

DIANELLA
PRIMARY COLLEGE



Dream Believe Succeed

DIANELLA PRIMARY COLLEGE BUSINESS PLAN

2021 - 2023



OUR VISION

TO ESTABLISH A SCHOOL CULTURE AND LEARNING ENVIRONMENT THAT WILL DEVELOP STUDENTS INTO HIGH-FUNCTIONING MEMBERS OF THEIR COMMUNITY.

EFFECTIVE



EDUCATIONAL PROGRAM AND PRACTICE

We provide stimulating learning opportunities to maximise students' development, building on individual knowledge, strengths, culture and interests.

PHYSICAL ENVIRONMENT

We offer an inclusive learning environment that incorporates a diverse range of indoor and outdoor learning opportunities, fostering creativity in a safe and supportive environment.

STAFFING ARRANGEMENTS

We commit to and value a culture of professional collaboration, where staff self-reflect for continuous improvement, leading to enhanced learning experiences and outcomes for students.

GOVERNANCE AND LEADERSHIP

We actively promote and implement distributed leadership throughout the school, where staff can establish school values and aspirations. A skilled and engaged workforce ensures a healthy working and learning environment.

CHILDREN'S HEALTH AND SAFETY

We promote healthy lifestyle choices, to develop resilient, independent learners who are empowered to make positive decisions across a range of contexts.

RELATIONSHIPS WITH CHILDREN

We foster positive and respectful relationships with students, ensuring purposeful environments are created, where students actively develop their sense of belonging and identity.

COLLABORATIVE PARTNERSHIPS

We encourage and support families to be an integral part of the education process, we recognise that learning outcomes and success are best served when families, the school and students effectively collaborate.

PLANNING CYCLE

The Business Plan is written for three years and outlines the broad targets of our school priority areas. Priority areas are aligned with Department of Education Strategic Plan, Early Years Learning Framework, feedback from the wider school community through surveys and recommendations from the Independent Public School Review. The Business Plan is written by the school community with input from staff, students, parents and the school board.

The Strategic Plan is an annual document which outlines whole school strategies that support the attainment of Business Plan goals. The Strategic Plan is written yearly and reviewed each term by school staff to determine ongoing attainment.

Operational Plans are annual documents related directly to specific learning areas and pastoral care initiatives. They highlight targets and strategies for specific areas including; literacy and numeracy, specialists teaching areas, attendance and student health and well being. Each plan outlines specific resource alignment, both physical and financial to target areas. These plans are reviewed annually by Strategic Plan committees.

Individual classroom plans are based on the WA Curriculum, English as Additional Language/Dialect Progress Maps, diagnostic testing and individual teacher judgments. Classroom planning also includes individual education plans (IEP's) and individual behaviour plans (IBP's). These plans are reviewed regularly throughout the year.



LEADERSHIP

PRINCIPAL'S MESSAGE



Welcome and thank you for taking the time to read our 2021-2023 Dianella Primary College Business Plan. The College is a distinctive school with over 350 students from a range of backgrounds, languages and cultures. We form part of the Dianella Education Precinct and incorporate Intensive English Classes (IEC) into our school program, with approximately one third of our student population enrolled in the IEC program. Over 85% of our student population come from Culturally and Linguistically Diverse Backgrounds (CALD), as such inclusiveness is an integral part of our school culture.

Dianella Primary College provides opportunities for students to develop their intellectual, physical, social, cultural and emotional skills, along with the development of their English language skills where required. Literacy and Numeracy development are at the core of our educational activities and the school provides differentiated educational opportunities for our students and their individual needs. Collectively as a school we have adopted a very proactive structured play based learning approach, where student's agency is actively promoted through engagement with peers, objects, ideas and the environment. As a school we are committed to increasing student participation, understanding and confidence in STEM (Science, Technology, Engineering and Mathematics). Staff focus on integrating knowledge and skills from across the learning areas to enable students to engage in real world contexts and authentic learning opportunities to develop inquiry, problem solving, critical analysis and creative thinking. Preparing students to meet the demands of an ever changing workforce.

As a school we are committed to developing and embedding practices leading to a more sustainable environment. Each year level has a school sustainability focus and our school aim is for each student to develop knowledge, skills, values and world views leading to students developing more sustainable patterns of living.

At Dianella, we believe that every child has the right to the best possible education and that every child is capable of success. We have a strong student services team who enhance our commitment to building and supporting a safe learning environment for all of our students. Our school values a team approach to learning and relies on positive partnerships between staff, students, parents and the wider community to support and enhance learning in a safe, supportive and inclusive environment. Dianella Primary College prides itself on producing well rounded individuals, who display and embrace our school values of harmony, innovation, respect and perseverance.

