



DRYANDRA PRIMARY SCHOOL
INDEPENDENT PUBLIC SCHOOL

2025 - 2027

Business Plan

Acknowledgement of Country

Kaya, Wandjoo Dryandra Primary School – our place of learning
A place where we can learn and have some fun.

Helping and caring for each other.

Yanginy Noongar Wadjak Bridiya, thankyou. (Yanginy – thankyou, Bridiya – Leaders)
Our traditional Elders past and present, who cared for the land we learn on today.

Dryandra Primary School is home to trees and birds that are significant to the local Noongar people. Wanil - The Peppermint Tree was used for ceremonial and medicinal uses and Kaa-Kaa – The Kookaburra is a significant messenger bird to the Noongar people.

Wandjoo, welcome to our place of learning – Dryandra Primary School

Vision

Preparing our students
for tomorrow



Moral Purpose

As a school community we prepare 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 families, students are encouraged to be caring, responsible and active citizens.

Context

Our school values of caring, learning and working together are our compass which shapes our actions decisions and behaviours at Dryandra. Our 2025-2027 Business Plan was developed collaboratively with input from staff, executive leadership and our school board. These stakeholders identified five key school priority areas: High Impact Teaching, Staff Development & Wellbeing, Curriculum Development, Students at Educational Risk (SAER) and Relationships & Partnerships. Specific targets and strategies were developed for each priority area which will guide our strategic direction and accountability processes over the next three years. By focusing on our priority areas, we intend to have a maximum impact on our student outcomes. This Business Plan works in unison with our school operational plans and we have embedded the recommendations from our 2023 Public School Review into this plan.

SCHOOL PRIORITIES AND INTENT

HIGH IMPACT TEACHING

We implement evidence-based practices to engage students, foster deep understanding and critical thinking and cultivate lifelong learning. This is evident in our alignment with the Department's Teaching for Impact Framework, data-informed practices and collaborative approach.

STAFF DEVELOPMENT & WELLBEING

We believe that the wellbeing and continuous professional development of our staff are integral to providing high-quality education and fostering a positive school culture. We value a culture of collaboration, respect, and open communication.

CURRICULUM DEVELOPMENT

We believe a low-variance curriculum ensures consistent and equitable access to high-quality content and learning experiences for all students. We achieve this through whole-school approaches and structured scope and sequence documents that support incremental learning. We value professional learning for teachers in evidence-based pedagogies and the consistent monitoring of student progress.

SAER POLICIES & PROCEDURES

We believe every student can succeed. We are committed to providing a comprehensive and responsive Multi-Tiered System of Support (MTSS) for students at educational risk. This includes clear procedures for the identification, assessment and support of students and collaboration with families and external agencies. Staff use reliable screening tools to monitor academic, behavioural, social, and emotional progress.

RELATIONSHIPS & PARTNERSHIPS

We believe strong partnerships with families and the wider community are essential for student success. We foster this through open communication, prioritising family involvement and collaboration with local organisations. This feedback is incorporated in our strategic planning and when meeting student needs.



HIGH IMPACT TEACHING

TARGETS

- A range of Teaching for Impact instructional strategies will be embedded by all teachers through regular instructional coaching cycles by the end of 2027.
- Teaching staff will access and effectively interrogate student data independently to inform the content of their curriculum planning by the end of 2027.

STRATEGIES

- Staff to continue to implement high impact teaching strategies to ensure consistency in instructional approaches.
- Instructional coaching observations and feedback conducted by coaches with all teaching staff.
- Staff regularly implement data informed practices to plan for, support, extend and identify student gaps as part of the plan, teach, assess and reflect cycle.

STAFF DEVELOPMENT AND WELLBEING

TARGETS

- All staff will complete an annual performance development meeting and review cycle, with goals linked to school priorities, from 2025-27.
- By the end of 2027 a minimum of 5 regulation strategies based on the Berry Street Education Model will be implemented.
- All staff commencing employment will attend an induction session and be assigned a mentor within their first term of employment from 2025-27.

STRATEGIES

- Strengthen staff induction processes by ensuring adequate professional learning and support via a mentor.
- Provide professional learning opportunities to staff aligned with Department, school and individually identified priorities.
- Support staff through regular performance development processes.
- Develop a Psychosocial Risk Management Plan.
- Prepare and train staff to implement Kaartdjin Solution.



