



Dianella Heights Primary School
Independent Public School



“

Soaring to new heights in
excellence through unity

”

Business Plan
2022-2025

Welcome to Dianella Heights Primary School

At Dianella Heights Primary School, we are committed to ensuring your child receives the best possible education. Our school is a place they can achieve their best throughout their journey from Kindergarten to Year 6. We believe this happens by developing strong and meaningful partnerships with you, your child and the wider community, and by continually adapting to the changing needs of society - locally, nationally and globally.

All students are encouraged to aim for excellence and to reach their potential through programs that extend and enrich their learning. Our staff are dedicated professionals who focus on developing your child's literacy and numeracy skills as well as supporting their social and emotional development through researched and targeted practices. Our approach to Explicit Direct Instruction (EDI) has been carefully researched and implementation is guided by the Teaching and Learning Handbook. Inquiry-based learning practices are being established across many learning areas. Our specialist teachers cater for Science, Italian (LOTE), Health and Physical Education and Music (The Arts). We also offer Visual Art, Humanities and Technologies. Regular and robust assessment of your child's learning journey helps inform future teaching practices and learning at our school.

Our school leadership program for senior students provides many opportunities for them to develop and display leadership qualities and attributes. These include opportunities to become a Student Councillor, Faction Captain, ICT Technician, Environmental or Library Officers. School leaders are encouraged to be proactive, by individually seeking out leadership opportunities and providing recommendations for new school initiatives at regular meetings.

We are fortunate to have very strong community support from the School Board who oversees the governance of the school. An active P&C Association provides ongoing support, community engagement initiatives and improvements to amenities.

This plan reflects the six priority areas as outlined in the Department's Strategic directions plan for public schools 2020-2024: Every student, every classroom, every day.

- Priority 1:** Provide every student with a pathway to a successful future
- Priority 2:** Strengthen support for teaching and learning excellence in every classroom
- Priority 3:** Build the capability of our Principals, our teachers and our allied professionals
- Priority 4:** Support increased school autonomy within a connected and unified public school system
- Priority 5:** Partner with families, communities and agencies to support the educational engagement of every student
- Priority 6:** Use evidence to drive decision-making at all levels of the system.

Vision & Values



School Vision
“Soaring to new heights in
excellence through unity”

School Mission

We empower our DHPS community to aspire to a future of limitless opportunities, ignite a passion to learn together and achieve new heights.

School Motto

Aspire, Learn, Achieve

School Values

Aspire	Learn	Achieve
Respect Excellence Unity	Responsibility Integrity Honesty	Resilience Creativity Kindness



Curriculum Overview

- The Western Australian Curriculum is aligned with ACARA's Australian Curriculum English, Mathematics, Science and History.
- The School Curriculum and Standards Authority has adopted and adapted ACARA's curriculum content and developed year-level syllabuses for Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages.
- The Western Australian syllabuses remain broadly consistent with the Australian Curriculum but have been contextualised to make them more suitable for the Western Australian context.

1

Our Curriculum

Australian Curriculum

Australian Curriculum Assessment & Reporting Authority (ACARA)

Western Australian Curriculum

School Curriculum and Standards Authority (SCSA).

2

Same in

English.
Mathematics.
Science.
History.

3

Learning areas contextualised to Western Australia

Humanities & Social Sciences.
Health & Physical Education.
Technologies.
The Arts & Languages.

4

Structure

Knowledge.
Understanding.
Skills.
Values & Attitude.
Assessment guidelines.
Year-level syllabuses in H&S, H&P, T and A&L.

5

Implementation

All eight areas implemented.
Languages.
Year 3 - 6 Primary School.

School Values - Elaboration

Aspire	Learn	Achieve
Respect Excellence Unity	Responsibility Integrity Honesty	Resilience Creativity Kindness

Overarching values statements

We aspire to respect, developing excellence through unity

We learn responsibility through integrity and honesty

We achieve resilience balanced by creativity and kindness

Our core values (the 3rs)

Respect
Responsibility
Resilience

We treat ourselves and others with dignity and courtesy.
We hold ourselves accountable and make wise choices.
We grow together as a community with courage and perseverance.

Supporting Virtues

Excellence
Unity
Integrity
Honesty
Creativity
Kindness

We do our best in everything.
We accomplish more together.
We live by our highest values.
We are truthful and trustworthy.
We share talents and are inspired by imagination.
We are caring and compassionate.



Research Based Framework

Our Business Plan is underpinned by the Research Based Framework (RBF), developed by the Education Faculty at the University of Southern Queensland and inspired by the Fogarty Edvance School Leadership program for school improvement. The frameworks have been adopted to give our school and its community clear direction and to assist us in our planning and self-review. The RBF includes five elements that are linked to holistic professional learning which is paramount in achieving our targets as described by the focus areas. The Diagnostic Inventory of School Alignment (DISA) survey of the school community will be used to gather data, used for school improvement and planning.

