

DIANELLA
PRIMARY COLLEGE



Dream Believe Succeed

DIANELLA PRIMARY COLLEGE BUSINESS PLAN 2024–2028



OUR VISION

To establish a school culture and learning environment that will develop students into high-functioning members of our community.

Welcome

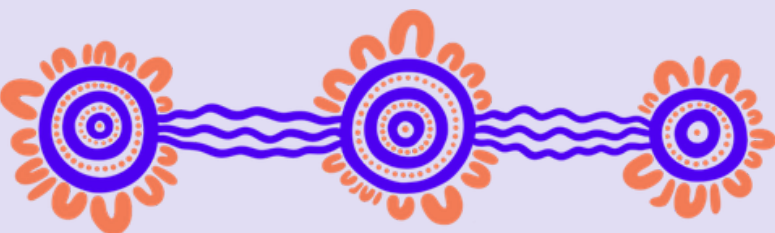
Dianella Primary College is a distinctive school with over 400 students from a range of backgrounds, languages and cultures. We form part of the Dianella Education Precinct and incorporate Intensive English Centre (IEC) classes into our school, with approximately one quarter of our student population enrolled in the IEC program. With over 85% of our student population coming from Culturally and Linguistically Diverse (CALD) backgrounds, inclusivity is an integral part of our school culture.

The Dianella Primary College Business Plan 2024 - 2028 encompasses a whole school commitment to creating opportunities for every child to be challenged and achieve their full potential. We acknowledge the impact we have, and this understanding is central to the development and delivery of evidence-based programs that challenge every student to be independent and resilient learners. Our strong focus on Teaching for Impact and Quality Teaching ensures that highly effective teaching is evident in the beliefs, knowledge and practice of our teachers. Our purpose is to ensure that every student is a successful learner, and every teacher is a highly effective teacher.

Our school understands and acknowledges our expectations of being respectful, responsible, kind and motivated learners in everything we do, as we are guided by the Positive Behaviour Support (PBS) Framework. Dianella Primary College has a tradition and reputation for developing the whole child through the academic, creative, physical, social and emotional domains. Community engagement and partnerships are essential in fostering our school culture of trust and respect.

This Business Plan outlines our goals toward ensuring success for every student and details our strategic direction that enhance both academic and non-academic student achievement. This plan is presented through the Six Domains of the School Improvement and Accountability Framework for effective school operations:

- Relationships and Partnerships;
- Learning Environment;
- Leadership;
- Resources;
- Teaching Quality; and
- Student Achievement and Progress.



Our Purpose Statement

At Dianella Primary College we respect, celebrate and embrace all cultures and diverse backgrounds within our school community. We build positive and respectful relationships between staff, families and the community.

Our holistic approach to teaching and learning provides all students with an inclusive, safe and supportive learning environment that empowers students to be lifelong learners. We foster resilience, creativity and engagement through impactful teaching. We prioritise staff development and use evidence-based practices to enhance student success.



Our Expectations

At Dianella Primary College we expect all members of the school community to be a



Planning for improvement

Our **policies and procedures** support the implementation of programs and strategies by outlining mandatory requirements and commitments. **Operational plans** are developed annually and are designed specifically to articulate actions for the given year that support the school in achieving our business plan. **Documented plans** are developed by the classroom teachers, with our learning support teams, to ensure specific teaching and learning programs improve student outcomes.



Focus Area 1

Relationships and Partnerships

We will build positive relationships and partnerships with families and the community by promoting cultural diversity and student learning to all key stakeholders

OUR FOCUS

- Strengthen respectful relationships between staff, students and families through **parental engagement** and clear communication.
- Provide parents/carers with opportunities to be informed about their **children's learning**.
- We understand and **respect student diversity** and integrate this knowledge into all aspects of school operations.

WHAT WE WILL DO

- Clear and consistent communication with the Dianella Primary College community to regularly share student activities and school information.
- Development of DPC Parent Reference Group.
- Provide opportunities for parent input into their child's education with or without interpreter services.
- Continue a structured transition program for all new Kindergarten enrolments.
- Parents are informed of school-wide curriculum priorities and teaching practices.
- All IEC students will receive an exiting interview with parents/carers using an interpreter if required.
- Review annually the cultural standards framework to identify progress and determine areas for improvement.
- Implement the strategies identified in the Dianella Education Precinct Reconciliation Action Plan. (RAP)
- Through differentiation, the needs and expectations of English as an Additional Language/Dialect (EAL/D) students and Aboriginal and Torres Strait Islander (ATSI) students will be addressed.
- Build greater awareness and understanding of family backgrounds, culture, and beliefs by supporting staff in actively developing knowledge and awareness of our diverse community through professional development (both in-house and outsourced).