ANTHONY MIDDLETON
PRINCIPAL

EDUCATION PHILOSOPHY

Our safe and supportive learning environments are thoroughly responsive to our diverse student population. Utilising early childhood guidelines, we provide a balanced curriculum incorporating intentional play and explicit instruction. We build respectful relationships with all children, nurturing their holistic development whilst fostering a sense of belonging. Our school is not just a place for students to learn; it is a place where they dream, believe and succeed.

As a school we recognise the important role that parents play in their child's education and encourage parental support across the school. Parents are seen as integral partners in learning and the school provides regular parental engagement opportunities to support student development.

We highly value play as a vehicle for learning as children explore, take risks and create meaning of the world. Intentional play spaces and green learning areas are responsive to each child's agency; building on prior knowledge and experiences, effectively guiding and extending their learning and shaping who they become. By collaborating and communicating with peers, children develop confidence, self-regulation and vocabulary; developing critical oral to literate skills that are the essential foundations for literacy and numeracy skills.

SUCCESS FOR

NUMERACY AND LITERACY

Through embedded current best practices, Literacy and Numeracy results will be comparable with national means, exceeding like-school comparisons.

INTENSIVE ENGLISH CENTRE

Students in the IEC Program gain accelerated English proficiency and will exit the IEC with greater resilience, enhanced confidence, a positive sense of identity and self-worth and an understanding of Australian society and school culture.

INFORMATION COMMUNICATION AND TECHNOLOGY

Equip students with ICT capabilities and problem-solving skills to prepare them for the future world of work.

SCIENCE

Provide an exceptional, hands-on, engaging science program, where all students are curious and excited about science and will enter secondary school with above expected science understanding and inquiry skills.

NATIONAL QUALITY STANDARD (NQS)

Recognised as a school of excellence in the achievement of the 7 quality areas of NQS. Provide opportunities for the intentional sharing of our expertise across network and beyond.

MATHEMATICS

- 95% of students achieve 12 months or more numeracy progress yearly.
- All students on Individual Education Plans achieve progress against personalised targets.
- DPC numeracy NAPLAN mean will be above like school average.
- DPC mean numeracy progress from On Entry to Year 3 will be above like school average.
- DPC percentage of students in the top 20% of testing to be at or above like schools percentage in NAPLAN numeracy testing.

LITERACY

- 95% of students achieve 12 months or more literacy progress yearly.
- 80% of all students exiting the IEC after completing their full allocation of time, achieve level 3 or above across all 4 modes of the EALD progress maps
- All students on Individual Education Plans achieve progress against personalised targets.
- In all literacy areas of NAPLAN DPC's mean will be above like school average.
- DPC's percentage of students in the top 20% of testing to be at or above like schools percentage in all literacy areas of NAPLAN.

STEM

- Each year students will have the opportunity to engage in at least three comprehensive STEM projects.
- Students will use the DPC STEM process to solve real world problems linked to the Western Australian Curriculum.
- Students will learn, develop and apply the Four C's of Creativity, Critical thinking, Collaboration and Communication.

Innovation

DIANELLA
PRIMARY COLLEGE



Dream Believe Succeed

To show innovation we...

- Are creative
- Try something different
- Have a go
- Learn from our mistakes
- Imagine

Innovation

Perseverance

DIANELLA
PRIMARY COLLEGE



Dream Believe Succeed

To show perseverance we...

- Do our best
- Look for solutions
- Work hard
- Celebrate effort
- Keep trying

Perseverance

ALL STUDENTS

HIGH QUALITY TEACHING

ENHANCED TEACHING AND LEARNING PROGRAM

Embed a culture of reflective practice, where all staff seek continual improvement through self-reflection and embed current best-practice into their teaching and learning programs.

Promote whole-school approaches and teaching philosophies to the wider school community and stakeholders. Teachers, students and parents will identify, support and value high-quality teaching.

EFFECTIVE LEADERSHIP

DEVELOP LEADERSHIP CAPACITY OF STAFF

Develop staff leadership capabilities through distributed leadership, with aspirational staff attaining school and external leadership positions or Level 3 Classroom Teacher status.

Staff lead curriculum teams in Literacy and Numeracy, to continually monitor and evaluate the effectiveness of programs, analyse data and identify successes and improvement areas.