Priority Areas 2022 - 2025

Elements

Focus Areas for Improvement

Literacy	<ul style="list-style-type: none"> Reading and Writing.
Numeracy	<ul style="list-style-type: none"> Global.
School Successes & Achievements Outcomes	<ol style="list-style-type: none"> Adequate time and space is available for shared staff reflection. Teachers are integrally involved in making key educational decisions that affect the school. Students at this school are respectful of others.
Teaching & Learning	<ol style="list-style-type: none"> Students contribute to the development of schoolwide approaches to teaching and learning . An agreed schoolwide Pedagogy is grounded in current educational theory. An agreed Schoolwide Pedagogy assists meaningful staff analysis of external requirements.
Cohesive Community	<ol style="list-style-type: none"> There is broad support for the school vision in the wider community. Processes are in place for broad professional and public input into school planning processes. If achievements are disappointing the school encourages examination of the underlying issues rather than ascribing blame.
Strategic Foundations	<ol style="list-style-type: none"> Decision making processes are focused and open and decisions are responsibly implemented. The Principal creates a culture of shared power. The Principal facilitates a defined, collaborative process of strategic planning.

Resources

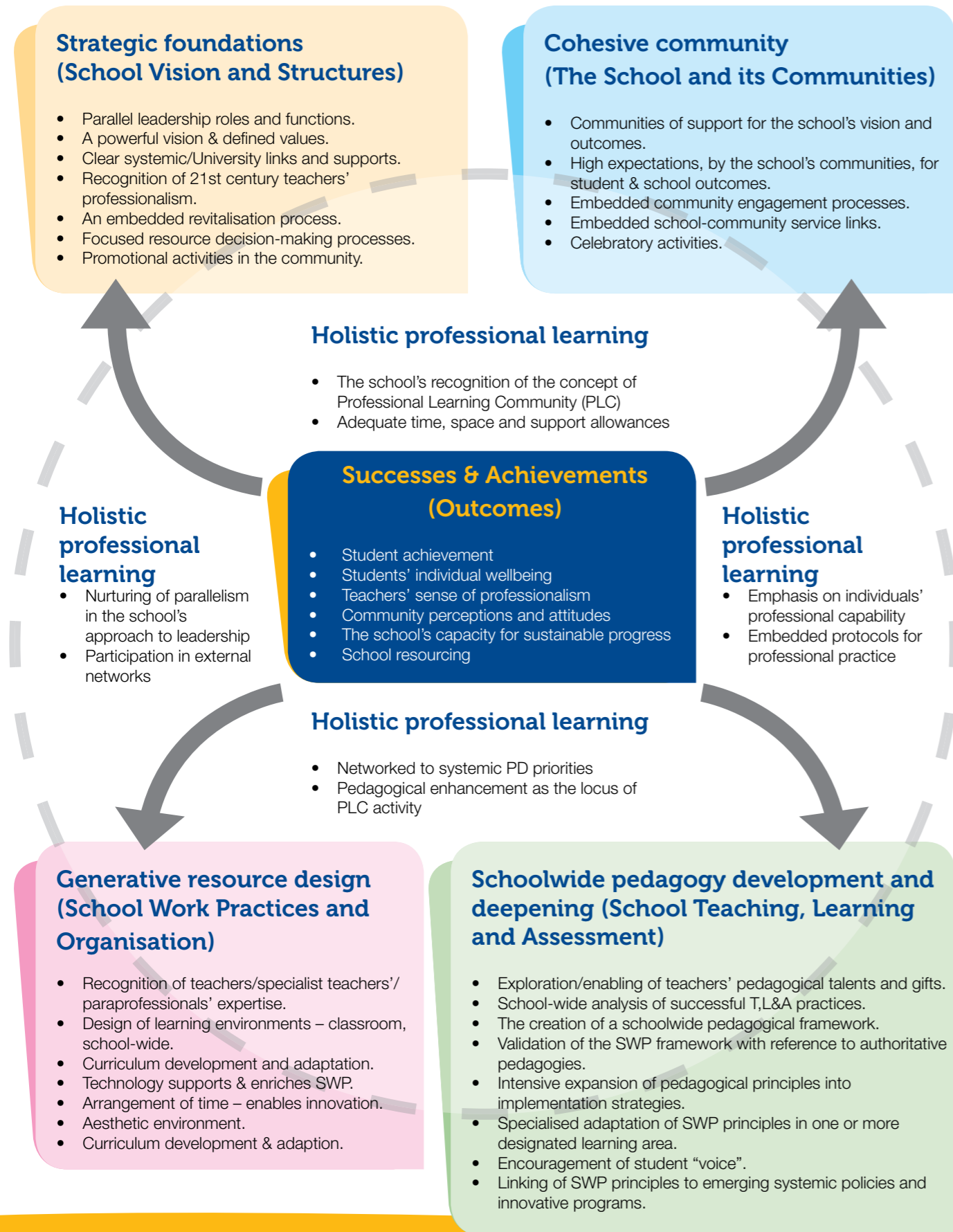
- The school uses community resources to enhance the delivery of the school programs.
- The prescribed curriculum is systematically developed and updated, based on evidence of student needs.
- Pedagogical innovation is enabled by the flexible use of time.

Holistic Professional Learning

- Opportunities are provided for individuals to pursue their personal professional needs and interests.
- The staff exploration of pedagogy informs the development of school professional development plans.
- The professional learning community systematically reflects on the relevance of the school's vision according to the needs of the students.



