



DRYANDRA PRIMARY SCHOOL Business Plan 2019-2021



CARING • LEARNING • WORKING TOGETHER



WELCOME TO DRYANDRA PRIMARY SCHOOL

Dryandra Primary School is an Independent Public School catering for students from Kindergarten to Year 6. Our vision is to 'Prepare our students for tomorrow.' As a school community, we prepare our students to participate in an ever-changing society. We celebrate and recognise our cultural diversity while supporting students in a safe and stimulating environment. By working together with the families, students are encouraged to be caring responsible and active citizens.

At Dryandra Primary School, we place students at the centre of all our planning. We aim to provide a learning environment that reflects our values; 'Caring, Learning and Working Together'.

With our 30th Anniversary in 2019, we will be reflecting on our traditions and achievements. It is fitting that our school will become an Independent Public School in 2019. This will commence a new journey for our school.

We have high expectations regarding our work standards, behavioural expectations and wearing our school uniform.

We all believe that our collective efficacy can make a difference to the learning of our students. We hope that we can ignite a spark which will be life-changing.

Our highly professional and caring staff genuinely believe that an explicit pedagogy creates a solid foundation for future success. Our staff believe in purposeful teaching, whole school approaches, meaningful assessment, collaborative approaches and involving the whole school community in the teaching and learning process for all students.

The Dryandra School Community is developing its understanding of being an

active partner in the education of students. The school is seeking and fostering partnerships within the school and with the wider community. The Smith Family and the Child and Parent Centre at Westminster play an active role in the lives of our students.

As a school community, we have a significant role to play in fostering a love of learning and fanning the flames of aspiration. 'Preparing our student for tomorrow' is a simple goal but a tremendous responsibility for our school and community.

SCHOOL CONTEXT

Dryandra Primary School opened in 1989 and is surrounded by swaying gum trees creating an idyllic learning environment for our students.

At the commencement of 2018 the school had an enrolment of 245 students. Within the school community there is strong collaborative support between the School Board, an active Parents and Citizens Association, school staff, the parent body and the broader community. Many families have retained ongoing links, with second generations returning to the school.

The school is part of the North Metropolitan Education Region and the Swan West Network which includes 18 other public schools in the local area.

The collaboration between the Network schools delivers a structure that encourages schools to collaborate, diversify expertise and share resources. This collaboration helps to strengthen the partnerships between the schools.



THE BUSINESS PLAN

The Dryandra Primary School Business Plan 2019-2021 sets out the school's long term strategic plan. This plan outlines the direction of the school in broad terms, describing key focus areas of development intended to have maximum impact on overall school performance in both academic and non-academic areas.

Our vision, beliefs and major focuses have been developed through consultation with parents, staff and students. These focus areas are based on data gathered over time in relation to student achievement, the school's operations and, most importantly, aspirations for our future.

The Business Plan 2019-2021 is supported by operational plans, school budget, workforce plan, and a Delivery and Performance Agreement.

The Business Plan and supporting plans will be reviewed, and periodically refined where necessary, to ensure that we continue to build on success.





School Values

Caring – We show a genuine interest in the academic, social and emotional wellbeing of others.

Learning – We create the environment, opportunities and experiences that enable all to achieve their best.

Working Together – We cooperate respectfully, share responsibilities and accept the differences of everyone within the group.



OUR BELIEFS

At Dryandra Primary School we...

- acknowledge that students learn best in a rich and engaging environment where staff provide a variety of purposeful learning experiences.
- believe in a consistent, whole school approach by using explicit teaching framework to scaffold and differentiate learning to build student understanding and skills.
- use a range of ongoing assessment tools and collate and analyse data that provides feedback on student learning and informs teaching.
- value opportunities to work collaboratively with our colleagues to share and review our practices and to strive for continual improvement as professionals.
- recognise the importance of involving the whole school community in the teaching and learning process of all students.



OUR FOCUS AREAS

For the period of this business plan (2019-2021), we will undertake four key Focus Areas designed to achieve our vision.

- 1. Successful Students**
- 2. High Quality Teaching**
- 3. Effective Leadership**
- 4. Strong Governance and Support**



Successful Students

1

Dryandra Primary School has a belief that every child can be a successful student. With high expectations, a sense of belonging and a caring staff who care about each child's individual progress and well-being, a culture of success can be established.

A CULTURE THAT PROMOTES LEARNING.