STRONG GOVERNANCE AND SUPPORT

COMMUNITY ENGAGEMENT

Provide Linked to Learning opportunities for community engagement, where parent and community understanding and capacity are enhanced through targeted initiatives to improve student engagement and achievement.

PASTORAL CARE

- Achieve 95% or higher attendance across the school.
- Achieve 95% or higher students arriving at school on time.
- Students on Individual Attendance Plans to achieve progress against goals.
- Continue to meet all elements of the National Quality Standards
- Culturally responsive practices leading to improved student outcomes for our school community.

COMMUNITY ENGAGEMENT

- Yearly Linked to Learning STEM family workshop.
- Alternate years literacy and numeracy Linked to Learning family workshops.

SUSTAINABILITY

- Embedding of whole-school sustainability plan, providing a continuum of sustainability education from K-6.
- Individual year groups will focus on one designated sustainability practice, linked to their curriculum.



Dianella Primary College



Harmony

To show harmony we...

- Play with everyone
- Welcome new people to our school
- Accept differences
- Celebrate unique skills and talents

DIANELLA
PRIMARY COLLEGE



Harmony

Responsibility

To show responsibility we...

- Own our behaviour
- Think before we act
- Lead by example
- Show good citizenship
- Take pride in ourselves and our school

DIANELLA
PRIMARY COLLEGE



Responsibility



MATHEMATICS



LITERACY



STEM



PASTORAL CARE



COMMUNITY ENGAGEMENT



SUSTAINABILITY

MATHEMATICS FOCUS

OUR SCHOOL SYLLABUS IS PART OF THE MANDATED CURRICULUM FOR THE PLANNING, ASSESSMENT AND REPORTING OF STUDENT PROGRESS IN WESTERN AUSTRALIA, AS PRESCRIBED BY THE WESTERN AUSTRALIAN CURRICULUM AND ASSESSMENT OUTLINE.

FLUENCY



- WESTWOOD BASIC FACTS - ONE YEAR PROGRESS (KPI)
- PAUL SWAN ASSESSING BASIC FACTS - TEACHING POINTS
- PAUL SWAN MILESTONES - BUILDING BLOCKS

WORD PROBLEMS



- RUCSAC - PROCESS
- CONCRETE / REPRESENTATION / ABSTRACT
- BAR MODEL - REPRESENTATION

DATA ANALYSIS



- CLASS HAND OVER - STATS DATABASE
- DATA WALL - WHOLE CLASS GROUPING
- PAT-M ANALYSIS - TEACHING POINTS
- END OF UNIT ASSESSMENT - TEACHING POINTS

DIFFERENTIATED LEARNING



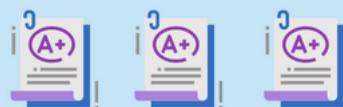
- 3 TIER INTERVENTION
- INDIVIDUAL - IEP
- SMALL GROUP - PERSONALISED LEARNING ROTATIONS
- WHOLE CLASS - AUSTRALIAN CURRICULUM

LESSON FRAMEWORK



- ISTAR MODEL
- INTRODUCTORY AND STANDARD LESSONS
- CURRICULUM AND PERSONALISED LEARNING FOCUS ROTATIONS

MODERATION



- MODERATION WEEK BEFORE REPORTS
- COMMON ASSESSMENT MODERATED BETWEEN CLASSES
- MATHS TRACKER BOOK ASSESSMENTS

LITERACY FOCUS

OUR SCHOOL SYLLABUS IS PART OF THE MANDATED CURRICULUM FOR THE PLANNING, ASSESSMENT AND REPORTING OF STUDENT PROGRESS IN WESTERN AUSTRALIA, AS PRESCRIBED BY THE WESTERN AUSTRALIAN CURRICULUM AND ASSESSMENT OUTLINE.

FLUENCY & VOCABULARY



- READING WITH SPEED, ACCURACY & PROSODY
- WARM-UPS
- RAPID NAMING CONCEPTS, LETTERS, SOUNDS
- HANDWRITING
- IN-DEPTH BOOK STUDIES LINKED TO THE CONNECTED CURRICULUM

PHONICS



- WHOLE SCHOOL APPROACH TO PHONICS AND PHONOLOGICAL AWARENESS - LDC & SOUNDWAVES
- COACHING SUPPORT TARGETED PLANNING
- ORAL TO WRITTEN
- DECODABLE READERS

DATA DRIVEN TEACHING & LEARNING



- FORTNIGHTLY COLLABORATIVE MEETING - LITERACY FOCUS
- STATS DATABASE
- PM BENCHMARKING - DATA WALL
- BRIGHTPAT-M ANALYSIS - TEACHING POINTS
- SOUNDWAVES PRE AND POST TESTS
- EALD PROGRESS MAPS
- PA, PHONICS AND ORAL ASSESSMENTS