Research Based Framework for Organisational Alignment



Diagnostics Inventory of School Alignment (DISA)

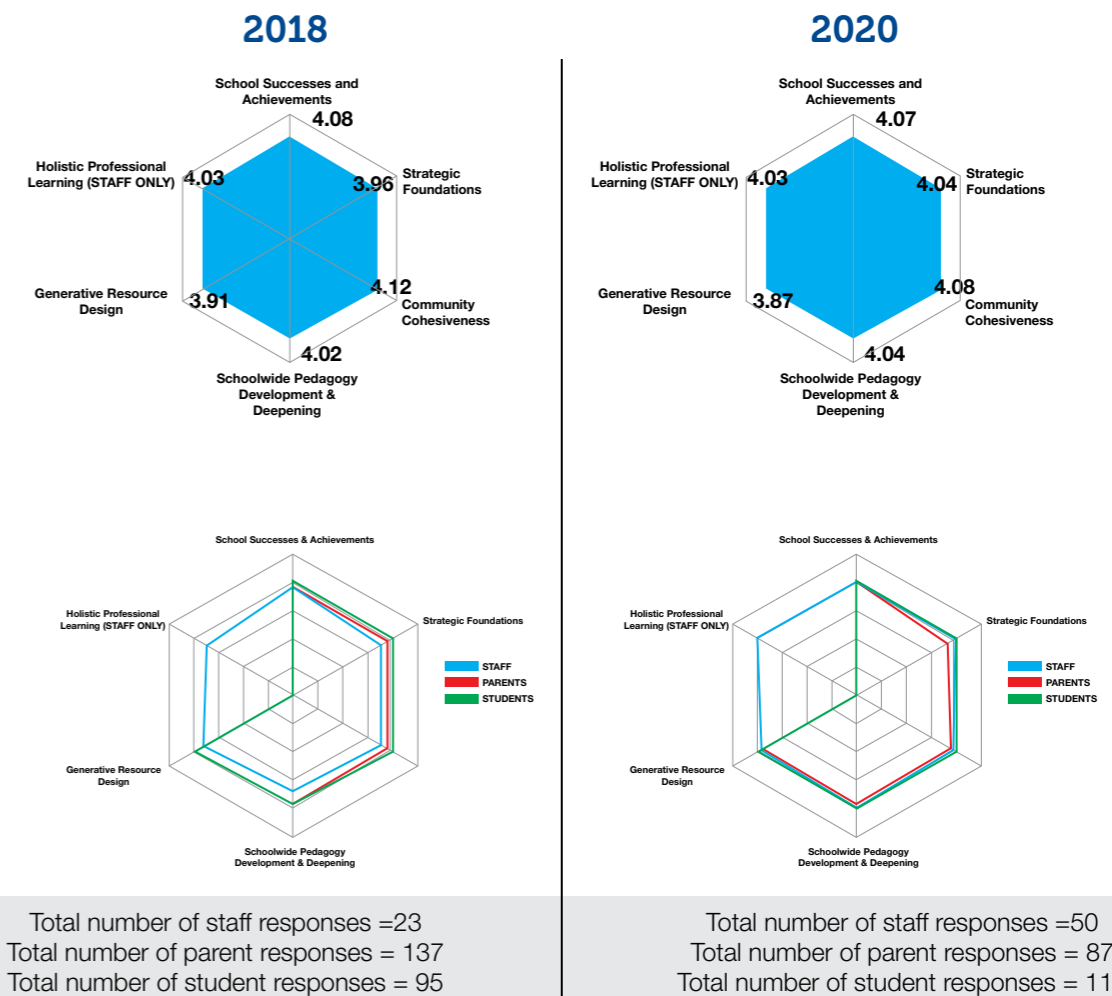
The Diagnostic Inventory of School Alignment (DISA) is an online survey of the school community that was commissioned in Term One, 2018 to staff, students and parents. It is a reflection of past performance and demonstrates how aligned for parents, staff and students are in their understanding of the school's philosophy, shared vision and agreed pedagogical (teaching and learning) framework. The data gathered was used to develop the future business plans.

Overall, Dianella Heights Primary School has many successes. Parents and staff record successes in student achievement and well being with all groups agreeing that the school is viewed as a significant place of learning and the staff are seen as quality professionals. Contributing to these successes are positive staff, parent and student relationships and staff having a shared understanding of quality teaching and learning as well as positive holistic professional learning experiences.

Areas that can be enhanced, or challenges, have some agreement between staff, students and parents: particularly in the sharing of decision-making processes with staff and the broader community; the need for fairer decision-making processes; and opportunities for students to have a greater say in their learning. In addition, the staff indicate the need for improved physical environment, more time for shared staff reflection, more engagement with and involvement of the community in school activities; and more support for their own individual professional learning.

All groups agree that the use of resources could be enhanced to improve student learning, especially the use of time, space and external resources. Parents also indicate that what students are learning could be changed and updated more often to improve student needs.

Index of School Alignment - Overall Perspective



Successes & Achievements Outcomes

Key Performance Indicators 2022 - 2025

Focus Elements Outcomes

Targets

SUCSESSES & ACHIEVEMENTS (OUTCOMES)
Student achievement (academic) – Literacy and Numeracy

KPI 1 : English – All areas to be above Like Schools
KPI 1.1 Literacy NAPLAN (Years 3&5) – Year 3 & 5 NAPLAN average test scores to be above the average test scores of like schools.

KPI 1.2 ON ENTRY (PP-Yr. 1) – 75% of Year 1s tested in Term 1 (Module 2) will achieve an On-Entry score above the national median.

KPI 1.3 EALD Progress Maps – By the end of the eligibility period, 50% of students will no longer be reported against progress maps and will be achieving a ‘C’ or better in English.

KPI 2: Mathematics – All areas to be above Like Schools
KPI 2.1 Numeracy NAPLAN (Years 3&5) – Year 3 & 5 NAPLAN average test scores to be above the average test scores of like schools.