1. The school has clear strategies to promote appropriate behaviour – including agreed responses and consequences for inappropriate student behaviour – and the school provides sufficient support for teachers to implement these policies
2. The school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs;

STRATEGIES

1. Continue to implement Positive Behaviour Support framework across the school. Positive Behaviour Support committee to lead the development of school wide expectations.
2. Revise Classroom Behaviour Support Policy to ensure that practices are consistent with PBS.
3. Implement Classroom Management in School professional learning across the school including education assistants.
4. Create a safe and positive learning environment and foster a team approach with parent/guardian to support appropriate student behaviour.
5. Continue to promote and encourage staff wellbeing through 'Staff Wellbeing Committee', team norms, positive initiatives and professional learning across the school.

WHAT WE WILL SEE

1. Teachers explicitly teach behavioural expectations which are consistent with the expectation of the PBS framework.
2. Teachers create a calm learning environment and proactively engage parents/guardians to support the school's behavioural expectations.
3. Staff work harmoniously and collaboratively together to support engaging learning experiences for Dryandra PS students.

DIFFERENTIATED TEACHING AND LEARNING

- 1 Teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support
- 2 Teachers encourage and assist students to monitor their own learning and to set goals for future learning.

STRATEGIES

1. Implement and adapt the Western Australian Curriculum in key learning areas through focused planning, explicit teaching, assessment and reporting.
2. Create integrated and adaptive programs to meet the individual needs of students.
3. Identify and monitor the case management students who have the potential to achieve in the TOP 20% range in English and mathematics.
4. Develop learning intentions and success criteria that are made explicit to students to allow them to take responsibility for their own learning.
5. Familiarise, implement and embed the Australian Curriculum General Capabilities and cross-curriculum priorities in planning, teaching, and assessment, as appropriate.

6. Implement Friendly Schools Plus as a social and emotional learning program across the school.

WHAT WE WILL SEE

1. Teaching staff report against Western Australian Curriculum Achievement standard and Early Years Learning Framework.
2. Teaching staff monitor case managements students and adjust learning expectations accordingly to create challenge and extension.
3. Teaching staff regularly develop, implement and review intervention plans for identified students on the SAER register.
4. Teachers access and utilize electronic handover information as part of the transition to the new class.
5. There is evidence that students are engaged in self-reflection and goal setting.
6. Australian Curriculum General Capabilities and cross- curriculum priorities are evident in teaching and student learning.
7. Implementation of a school-wide social skills and mental health program that demonstrates student engagement, commencing 2019



HIGH QUALITY TEACHING

2

Dryandra Primary School has a belief that by continuing to build the capacity of effective teachers, we can enhance the learning of all students. By working collaboratively, sharing and reflecting on the knowledge and skills that each teacher possesses and supporting whole school approaches, we can embed high quality teaching practices in every classroom.



ANALYSIS AND DISCUSSION OF DATA

1. To develop and implement a plan for the systematic collection of a range of student outcome data including both test data and quality classroom assessments
2. To use data to identify starting points for improvement and to monitor progress over time

STRATEGIES

1. To create a new 'Curriculum, Assessment and Reporting' policy which highlights a 'Monitoring Information System' schedule and the range of data collected for whole school and classroom requirements.
2. To continue to develop data literacy in the range of school and system data tools available. E.g. (SAIS, dashboard, PAT testing reports, student report data analysis etc.)
3. To review the data collected each term in block meetings and monitor student progress during the school year.

WHAT WE WILL SEE

1. Teaching staff collect data according to the new 'MIS' schedule in new 'Curriculum, Assessment and Reporting' policy developed by the school in accordance with Department Policy.
2. Teaching staff analyse and use NAPLAN and other data to create targeted student learning plans in literacy and numeracy.

3. All teachers access and use monitoring and diagnostic assessment tools (e.g. On-entry, to plan and implement early intervention literacy and numeracy programs.

EFFECTIVE PEDAGOGICAL PRACTICES

1. School leaders to actively promote a range of evidence-based teaching strategies including;
 - a. Creating classroom and applied learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn.
 - b. Connecting new material to past learning and assisting students to see the continuity in their learning over time.
 - c. Demonstrating explicitly what students are to do, discussing this with students, and then questioning and checking that learning is occurring.
 - d. Promoting deep learning by emphasising underlying principles, concepts and big ideas that are developed over time.
 - e. Setting high expectations for every student's progress and ambitious targets for improving classroom performances.
 - f. Working to build students' beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success
 - g. Providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress
 - h. Evaluating the effectiveness of teaching and using these evaluations to make adjustments to practice