CURRICULUM DEVELOPMENT

TARGETS

NAPLAN Numeracy

- Year 3 – Increase the number of Year 3 students achieving an exceeding or strong proficiency level in Year 3 NAPLAN Numeracy to 40% from 2025-27 (currently 28% in 2024).
- Year 5 – Increase the number of Year 5 students achieving an exceeding or strong proficiency level in Year 5 NAPLAN Numeracy to 58% from 2025-27 (currently 44% in 2024).

NAPLAN Writing

- Year 3 – Increase the number of Year 3 students achieving an exceeding or strong proficiency level in Year 3 NAPLAN Writing to 50% from 2025-27 (currently 33% in 2024).
- Year 5 – Increase the number of Year 5 students achieving an exceeding or strong proficiency level in Year 5 NAPLAN Writing to 60% from 2025-27 (currently 55% in 2024).

NAPLAN Grammar & Punctuation

- Year 3 – Increase the number of Year 3 students achieving an exceeding or strong proficiency level to 30% in Grammar and Punctuation from 2025-27 (currently 22% in 2024).
- Year 5 – Increase the number of Year 5 students achieving an exceeding or strong proficiency level to 45% in Grammar and Punctuation from 2025-27 (currently 33% in 2024).

NAPLAN Reading

- Year 3 – Increase the number of Year 3 students achieving an exceeding or strong proficiency level to 45% in Reading from 2025-27 (currently 33% in 2024).
- Year 5 – Increase the number of Year 5 students achieving an exceeding or strong proficiency level to 55% in Reading from 2025-27 (currently 45% in 2024).

NAPLAN Spelling

- Year 3 – Increase the number of Year 3 students achieving an exceeding or strong proficiency level to 40% in Spelling from 2025-27 (currently 31% in 2024).
- Year 5 – Increase the number of Year 5 students achieving an exceeding or strong proficiency level to 20% in Spelling from 2025-27 (currently 13% in 2024).

STRATEGIES

- Develop a clear change management model including an implementation schedule and guidelines to support and embed new programs and initiatives.
- Implementation of new whole school Mathematics program.
- Develop scope and sequence documents for grammar and punctuation, Talk for Reading, Talk for Writing genre and text.
- Review phonics, reading and spelling programs to ensure consistent whole school practices aligned to the Science of Reading.
- Clarify and streamline communication pathways between school committees and leadership teams to support the decision-making processes.
- Integrate core curriculum areas into Talk for Reading and Talk for Writing to facilitate a knowledge rich curriculum.
- Develop environmental awareness and embed sustainable practices.

SAER POLICIES AND PROCEDURES

TARGETS

- The whole school attendance rate will be at, or above, 93% by the end of 2027.
- All students in P-2 and identified Year 3-6 English as an Additional Language or Dialect (EALD) students, will have their English proficiency levels formally assessed and documented using the Progress Map by the end of 2027.
- A Multi-Tiered Systems of Support (MTSS) will be implemented to support SAER students by the end of 2027.
- The Berry Street Education Model will be fully implemented to support student wellbeing by the end of 2027.

STRATEGIES

- Refine and implement a whole school Multi-Tiered Systems of Support (MTSS) Framework through the SAER policy, guidelines and flow chart.
- The Wellbeing Committee to develop an implementation schedule and support staff to embed the Berry Street Education Model.
- Conduct regular meetings with SAER coordinator/s to monitor and review SAER students.
- Continue to embed Positive Behaviour Support (PBS) across our school.
- Continue to use the EALD Progress Map to monitor, review and report on P-2 students and selected 3-6 students.
- Use and analyse the data from evidence-based universal screening to provide tiered support for students' academic, social-emotional, behavioural and physical learning.
- Staff will use Special Educational Needs planning and reporting to monitor and communicate student progress.



RELATIONSHIPS AND PARTNERSHIPS

TARGETS

- Increase the number of active members on the School Board and P&C from 2025-27.
- All students and their families enrolled in Kindergarten will participate in at least one Jump Into Kindy transition session from 2025-27.

STRATEGIES

- Continue to engage students and parents in the Jump Into Kindy Program at the end of each year.
- Increase the membership and engagement of the School Board and P&C and increase their visibility in the school.
- Continue to promote student voice and feedback strategies to support student agency.
- Actively promote cultural awareness days, practices and activities to engage and embrace the cultures of the students and families at our school.
- Evaluate and review our performance as a cohesive team through continued positive staff wellbeing.
- Promote Aboriginal language and cultural practices throughout the school to support awareness and understanding of this.
- Continue to build cultural engagement strategies through partnership with Balga SHS staff and student mentors and local elders.
- Continue to promote positive engagement with outside community agencies such as the Child and Parent Centre Westminster and The Smith Family, among others.





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