KPI 2.2 ON ENTRY(PP-Yr.1) – 75% of Year 1s tested in Term 1 (Module 2) will achieve an On-Entry score above the national median.

SUCSESSES & ACHIEVEMENTS (OUTCOMES)
Students’ individual wellbeing (social and emotional) – BP commencement alignment average 4.08

KPI 3: Contributory Element - Outcomes to achieve ≥ 4.07
KPI 4: ATTENDANCE >95%.

STRATEGIC FOUNDATIONS (School Vision and Structures)
Community perceptions and attitudes - BP commencement alignment average 3.96

KPI 5: Contributory Element - Outcomes to achieve ≥ 4.04.

COHESIVE COMMUNITY (The School and its Communities)
High expectations - BP commencement alignment average 4.12

KPI 6: Contributory Element - The School and its Communities to achieve ≥ 4.08.

SCHOOLWIDE PEDAGOGY DEVELOPMENT AND DEEPENING (School Teaching, Learning and Assessment)
The school’s capacity for sustainable progress - BP commencement alignment average 4.02

KPI 7: Contributory Element – School Teaching Learning and Assessment to achieve ≥ 4.08.

GENERATIVE RESOURCE DESIGN (School Work Practices and Organisation)
School resourcing - BP commencement alignment average 3.91

KPI 8: Contributory Element – School Work Practices and Organisation to achieve ≥ 3.87.

HOLISTIC PROFESSIONAL LEARNING
Teachers’ sense of professionalism - BP commencement alignment average 4.03

KPI 9: Contributory Element – Holistic Professional Learning to achieve ≥ 4.03.



School Accountability Timeline



Improving English

KPI 1: English – All Areas to be Above Like Schools

The Western Australian Curriculum English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose;
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue;
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning; and
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Content Strands	Strategies
<p>STRAND: Language SUB-STRANDS</p> <ul style="list-style-type: none"> • Language variation and change. • Language for interaction. • Text structure and organisation. • Expressing and developing ideas. • Sound and letter knowledge. <p>STRAND: Literature SUB-STRANDS</p> <ul style="list-style-type: none"> • Literature and context. • Responding to literature. • Examining literature. • Creating literature. <p>STRAND: Literacy SUB-STRANDS</p> <ul style="list-style-type: none"> • Texts in context . • Interacting with others. • Interpreting, analysing and evaluating. • Creating texts. 	<ul style="list-style-type: none"> • Explicit Direct Instruction (EDI). • NQS and Early Years Learning Framework (EYLF). • Literacy block structure. • Progress Maps. • Home Reading. • Whole class reading comprehension. • Literacy Pro Reading. • NLM. • Moderation (SCSA). • Grammar Scope and Sequence). • Curriculum Co-ordinator. <p>EDI Explicit Direct Instruction (EDI) teaching lesson model:</p> <ul style="list-style-type: none"> • WARM UPS – sight words, vocabulary, blending and segmenting, phonological awareness, phonics, morphology, spelling rules, Let's Decode, Heggerty. • Opening the lesson: lesson intent, success criteria, activate prior knowledge, lesson importance. • I DO – content delivery, concept and skill development. • WE DO – working together, guided practice, checking for understanding (CFU) TAPPLE, feedback, accountability. • YOU DO - independent practice. • Closing the lesson – lesson review. • Talk 4 Writing – weekly teaching cycle, varied texts. • Grammar/sentence writing – weekly planning cycle, linked to T4W, reviewed in warm ups. • Explicit tier two vocabulary instruction. • Oral language. • Phonics/spelling – Sounds Write K-P, Spelling Mastery. • Reading – Modelled reading, choral reading, building background knowledge, vocabulary instruction, strategies for comprehension, fluency. • Assessment: PAT Reading, NAPLAN, On-Entry, CARD, CUBED-NLM, Literacy Pro, embedded 5 weekly monitoring of students' progress to determine achievement of IEP and GEP identified goals, 3 Tier Response to Intervention.

Improving Mathematics

KPI 2: Mathematics – All Areas to be Above Like Schools

The Western Australian Curriculum Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens;
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability; and
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Content Strands	Strategies
<p>STRAND: Number and Algebra SUB-STRANDS</p> <ul style="list-style-type: none"> • Number and place value • Fractions and decimals • Real numbers • Money and financial mathematics • Patterns and algebra • Linear and non-linear relationships <p>STRAND: Measurement and Geometry SUB-STRANDS</p> <ul style="list-style-type: none"> • Using units of measurement • Shape • Geometric reasoning • Location and transformation • Pythagoras and trigonometry <p>STRAND: Statistics and Probability SUB-STRANDS</p> <ul style="list-style-type: none"> • Chance • Data representation and interpretation 	<ul style="list-style-type: none"> • Explicit Direct Instruction (EDI) • Gradual release • In-class instructional coaching • Concrete-Pictorial-Abstract progression • Problem Solving – See, Plan, Do, Check • Basic Facts automaticity • Maths Plus – Oxford • PAT Maths – achievement and progress • Ed Companion – Gap analysis • Maths Intervention • Extension opportunities • 30:40:30 Lesson differentiation • iPad apps • New Wave Mental Maths (Yrs. 1, 4, 6) • Junior Elementary Maths Mastery (Yrs. 2,3) • Elementary Maths Mastery (Yr. 5) • Basic facts – Baseline/benchmarks

Wellbeing Focus

KPI 3 and 4: Students’ Individual Wellbeing

The National Safe Schools Framework

The National Safe Schools Framework provides Australian schools with a vision and a set of guiding principles that assist school communities to develop positive and practical student safety and wellbeing policies.