STRATEGIES

1. Develop a 'Dyandra Toolbox' which will incorporate a range of John Hattie's high impact pedagogical practices which includes evidenced-based decision making and reflective practices.
2. To implement an explicit direct instruction teaching model based on the research of Hollingsworth/ Ybarra.
3. To incorporate Inquiry process skills (5 E's) in science and HASS to create extension and enrichment opportunities for students.
4. Systematically focus on the AITSL Professional Standards for Teachers to engage staff in high quality learning opportunities.
5. Refine performance development processes to include a 'growth coaching' model of reflective practice.
6. Engage teaching staff in peer review, classroom observations, mentoring, coaching and collaborative practices as an improvement tool to build capacity.
7. Provide support staff with ongoing professional learning which enhances school priorities and strategies.
8. Continue to focus on Early Years Education through the implementation of the Early Years Learning Framework, Western Australian Curriculum and the National Quality Standards (NQS).

WHAT WE WILL SEE

1. Teachers utilise various pedagogical practices, in accordance to with Dyandra Toolbox, to suit learning tasks.
2. Teachers commence using an explicit direct instruction methodology in relation to literacy and numeracy skills. Teachers utilise 'Inquiry-based learning' for STEM, HASS and science.

3. Collaborative teams reflect on the AITSL Professional Standards for Teachers and set semester goals.
4. Direct links are made to the AITSL Professional Standards for Teachers for all professional learning opportunities, block meetings and staff meetings for teaching staff and school leaders.
5. All staff transfer pertinent aspects of professional learning into practice through ongoing self-reflection with peers and line managers.
6. Peer reviews, classroom observations, collaborative meetings, staff meetings and the performance development process are utilised to embed and support the 'Dryandra Toolbox' pedagogical approach of the school.
7. Continue to implement the NQS requirements for Early Childhood Education



EFFECTIVE LEADERSHIP

3

Dryandra Primary School has a belief that leadership is harnessing the talents of staff, creating conditions for innovation, having an unrelenting focus on improving student outcomes and creating a culture of collaboration. Leadership is a shared responsibility, no matter the role within a school



AN EXPLICIT IMPROVEMENT AGENDA

1. Explicit targets for improvement in student achievement levels have been set and communicated to parents, staff and the wider school community
2. The school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes.

STRATEGIES

1. Targets are linked to a range of data including student performance, attendance and behaviour. These targets are shared/revised with staff, parents, students and the wider community.
2. School Board reviews and revises data to monitor the improvement agenda of the school.
3. Students are taught how to monitor and set own goals in relation to own learning, attendance and behaviour to make the improvement agenda explicit and visible.
4. Collaborative meetings focus on student performance data, attendance and behaviour to consider the intervention strategies necessary to support student success.

5. Provide opportunities for student voice forum and expand the Student Council to create opportunities for student feedback on school matters.

WHAT WE WILL SEE

1. Teachers will discuss student performance, attendance and behaviour data with individual students and set goals which are monitored and revised.
2. Staff/ School Board regularly review targets each term and determines the extent to which whether school strategies are meeting the improvement agenda.
3. The school regularly communicates improvement targets and provides an analysis as to whether the standards reached are within community expectations.

AN EXPERT TEACHING TEAM

1. The school has in place a professional learning plan and associated budget to support local and, where appropriate, system priorities.
2. School leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices, including through online professional communities

STRATEGIES

1. Operational plan provides a framework for the implementation of whole school professional learning and associated budgets to address school priorities.
2. Classroom Management in Schools, science, inquiry based learning, explicit direct instruction and instructional strategies will be systematically embedded in operational plans, performance development processes, peer classroom observations and collaborative/ staff meetings to build the capacity of all staff.

WHAT WE WILL SEE

1. School planning documents support and enhance professional learning which builds the capacity of teacher leaders.
2. Teachers develop skills and knowledge which they openly share with colleagues during classroom observations, mentoring/coaching opportunities and collaborative meetings.

SYSTEM CURRICULUM DELIVERY

1. The school curriculum includes a strong focus on the development of cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.
2. A priority is given to constructing learning experiences that are accessible, engaging and challenging for all students, including those with particular needs.

STRATEGIES

1. Create opportunities to explore and unpack the WA Australian Curriculum cross-curricular expectation and collaboratively plan and embed these skills/attributes systematically in our planning.
2. To create an integrated afternoon program which will focus on inquiry based learning and will incorporate the cross-curricular skills and attributes.
3. Access professional learning from TDS schools and from PEAC in regard to constructing learning experiences that are engaging and challenging.

