidence informs teaching and learning at all levels from individual and class through to year level and whole school. Assessment and reporting to parents is moderated, within school and across the network, to ensure consistency and alignment to achievement standards.

Targets

Improve progress from year 3 to 5 in NAPLAN assessments.

Embed a whole school approach to data collection, management and analysis.

Strategies for Improvement

- Teachers hold high expectations for academic achievement, behaviour and attendance for all students.

- Tier 2 intervention programs are used for students identified with screening tests.

- Whole school evidenced based approaches in literacy and numeracy are embedded in every classroom.

-Letters and Sounds

-Heggerty

-PLD

-Talk for Writing and

-Seven Steps to Writing Success

- Analyse student achievement data regularly, at all levels, to determine the impact of teaching strategies on learning.

- A whole school approach and common assessment tasks will provide longitudinal data to inform plan—teach—assess cycles at whole school, cohort, class and individual

levels.

- A whole school approach to social emotional education is embedded across all year levels and classrooms.

- Investigate Writemark as a tool for data analysis in writing.

- Students identified as gifted and talented are supported by enriched learning programs.

- Students identified in the On-entry assessment as needing additional support or extension are targeted in learning programs.

Measures & Milestones

- Targeted approaches are implemented for students at educational risk. SEN planning is used.

- Differentiated learning plans are developed and implemented for students identified at risk.

- Whole school data collection, moderation and analysis informs plan, teach, assess cycles in Literacy and Numeracy.

- Writemark is incorporated as part of a whole school approach to writing assessment.

- Progressive Achievement Testing (PAT) implemented in Literacy and Numeracy.

- PEAC and extension across learning areas is provided for gifted and talented students.

- Explicit teaching intervention programs, Language Lift and MacqLit, JEMM support students at educational risk.

- PreLit is implemented in Kindergarten as early intervention.

- DIBELS is used across the school to inform teaching.

- Elastik is used by teachers and students to set targets for improvement.