The National Safe Schools Framework outlines the important role of educators, parents, carers and the wider community in working with schools to create and maintain safe and supportive learning and teaching communities that build respectful relationships. The Framework is aligned to the Australian Curriculum and the individual national, state and territory initiatives, policies and legislative frameworks currently in place to support students’ safety and wellbeing.

Guiding principles

The vision is supported by guiding principles for safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing for effective learning in all school settings. Australian schools:

- affirm the rights of all members of the school community to feel safe and be safe at school;
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning;
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfil the school’s child protection responsibilities;
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued;
- actively support young people to develop understanding and skills to keep themselves and others safe; and
- commit to developing a safe school community through a whole-school and evidence-based approach.

Curriculum	Protective behaviours, Aussie optimism, Esafety, zones of regulation, ECE curriculum extension. Decisions linked to staff health and wellbeing plan and school leader health and wellbeing plan.
Staff	Staff camp, wellbeing committee, staff events, staff protocols, birthday buddies, world teachers day celebrations, PL opportunities, staff recognition awards.
Students	‘Feel Good Fridays’, student leader roles, reflective behaviours, brain breaks, library open at lunch time, mindfulness activities in classrooms, Are you ok day.

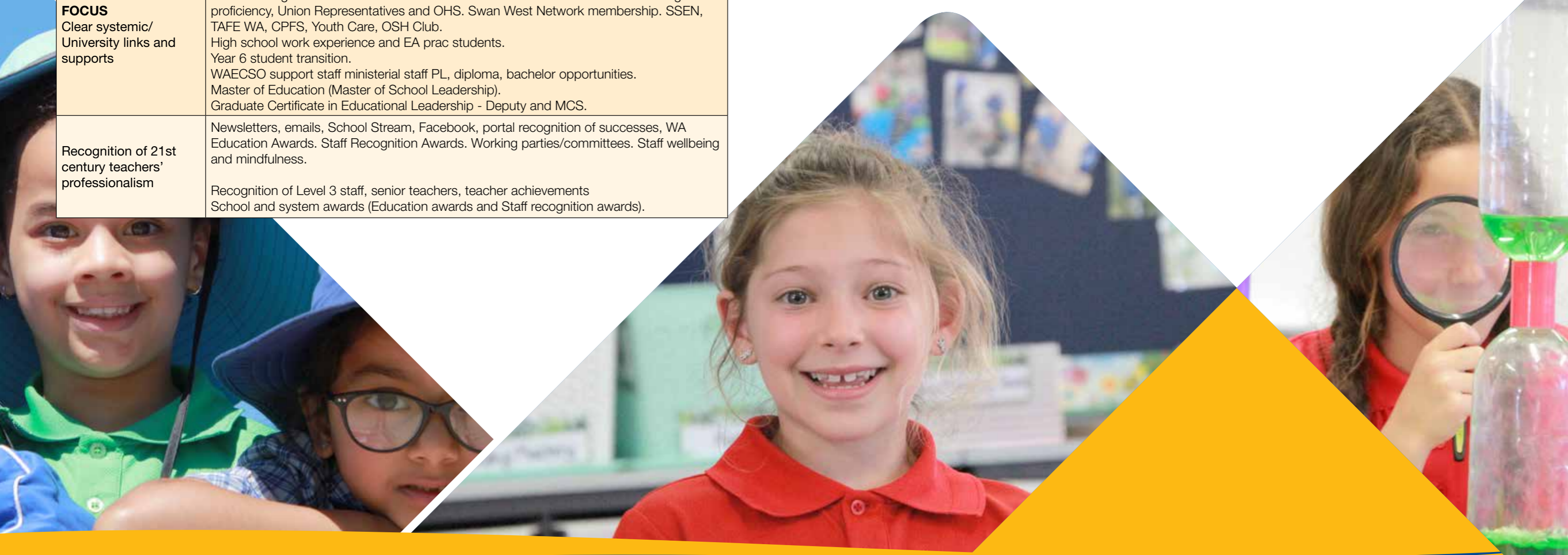


Strategic Foundations

KPI 5: School Vision and Structures

Elements	Strategies
<p>FOCUS Parallel leadership roles and functions</p>	<p>Roles and Responsibilities outline including accountability structures. Encourage and support leadership responsibilities amongst staff. Develop teacher leadership roles and support, committees, Level 3 teacher roles/responsibilities. Student voice-Councillors to present at board and P&C meetings . Highly accomplished teachers' skills are utilised. Year level and phase leaders.</p>
<p>A powerful vision & defined values</p>	<p>Visioning process: to develop new vision, values and beliefs and embed this in the school culture. Clear and regular communication to school community about the ongoing embodiment of the school's vision, utilising student voice.</p>
<p>FOCUS Clear systemic/ University links and supports</p>	<p>Teaching practice students, CDS to screen early childhood students, Diagnostic Inventory of School Alignment (University of Southern Queensland). Teachers Registration Board of WA - AITSL Standards with teachers demonstrating proficiency, Union Representatives and OHS. Swan West Network membership. SSEN, TAFE WA, CPFS, Youth Care, OSH Club. High school work experience and EA prac students. Year 6 student transition. WAECOSO support staff ministerial staff PL, diploma, bachelor opportunities. Master of Education (Master of School Leadership). Graduate Certificate in Educational Leadership - Deputy and MCS.</p>
<p>Recognition of 21st century teachers' professionalism</p>	<p>Newsletters, emails, School Stream, Facebook, portal recognition of successes, WA Education Awards. Staff Recognition Awards. Working parties/committees. Staff wellbeing and mindfulness. Recognition of Level 3 staff, senior teachers, teacher achievements School and system awards (Education awards and Staff recognition awards).</p>