WHAT WE WILL SEE

1. Integrated programs implemented across the phase of learning teams which embed the cross-curricular priorities and general capabilities.
2. Inquiry-based learning and research skills will be embedded which supports an engaging and challenging curriculum.



4

STRONG GOVERNANCE AND SUPPORT

Through being an 'Independent Public School', Dryandra Primary School will strive to differentiate ourselves from other local schools by promoting our vision of 'Preparing our students for tomorrow'. We will promote our autonomy and empower our community to become active partners in the future of our school and students. We will seek innovative partnerships which can expand the resources and opportunities for our students.



USE OF RESOURCES

1. Flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners
2. The school has processes to identify and respond to student needs through the allocation of staff and resources

STRATEGIES

1. Introduce a new model for DOTT provision which will create flexible curriculum delivery and opportunities for more meaningful collaboration.
2. Encourage team teaching opportunities whereby learning experiences are addressed in flexible and fluid arrangements which enable student needs to be addressed at the point of need.
3. Timetables have an explicit direct instruction focus in the mornings and an integrated inquiry based focus in the afternoon.
4. School data is regularly monitored during block meetings to determine student groupings and the subsequent level of instruction provided.

WHAT WE WILL SEE

1. Resources are allocated according to Department Student-Centred Funding requirements.
2. Team teaching and collaborative meetings create opportunities for flexible learning arrangements where student needs are addressed at the point of need.

SCHOOL COMMUNITY PARTNERSHIPS

1. The school identifies potential community partners based on their capacity to contribute to improved student achievement and/or wellbeing
2. The school collects evidence to evaluate whether partnerships are having their intended impact in improving outcomes for students.

STRATEGIES

1. Provide board training to all committee members as the school transitions to 'Independent Public School' status in 2019.
2. Canvass community members who will be able to support our 'Preparing our students for tomorrow' vision and in particular a science focus in the school. Develop portfolio responsibilities to be undertaken by School Board members and communicate these to the school community regularly.
3. Engage influential leaders in the school community to support the student and staff leadership program.
4. Implement a parent engagement program and actively promote 'Give Us One' campaign.
5. Analyse the data collected from the biennial Parent National Schools Opinion Survey and other data, noting areas of positive response, and implement actions to address areas of concern to determine future directions of the school.
6. Provide formal and informal involvement for our school community in the identification and implementation of future directions for Dryandra Primary School.
7. Work with interagency partners on student engagement, mental health, and family, behavioural and health issues.

WHAT WE WILL SEE

1. The community works in synergy with the school in supporting the learning of students at Dryandra PS.
2. Influential leaders in the broader community share their expertise with students and staff to enhance the leadership capacity.
3. All new School Board members to have undertaken School Board Training commencing 2019 and on subsequent appointment.
4. Gradual increase in positive responses recorded in the National Schools Opinion Survey as parent confidence and involvement in the school becomes greater.
5. The school continues to establish and build new partnerships with local businesses, community groups, Edith Cowan, science-based organisations and the City of Stirling.

PERFORMANCE MEASUREMENT

PERFORMANCE MEASURES

Continuous self-assessment processes are a crucial aspect of our planning and improvement cycle at Dryandra Primary School. Informed judgements about the standards of student achievement and the effectiveness of school processes are regularly and consistently made.

Our Academic Performance Indicators are measured as targets. WHAT WE WILL SEE are set out under each of our targeted Focus Areas and are aligned with the key strategies in order to highlight progress and inform ongoing planning.

A wide range of data is critically assessed by staff. This includes NAPLAN (National Assessment Program-Literacy and Numeracy) data which focuses on analysing student performance across Year 3 and Year 5 in Reading, Writing, Language Conventions, and Mathematics. To support assessment in the early years, On-entry Assessments will be undertaken in Literacy and Numeracy.

We measure our performance in non-academic areas by analysing data gathered from parent, teacher and student surveys, records of results, teacher judgements, and through a summary of participation in events and school activities. Student attendance is monitored using school systems data with targets for attendance established.