HOW WE WILL MEASURE

- Information is shared via connect notices, compass, parent newsletters, webpage and social media accounts.
- Regular communication to parents via Classroom Connect.
- School community events are planned and shared throughout the year.
- Two formal parent engagement opportunities occur each year.
- Run at least three reporting to parents education sessions across the life of the Business Plan.
- Achieve cultural competence as a minimum standard in our Reconciliation Action Plan.
- Survey the school community annually to ascertain community satisfaction.
- Provide opportunities for student voice.

Focus Area 2

Learning Environment

We build a safe, positive, and supportive learning environment for all students and staff.

OUR FOCUS

- We create **safe, caring and inclusive** learning environments to maximise learning outcomes.
- We promote **positive student behaviour** and engagement strategies to enhance student learning.
- Students at **Educational Risk** are identified, supported, and monitored for improvement.

WHAT WE WILL DO

- Aboriginal perspectives embedded in the classroom create culturally safe and engaging learning environments.
- Implement Explicit Instruction and whole school curriculum programs to reduce the cognitive load and support student understanding.
- Strengthen positive engagement strategies through Classroom Management Strategies (CMS) training.
- The Positive Behaviour framework will continue to be rolled out across the school and community.
- Monitor students at educational risk through a case management approach. Facilitation at classroom level to be supported through the Student Services Team to improve:
 - Attendance
 - Behaviour
 - Academic
 - Social/emotional
- Provision of a strong support services team inclusive of the school chaplain, school psychologist and Learning Support Coordinator who provide a wrap around service for all students.

HOW WE WILL MEASURE

- All staff are provided with CMS / Instructional Strategies learning opportunities and are observed and provided feedback on low key skills and engagement norms.
- A decreasing rate of office referrals and an increase in positive behaviour through the PBS data collection.
- An annual PBS review meets all standards.
- Whole school/class profiles and IEP's are reviewed at least twice a year
- Achieve a minimum of 90% Attendance Rate and mean "Regular" category at or above the WA Public schools.
- AEIO works across all classrooms, providing culturally support and response

Focus Area 3

Leadership

We facilitate distributed leadership to benefit all staff in assisting with change and growth.

OUR FOCUS

- Our school vision will align with the **Department's expectations**.
- Our **strategic and operational planning** guides classroom practice and draws from **evidence-based practice** to support the learning needs of all students.
- We build **staff leadership** to support the development of learning outcomes for all students.

WHAT WE WILL DO

- Annually review the Department priorities and alignment of school processes and policies.
- School committees will develop and monitor operational plans in accordance with business plan targets and strategies, with a clear link to resourcing.
- Professional learning will be aligned with whole school directions.
- Continue progressing operational planning, scope and sequences and resourcing through Literacy and Numeracy leaders.
- Provide opportunities for leadership roles across the school through the distributed leadership model.
- Senior teachers will add value to our school through negotiated roles that take account of individual skills and school needs.
- Through a transparent process, identify and upskill senior and middle leaders to lead implementation of high-quality teaching practices, develop whole school documents and provide coaching/peer observation.
- Leaders set a cultural of high expectations for teaching and learning, providing support, consistent communication and instructional support to staff,
- Opportunities to develop student voice.

HOW WE WILL MEASURE

- Annual staff meetings will be allocated to review the department's directions.
- Operational plans will be reviewed, updated annually and shared at staff meetings.
- Data analysis will shape school programs.
- We will maintain a minimum of 25% of teaching and support staff in formal leadership roles across the life of the business plan.
- Working party leaders will be identified and supported.
- Performance Management processes to support the growth and development of all staff.

Focus Area 4

Use of resources

We manage school resources in a targeted manner to maximise learning outcomes and staff contribute to schoolwide decision-making regarding resource allocation.

OUR FOCUS

- Funding management and allocations comply with the expectations of the Funding Agreement for Schools.
- Focus on upskilling all school staff on whole school processes so all staff have a professional understanding of Departmental Financial Responsibilities.