Elements	Strategies
<p>An embedded revitalisation process</p>	<p>Major and minor building/grounds works, update furniture and admin area. Developing staff facilities. Review of management processes and procedures. Review of policies. Engagement of whole community in visioning process. Consulting staff regularly on the school's direction and processes.</p>
<p>Focused resource decision-making processes</p>	<p>Finance committee, cost centre managers, learning area committees, school board, P&C, decision making processes are linked to current business plan strategies, data linked decision-making processes. Research into best practice and resourcing by PLCs, consultation with other schools.</p>
<p>Promotional activities in the community</p>	<p>Newsletter, School Stream, Facebook, assemblies, publications, electronic signage, road safety promotion, actively seek opportunities to promote the school throughout the community, regular school choir performances. Newsletter articles: updates from key schools areas e.g. early intervention, specialist areas Seek opportunities to inform parents on whole school programs.</p>



Cohesive Community

KPI 6: The School and its Communities

Elements	Strategies
<p>FOCUS Communities of support for the school's vision and outcomes</p>	<p>School Board, P & C Association, YMCA, School Stream, high school practicum students, education assistant practicum placements (TAFE), Rise Learning, specialist music program.</p> <p>Parent Engagement Committee, D & T Maintenance/BMW, student voice, classroom parent representatives, parent information evening, DISA (Diagnostic Inventory of School Alignment), Annual Report, community data collection and surveys.</p> <p>Build partnerships with local schools and that of the Swan West Network.</p> <p>Links to business plan in newsletter article, school community consultation processes e.g. School Stream, newsletter, surveys.</p> <p>Development of networks and partnerships e.g. ECU, SWN, USQ, increase parent support for improving student attendance and behaviour.</p>
<p>FOCUS High expectations, by the school's communities, for student & school outcomes</p>	<p>Evidence-based, high effect size teaching and learning .</p> <p>PEAC, EYES, Spellathon, English and Maths Intervention programs.</p> <p>Halogen student leadership conference, Wellbeing Team and sub-committee leaders, Protective Behaviours, Aussie Optimism, Butterflies and Bullfrogs, social and emotional learning strategies are clearly defined and communicated.</p> <p>Clear articulation and communication of the KPIs in action.</p> <p>Management and monitoring of an orderly environment through an informed process e.g. Waste Wise committee, lost property, classroom presentation, general appeal, aesthetic environment .</p> <p>Continue to foster communication of new strategies with the whole school community</p> <p>Year 6 and Special Needs (SN) transition programs through Student Services Team</p> <p>Restorative Practices for behaviour management, parent communication.</p> <p>Develop partnerships with Senior High Schools offering our students more opportunity.</p> <p>New staff induction processes, professional dress, Code of Conduct, TRB policies on professionalism, alignment of teaching and learning practices as per operational plans and guided by instructional coaching.</p>
<p>FOCUS Embedded community engagement processes</p>	<p>DHPS Business Plan, visioning process (whole community), DHPS website.</p> <p>Waste Wise initiative, local government engagement, RSL, Cyber Safety education, Harmony Week, NAIDOC Week, Fathering Project/Book Week, celebration of special days, Open Night, Facebook page, School Stream, volunteers, supporting charities.</p> <p>Learning through and giving back to the local community e.g. choir, Wellbeing Expo, Art Exhibition, charities.</p> <p>Parent participation in behaviour policy development.</p> <p>Seek community support for the development of the bush area as a learning space, establish environmental group volunteers, community garden/orchard.</p> <p>Survey parents on capacity to contribute to new initiatives, DHPS groups partake in WA initiatives - e.g. Run for a Reason .</p> <p>NQS assessments, EDI and NQS inquiry.</p> <p>PEAC and Gifted and Talented, Extension Maths after school (RISE) .</p> <p>Communication: Newsletter, Annual Reports, general community information flyers, website, School Stream app, emails, SMS, phone, parent information meetings, case conferences.</p>

Elements	Strategies
<p>Embedded school-community service links</p>	<p>Dianella Thunder Netball Club, Newsletter, Student Services Team, School Psychologist, Chaplain, Child Development Centre (Speech and Occupational Therapist), North Metropolitan Language Development Centre, Intensive English Centre referrals, School of Special Education Needs, School Nurse, Triple P, CAMHS.</p> <p>In-term swimming lessons, excursion/incursion providers.</p> <p>Pre-service teachers, education assistants, gardeners.</p> <p>University of Southern QLD, Best Performance, WACSSO.</p> <p>Sourcing best resources aligned to our vision, partnerships for T & L, animal incursions, local flora and fauna, local Aboriginal perspectives and providers, utilise parent talents e.g. gym, meditation, occupations, source relations with local businesses, Pasta in the Valley lunch orders.</p>
<p>Celebratory activities</p>	<p>Assembly (honour and virtue awards), newsletter, ANZAC ceremony, Year 6 graduation, end of year Book Awards Assembly, interschool sport, acknowledgment of individual achievement, staff recognition awards, Year 6 camp, Parent Helper's Morning Tea.</p> <p>Celebrate student and community success both in and out of school.</p> <p>Open night filmed and publicised by councillors.</p> <p>DHPS Facebook.</p> <p>NAIDOC, WA Week and Harmony Day involvement with parents.</p> <p>Recognition of staff accomplishments or contributions.</p> <p>Promote a developing culture of inquiry learning, well being and socio-emotional health as well as continue to celebrate EDI whole school approach.</p> <p>Parent Night, Open Night, Spelling Bee, Art exhibition.</p>