ACADEMIC PERFORMANCE INDICATORS

English

Targets	2018	By 2021
READING Year 3	2018 the percentage of students in Year 3 in bands 5 and 6 in reading is 19%.	By 2021, increase the percentage of students in bands 5 and 6 in Year 3 reading to 25%.
READING Year 5	2018 the percentage of students in bands 7 and 8 in reading is 0%.	By 2021, increase the percentage of students in bands 7 and 8 in Year 5 reading to 10%
SPELLING Year 3	2018 the percentage of students in bands 5 and 6 in spelling is 26%.	By 2021, increase the percentage of students in band 5 to 14% and in band 6 to 16% in Year 3.
SPELLING Year 5	2018 the percentage of students in bands 6 and 7 in spelling in Year 5 is 35%.	By 2021, increase the percentage of students in band 5 to 25% and in band 8 to 10% in Year 5.
WRITING Year 3	2018 the percentage of students in Year 3 in bands 5 and 6 in writing is 19%.	By 2021, increase the percentage of students in bands 5 and 6 in writing in Year 3 to 20%.
WRITING Year 5	2018 the percentage of students in bands 6 and 7 in writing is 8%.	By 2021, increase the percentage of students in bands 6 and 7 in writing to 12%.
PUNCTUATION and GRAMMAR Year 3	2018 the percentage of students in bands 5 and 6 in punctuation and grammar is 22%.	By 2021, increase the percentage of students in bands 5 and 6 in punctuation and grammar to 30%.
PUNCTUATION and GRAMMAR Year 5	2018 the percentage of students in bands 4, 5 and 6 in Year 5 punctuation and grammar is 44%.	By 2021, increase the percentage of students in bands 4, 5 and 6 in punctuation and grammar by 5% to 49%.

Mathematics

Targets	Baseline 2018	By 2021
Year 3 Numeracy	2018, 11% of Year 3 students are in bands 5 and 7 in numeracy.	By 2021, increase the percentage of students in bands 5 and 6 in Year 3 numeracy to 15%.
Year 5 Numeracy	2018, 8% of students are in bands 7 and 8 in numeracy.	By 2021, increase the percentage of students in bands 7 and 8 in Year 5 numeracy to 8%.

Attendance

Targets	Baseline 2018	By 2021
Attendance Rate	2018 second semester attendance rate was 89.3%	By 2021 the attendance rate will increase to 92%.
Regular Attendance	2018 second semester regular attendance was 66%.	By 2021, the regular attendance rate will increase to 75%.
Indicated Risk	2018 indicated risk was 19.8%	By 2021, indicated risk will decrease to 10%.
Moderate Risk	2018 moderate risk was 7.5%.	By 2021 moderate risk will decrease to 5%.

Behaviour

Targets	Baseline 2018	By 2021
Positive Behaviour	In 2018 there were 109 instances of positive in Integriss.	By 2021, we would like 90% of all students to have visited the office for positive behaviour.
Violation of code of conduct/classroom rules	In 2018 there were 90 instances of this category recorded in Integriss.	By 2021, we would like the instances of behaviour to drop by 15%.
Withdrawals	In 2018, there were 21 instances of withdrawals to the office.	By 2021, we would like the instances of withdrawals to drop by 50%.

National Schools Survey

Targets	Baseline 2018	By 2021
Parents	In 2018, 75% of parents agreed/ strongly agreed that student behaviour is well managed at this school. In 2018, 75% of parents agreed/strongly agreed that the school takes parents' opinions seriously.	By 2021, 85% of parents will agree/strongly agree that student behaviour is well managed at this school. By 2021, 85% of parents will agree/strongly agree that the school takes parents' opinions seriously.
Students	In 2018, 38% of students agreed/strongly agreed that student behaviour is well managed at the school. In 2018, 58% of students agreed/strongly agreed that the school is well maintained.	By 2021, 70% of students will agree/strongly agree that student behaviour is well managed at the school. By 2021, 70% of students will agree/strongly agree that the school is well maintained.

	<p>In 2018, 71% of students agree/strongly agreed he/she felt safe at school.</p> <p>In 2018, 60% of students agreed/strongly agreed that the school takes their opinions seriously.</p>	<p>By 2021, 85% of students will agree/strongly agree that he/she will feel safe at school.</p> <p>In 2021, 85% of students will agreed/strongly agree that the school takes their opinions seriously.</p>
Staff	<p>In 2018, 48% of staff agreed/strongly agreed that student behaviour is well managed at this school.</p> <p>In 2018, 63% of staff agreed/strongly agreed that students feel safe this school.</p> <p>In 2018 68% of staff agreed/strongly agree he/she would recommend this school to others.</p>	<p>In 2021, 80% of staff will agree/strongly agree that student behaviour is well managed at this school.</p> <p>In 2021, 80% of staff will agree/strongly agree that students feel safe this school.</p> <p>In 2018, 80% of staff agree/strongly agree he/she would recommend this school to others.</p>



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