DIFFERENTIATED LEARNING



- 3 TIER INTERVENTION - EARLY REFERRAL/INTERVENTION
- EVIDENCED BASED INTERVENTION AND ASSESSMENTS, SMALL GROUP - GUIDED READING, LEVELLED READERS, TARGETED INSTRUCTION & MINLIT/SOUNDWRITE
- WHOLE CLASS - SUPPORT / CONSOLIDATION / EXTENSION

LESSON FRAMEWORK



- ISTAR MODEL
- CHILD FRIENDLY ICONS - VISIBLE LEARNING AND APPROPRIATE VOCABULARY
- CURRICULUM AND PERSONALISED LEARNING FOCUS ROTATIONS

CONNECTED CURRICULUM

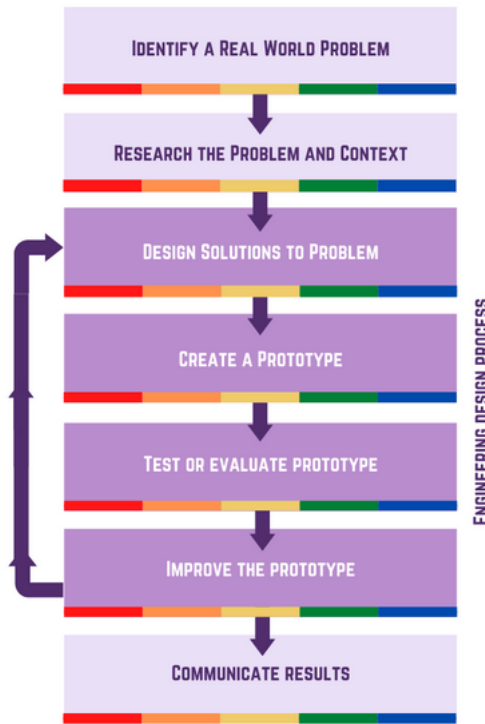


- COLLABORATION - REAL WORLD CONNECTIONS
- CONNECTED CURRICULUM PLANNING FRAMEWORK
- LDC ICONS - LINKED TO READING PROGRAM
- RICH TOPICS, TEXTS & EXPERIENCES - PLANNING SUPPORT
- GENRE SCOPE AND SEQUENCE
- FOCUS ON VOCABULARY
- PRINT RICH CLASSROOM

STEM FOCUS

OUR SCHOOL SYLLABUS IS PART OF THE MANDATED CURRICULUM FOR THE PLANNING, ASSESSMENT AND REPORTING OF STUDENT PROGRESS IN WESTERN AUSTRALIA, AS PRESCRIBED BY THE WESTERN AUSTRALIAN CURRICULUM AND ASSESSMENT OUTLINE.

STEM PROCESS



CREATIVITY

CRITICAL THINKING

COLLABORATION

COMMUNICATION

ETHICS

STEM ACTIVITY CYCLE

2021

2022

2023



STEM TEAM GUIDED ACTIVITIES

TEACHER CREATED ACTIVITIES

1 STEM ACTIVITY

SUPPORT AND PROFESSIONAL LEARNING

PARENTAL ENGAGEMENT TERM 3

HIGH QUALITY TEACHING

As a staff, we recognise that quality teaching and learning has the greatest influence on student success. As a school, we are committed to improving student outcomes through a range of strategies, including self-assessment against AITSL standards, ongoing targeted professional learning aligned to school priorities, peer and administration classroom observations and feedback, and the embedding of consistent teaching pedagogies and classroom practises across the school.

TEACHING PEDAGOGIES AND CLASSROOM PRACTICES

AS A COMMUNITY WE:

- Promote and uphold our school values of Harmony, Perseverance, Responsibility and Innovation.
- Acknowledge students by name in the classroom and in the playground.
- Develop positive, respectful relationships with all students.
- Provide a safe, supportive and productive learning environment where all students are motivated and engaged, sharing a sense of belonging.
- Respect individual cultural backgrounds and welcome all students and families into our school
- Set high expectations for behaviour and achievement.

PROFESSIONAL KNOWLEDGE

AT DIANELLA PRIMARY COLLEGE ALL STAFF:

- Differentiate the curriculum to meet individual student needs, to provide support and extension utilising individual education programs.
- Utilise strategies that support the different ways students think and learn.
- Set achievable starting goals, ensuring students experience success with structured support.
- Challenge students to develop a deeper level of thinking and application to real-life contexts.
- Support students to take risks and persevere by providing opportunities for them to make choices and develop an understanding that it is acceptable to make mistakes.
- Effectively teach communication so that student voices are heard and valued as positive citizens in our society.