Schoolwide Pedagogy Development & Deepening

KPI 7: School Teaching, Learning and Assessment

Elements	Strategies
FOCUS Exploration/enabling of teachers' pedagogical talents and gifts	Specialist teachers: The Arts (Music), Science, Health & PE, LOTE (Italian). Targeted professional development, leadership development/career paths, talent identification. Utilised skilled staff in training others. Opportunity for teacher to explore professional passions in the classroom. Staff 'professional persona'. Use of school psychologist and chaplain to support school planning.
FOCUS School wide analysis of successful T, L&A practices	Assessment Policy and Timeline, NQS, mentoring/coaching, curriculum review, whole school assessment policy, NAPLAN reviews, PAT data and Best Performance, CUBED Instructional Coaching linked to Performance Management and Development.
The creation of a schoolwide pedagogical framework	Explicit Direct Instruction: lesson intention and success criteria, activating prior knowledge, warm-ups, gradual release model, checking for understanding, teaching skills in context, plough-backs, teaching to mastery, integration of technology curriculum into all learning areas, whole school explicit vocabulary and sentence writing program, e-safety, protective behaviours. EAL/D capacity building of staff to incorporate specialist practices and knowledge into class programs. Mind, Brain science and research into learning/education. Clearly articulated DHPS policies eg. Teaching and Learning handbook, handwriting, uniform, assessment, Staff induction sessions to be provided for new staff. Research and investigation into Inquiry Based Learning – Science, HASS, The Arts, NQS/EYLF, problem solving and critical analysis. Pastoral Care: Student Services Deputy, Student Services Team, LSC (Learning Support Co-ordinator), School Psychologist, Chaplain, SAER Policy, Three Tier Response to Intervention, referral process, Wellbeing Team and Subcommittee leaders, Protective Behaviours Curriculum, Zones of Regulation, Aussie Optimism, Friends Group, Virtues, SEL Operational Plan, Student Services Team Roles and Responsibilities, SEN Reporting, capacity building of staff through SEN VT for teaching and learning adjustments, Disability Access and Inclusion Plan, Behaviour Management, Restorative Practices.

Elements	Strategies
FOCUS Validation of the SWP framework with reference to authoritative pedagogies	WA Curriculum alignment (SCSA), use of accredited PL presenters, PL based on credible research and endorsement, PL delivered by staff. DoE Strategic Plan, Focus documents.
Intensive expansion of pedagogical principles into implementation strategies	Professional learning, Performance Development, Instructional Coaching. Online PL, DoE Portal PL (compulsory and optional) are promoted. DoE system initiatives drive operational planning, phase meetings maintain staff participation and ownership over curriculum.
Specialised adaptation of SWP principles in one or more designated learning area	Differentiation of curriculum and learning adjustments for students with Special Needs (SEN reporting) and tier two students, SSEN Visiting Teacher support. Support from chaplain and school psychologist for Protective Behaviours. Junior and Senior Intervention in English and Maths, adapting school-wide practices through specialist programs. Digital Technologies: robotics, coding, tablets, cyber safety, PEAC.
Encouragement of student 'voice'	Student Leaders, student executive holding formal meetings with school administration/ staff, student council attending leadership conference, production of The Dianella Heights Way presenting at School Board, P & C, staff meetings and assemblies, NQS – develop students' 'agency'.
Linking of SWP principles to emerging systemic policies and innovative programs	STEM, Digital Technologies, robotics. Knowledge of Department of Education strategic plans and focus documents.

Generative Resource Design

KPI 8: School Work Practices and Organisation

Elements	Strategies
<p>FOCUS Recognition of teachers'/ specialist teachers'/ paraprofessionals' expertise</p>	<p>Professional Development Agreement (PDA) for all staff. Links with Swan West Network and Volunteers. Provide work opportunities for personal development and contribution of talents. Formal nominations for various education awards and recognition of expertise. Instructional coaching rounds, WA Education Awards nominations, AITSL professional standards for teachers, Performance Development, Inquiry/PLC research into a balanced approach between EDI and inquiry based learning. Contributions are voluntary, time orientated, interest based, not only teaching staff, all staff Sustainability/succession in leadership plans. Capitalising on staff strength and talents in the decision-making process.</p>
<p>Design of learning environments – classroom, schoolwide</p>	<p>Appealing classrooms that are conducive to teaching and learning, new furniture, displays in common indoor and outdoor spaces, re-development of the Administration area, general upgrade of school buildings, new all ages playground, specialist spaces in The Arts, LOTE, Health and STEM. Move towards paperless operation. Kitchen/cooking facilities, spaces for art/drama, technologies, use of bush area for learning programs/incursions, display boards for work and QR codes in passageways. Flexibility of teaching spaces and wet areas, utilisation and design of spaces for students with special needs. Occupational Health and Safety Representative. Promote STEM/robotics equipment amongst students.</p>
<p>FOCUS Curriculum development and adaptation</p>	<p>Implementation of the Western Australian Curriculum, differentiated for optimum student learning. SEN planning and reporting to align with NDIS. Intervention and extension programs. Increased awareness of an Inquiry based approach in the senior years. Explores cooperative learning strategies to develop group work ethic. Exploration of whole school technology focus. Committees act as PLCs to trial strategies and resources. Aboriginal Cultural Standards Framework through HASS Committee Leadership.</p>