WHAT WE WILL DO

- Committee leaders are supported on the budgeting cycle to ensure all operational plans are submitted and reviewed annually.
- Transparent links between the Business Plan, Operational Plans, and Performance and Development Plans, including professional learning, staffing, and resources.
- School and student data is used to establish funding allocation, school priorities and resource allocation.
- The School Board is regularly informed of the schools academic performance and financial position.
- Staff resourcing is targeted and at point of need.

HOW WE WILL MEASURE

- Our accountability requirements are met for Finance Committee and School Board meeting processes.
- Operational Plans are submitted yearly and approved by the finance committee.
- Comparative budget is tabled at Finance Meetings.
- Minimum expenditure requirements are met.

Focus Area 5

Teaching Quality

We support student achievement through evidence based quality teaching to improve student outcomes.

OUR FOCUS

- Build shared beliefs about **teaching and learning** to support school-wide operational approaches.
- **Differentiated teaching** exists to cater for the learning needs of students
- **Professional learning** builds staff teaching capability

WHAT WE WILL DO

- Quality, research-based teaching practices are applied across all curriculum areas.
- Peer observation and coaching is used as a strategy to support the implementation of whole-school directives
- Engage in Centre For Excellence to strengthen explicit literacy teaching practices and commit to a minimum three year cycle of participation and implementation.
- DPC Curriculum documents are informed by the EALD Progress Maps and the WA Curriculum. They are developed, implemented and reviewed yearly.
- Ensure collaborative DOTT is timetabled for all staff of like year levels to ensure consistent planning.
- Middle leaders to engage professional learning and share best practices.
- Staff use the EALD Progress Maps to plan, teach, assess, and report on EALD students.
- Quality, research-based intervention programs are implemented to improve outcomes for students at risk.
- Planning is differentiated, catering to all students, including those achieving below level and those who require extension.
- Implementation of a differentiated synthetic phonics and spelling program.
- Whole school Literacy and Numeracy assessments are implemented.
- Staff engage in Performance and Development processes, identifying improvement goals in accordance with whole school plans, using the AITSL self-assessment tool.
- All staff engage in professional learning linked to whole school approaches.

HOW WE WILL MEASURE

- Staff reflection survey
- Recorded peer observation tracking system
- Improved classroom practice and student progress tracked through data collection
- Conduct an annual review of whole school processes, data analysis and forward to ensure continuous improvement and informed decision-making.
- Data collection to be reviewed, one staff meeting per term.
- Literacy and Numeracy data spreadsheet utilised to inform teaching and learning programs.
- The yearly staff meeting schedule is reflective of whole school approaches.
- Teaching staff are observed at least twice a year.

Focus Area 6

Student Achievement and Progress

We regularly use a combination of school-based assessments, both formal and informal, to assess progress and communicate achievement to parents and carers.

OUR FOCUS

- Use available **data** to support student outcomes and to facilitate reaching expected levels of **achievement and progress**.
- Build the capacity of **staff to self-reflect** against data sets at the classroom and school levels.

WHAT WE WILL DO

- Staff understand and accept that whole school improvement targets for both individual and groups of students must be guided by evidence.
- Develop and implement an assessment and reporting schedule that maps out comprehensive data collection.
- Communicate with all parents, ensuring progress and achievement are well communicated and driven by individual student data.
- Utilise the RTP Observation Guide to record and show the progress of EALD learners.
- Teachers work collaboratively to plan, moderate and assess student progress against whole school targets.
- Staff moderate make connections between student achievement, data and teaching and learning pedagogies.
- Complete school-based moderation activities around data sets within the school's annual data collection and Assessment Schedule.
- Enhance involvement in local networks to support the moderation of our judgements in all curriculum areas, particularly specialist areas.

HOW WE WILL MEASURE

- All staff will engage in moderation of student achievement and progress with colleagues twice a year and, at the end of every semester, we will review whole school data collection.
- NAPLAN:**
- NAPLAN data will be equal to or above 'like schools' across all learning areas.
 - Increased annual percentage of students in "strong" and "exceeding" from the year 3 to 5 of stable cohort.
- PAT R and PAT M**
- All students make year-on-year individual progress in PAT-R and PAT-M.
- Acadience**
- 70% of students will be equal to or above the benchmark by the end of the year.
- Brightpath**
- All students make year-on-year individual progress
- Westwood**
- Using the "Westwood Basic Facts Diagnostic Test", we will increase the percentage of students in the normal range year on year.
- IEC**
- Students with Prior schooling
- Achieve an average EALD Progress Map Level 4 across four modes.
- Students with limited schooling
- Achieve an average EALD Progress Map Level 3 across four modes.