PROFESSIONAL ENGAGEMENT

AT DIANELLA PRIMARY COLLEGE ALL STAFF:

- Productively collaborate as educators to share professional learning and teaching practice.
- Set performance management goals with their line manager and work towards them, in order to grow professionally as educators.
- Engage in peer observation with colleagues to assist in self-assessment and reflective practice.
- Develop positive, working relationships with community members and outside agencies.
- Provide opportunities for parent/carer involvement in the classroom and at whole school events.
- Involve parents/carers in their child's learning journey and provide feedback on achievements and future goals.
- Participate in whole school events and celebrations.

PROFESSIONAL PRACTICE

AT DIANELLA PRIMARY COLLEGE ALL STAFF:

- Value the literacy and numeracy block daily, whilst following the whole school literacy and numeracy planner.
- Provide a print-rich classroom environment that is stimulating and inspiring.
- Complete the literacy and numeracy assessment tasks as per the agreed schedules.
- Utilise the iSTAR model for explicit teaching instruction across curriculum areas.
- Sequence lessons to promote sustained learning that builds over time.
- Provide feedback to students which is timely and valid, to support future learning.
- Encourage students to become independent learners by providing opportunities to learn within the green learning spaces and junior primary intentional play spaces.
- Utilise STEM and ICT resources to develop creative and innovative minds, preparing them for the technologically advanced future.
- Follow the agreed behaviour management processes for positive reinforcement and consequences as well as the stated steps on individual student's behaviour management plans.
- Promote a school culture where students strive to succeed and are rewarded on multiple levels.
- Provision of curriculum linked school activities and excursions to embed and extend student knowledge.



STRONG GOVERNANCE AND SUPPORT

Dianella Primary College continually strives to meet the educational, social and emotional needs of our diverse school community. Through our supportive precinct school board, we set strategic plans and goals to meet these needs.

DIANELLA EDUCATION PRECINCT

The Dianella Education Precinct is a partnership between Dianella Primary College, Dianella Secondary College Education Support Centre and Dianella Secondary College.

As a precinct we aim to enhance our K-12 education model and support students and families throughout their entire school journey. Through this unique partnership, we share our approaches and practices to quality teaching and learning, teacher expertise and provide more targeted support for our students and families. The benefits of the precinct for the primary school students is extensive. Along with an established transition programs, we have shared access to excellent facilities; including swimming pool, indoor gymnasium, science laboratories and a specialist STEM centre. The precinct shares an Aboriginal Islander Education Officer and students jointly participate in celebrations and remembrance activities, including ANZAC day, Harmony Week and NAIDOC celebrations.

The Dianella Education Precinct has one School Board for all three schools. The Precinct engages in activities that are in the best interest of students and will enhance the education provided by:

- Sharing in the setting and monitoring of school objectives and priorities,
- Development and implementation of a precinct wide Aboriginal Reconciliation Action Plan,
- Participating in financial planning to achieve set objectives and priorities,
- Participating in evaluating the schools' performances,
- Promoting the school in the community, and
- Meeting the needs of our broader school community.



DR. MATT BYRNE - EDITH COWAN UNIVERSITY

It gives me a great deal of pleasure to be involved with the 2021 - 2023 Business Plan. As the School Board chair I am excited for what the future holds for Dianella Primary College and the Dianella Education Precinct. As an Independent Public School, we now have the ability to truly shape our own future to better meet the needs of our students and community.

The role of the School Board is one of governance, setting the long term future for the school and providing additional expertise to help the school achieve the best outcome for every student. We are able to work closely with staff and the community in providing whatever support is necessary.

The Business Plan identifies a range of accountability structures and strategies to support their attainment that will ensure that the best outcomes for the students will be reached. As a School Board we will work closely with the school to ensure that we too are accountable and that there is a clear vision and purpose in moving forward.

Through clear directions and planning, I am confident that this plan, with the support of Strategic and Operational Plans is the foundation to ensure that Dianella Primary College students leave with a range of skills that will see them thrive in a challenging and dynamic 21st century.

 www.dianella.wa.edu.au

 dianella.pc@education.wa.edu.au

 (08) 9263 5100

 Laythorne Street, Dianella WA 6059

DIANELLA
PRIMARY COLLEGE



Dream Believe Succeed