Elements	Strategies
<p>Technology supports & enriches SWP</p>	<p>Use of interactive whiteboards. Utilise desktop computers, laptops and tablets. Specialist time and support.</p>
<p>Arrangement of time – enables innovation</p>	<p>Cross-curricular integration, English/Mathematics blocks, Collaborative DOTT planning time, structuring meetings into Phases of Learning for collaboration, Specific, focussed working parties/committees, School Development Days to coincide with local networking opportunities e.g. Swan West Network Conference School Board and P&C meeting times changed to allow student voice through school leaders attendance. Ongoing review of timetabling, duties, common phase meeting times, flexibility in work hours. Priorities cross-curricular integration.</p>
<p>Aesthetic environment</p>	<p>Modernise and develop the school environment, creation of new learning spaces conducive to 21st Century learning, student play and engagement equipment in line with NQS and community needs, Creating the 'Dianella Heights PS Piazza'. Development of outdoor staff area, upgrading of classrooms aesthetics and wet area, Improve school aesthetic with murals.</p>
<p>Encouragement of student 'voice'</p>	<p>Student Leaders, student executive holding formal meetings with school administration/ staff, student council attending leadership conference, production of The Dianella Heights Way presenting at School Board, P & C, staff meetings and assemblies, NQS – develop students' 'agency'.</p>
<p>Linking of SWP principles to emerging systemic policies and innovative programs</p>	<p>STEM, Digital Technologies, robotics. Knowledge of Department of Education strategic plans and focus documents.</p>

Holistic Professional Learning

KPI 9: Holistic Professional Learning

Elements	Strategies
<p>FOCUS Develop the concept of the Professional Learning Community (PLC)</p>	<p>Targeted professional learning community time during school development days and staff meetings, timetabling reflects professional learning time. Explore flexible times for meetings, additional resources allocated. Exploration of PLC development at DHPS. Membership to Swan West Network. Best Performance Data Club. Wellbeing standing committees, all staff attend Swan West Network (SWN) conferences. Specialist teacher Professional Learning Communities (PLCs) networks as presenters and participants. Links to Performance Development plans, Professional reading group.</p>
<p>FOCUS Adequate time, space and support allowances)</p>	<p>Providing resourcing for teachers/non teaching staff as required. Teacher release time, student services, professional development, grant applications, leadership opportunities, graduate release and mentorship, Education Department requests, instructional coaching, redevelopment of the Board Room, online spaces for teacher collaboration. Clear communication of procedures and changes to staff, negotiation and consultation DOTT timetable, rosters, innovative use of time. Sustainable approach to staff wellbeing led by Staff Wellbeing Committee, chaplain/ conference room.</p>
<p>Emphasis on individuals' professional capability</p>	<p>Performance Development Agreement (PDA), Classroom observation and feedback culture will allow for strengths of teachers to be noticed and shared within the school and other networks. AITSL assists teachers to define their PD needs. Parallel leadership (definition and practice). Teachers identify their own PL needs according to AITSL standards for teachers. Ongoing professional learning to integrate technology and cyber safety into teaching practice. Upskilling of staff in NQS and EYLF and associated practices. Opportunity for all staff (including long term relief, specialists, paraprofessionals and ministerial staff) to be involved in meaningful and equitable PL. Support for graduates and teachers working towards AITSL Proficiency. Career development: support for staff working towards certificates, senior teacher, Level 3 Classroom Teacher and promotional positions.</p>

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<p>Embed protocols for professional practice</p>	<p>Standardised formats for all meetings and saving of documents on the shared drive. Meeting protocols and structures. Development of staff interpersonal skills. Common language revolving around vision and beliefs. Group norms for PLC'S and committees. Consistent layout of classroom relief files.</p>
<p>Networked to systemic Professional Development priorities</p>	<p>Making consistent judgements for student assessment, strategic plans and policies from the department including external providers. More communication with staff via Ed e-mail, local and international research, subscriptions to articles. NQS and Early years framework to drive planning in ECE.</p>
<p>Pedagogical enhancement as the locus of PLC activity</p>	<p>Classroom Management Strategies (CMS) training and other programs as required. Ongoing review of our ongoing pedagogical practices e.g. EDI, coaching, warm ups, synthetic phonics. Focus on T&L improvements at staff meeting and School Development Days.</p>
<p>Develop a culture of parallel leadership</p>	<p>Deputy Principals leading the different phases of learning, school committees and learning areas, successional planning for entire workforce. Committee leadership, leadership development and PL, distributed leadership, capacity building and mentoring.</p>
<p>Participation in external networks.</p>	<p>Swan West Network participation, North Metro Education Office participation. Specialist teaching area networks. Inclusivity and capacity building and development of all staff (admin, teachers, education assistants, ministerial staff etc.).</p>



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