



**Sutherland
Dianella**
Primary



Business Plan
2021 - 2023

Vision

Sutherland Dianella Primary School students are challenged and supported to become confident and independent learners.



Core Beliefs

At Sutherland Dianella PS we believe:

1. Education is a shared responsibility between home, school and community
2. Strong community partnerships lead to success for all students
3. In innovative school resourcing
4. In an inclusive school community supporting success for all students
5. In providing an environment where all staff and students feel safe, valued and supported
6. In maintaining high standards and expectations under a model of best practice
7. In respectful relationships and inclusivity
8. In supporting students to become lifelong independent learners



Core Values

Respect

By respecting ourselves first, we are accepting and considerate, treating others with appreciation and encouragement.

Commitment

We always persevere, taking pride and showing responsibility, to meet challenges.

Responsibility

We seek to be confident, responsible students and members of the greater community, by actively listening and modelling the right behaviours.

Citizenship

We promote equal voice and express any differences without fear, always demonstrating compassion, integrity and kindness within the school and the community.

Relationships and Partnerships

System Standards

- Professional relationships between staff are enabled through collaboration
- Staff, student and parent relationships are respectful
- Clear communications are evident, both within the school and with key stakeholders
- Parent and carer satisfaction feedback is sought and acted on
- The Council or Board fulfils its role in supporting school governance
- Community partnerships are sustainable
- The local community values its school

School Priorities

- Progress against our Business and Operational Plans is regularly reviewed and monitored by staff and the School Board
- Engage with the wider community through new media platforms and promote Sutherland Dianella Primary School with current and prospective families



Learning Environment

System Standards

- The learning environment is safe, caring, inclusive and culturally responsive
- Student behaviour, attendance and engagement strategies enhance student learning
- The health and wellbeing of students and staff is enhanced
- Students at educational risk are identified, supported and monitored for improvement
- Student voice informs school decision making
- The physical environment adds value to the student learning experience

School Priorities

- Engagement and enrichment programs are tailored for students from Pre-Primary to Year 6
- Students set and review SMART (Specific, Measurable, Achievable, Realistic and Timely) goals
- Reduce the percentage of unexplained absences across the school
- Improve community understanding of the impact of regular, unauthorised absences from school

Leadership

System Standards

- School vision/priorities and direction align with the Department's expectations
- School planning is evidence based and aligns with the contextual needs of students
- Change is applied in a timely, informed and inclusive manner
- Strategic and operational planning guides classroom practice and is aligned to the School Curriculum and Standards Authority (SCSA) expectations
- Leaders provide guidance and instructional support to staff
- Staff are provided with opportunities to lead
- Professional review provides performance feedback for staff

School Priorities

- Develop a deeper and richer understanding of Aboriginal culture, to enhance our cultural responsiveness
- Curriculum and Committee Leaders drive resourcing and operational planning to improve student outcomes
- Promote leadership across the school (Level 3 Classroom Teacher, WA Future Leaders, Senior Teacher, Curriculum and Committee Leaders)



Use of Resources

System Standards

- Financial management complies with the expectations of the Funding Agreement for Schools
- Resource allocation decision making is evidence based
- Budget and resource management practices support school planning
- Use of Student Characteristics and Targeted Initiative funding assists student learning
- Workforce planning and management practices align with student needs

School Priorities

- Plan strategically to support team moderation, planning and teacher development, through Professional Learning Communities
- Maintain detailed workforce planning to ensure continuity and strength in recruitment and staffing
- Resource allocation facilitates Student Engagement Programs
- One Line Budget supports Curriculum and Committee Leader roles and responsibilities through allocation of FTE (Full Time Equivalent)

Teaching Quality

System Standards

- Shared beliefs about teaching and learning support school-wide practices
- Staff collaborate to plan for, act on, and assess student learning
- Teaching practices align to content outlined in the Western Australian Curriculum
- Differentiated teaching exists to cater for the learning needs of students
- Analysis of systemic and school-based data informs teaching plans
- Assessment and reporting on student achievement informs students and parents
- Professional learning builds staff capability

School Priorities

- School and system strategic directions, drive the delivery of teaching and learning programs
- Professional Learning Communities facilitate collaboration, build teacher capacity and improve student outcomes
- High Impact Teaching Strategies underpin quality teaching and learning programs



Student Achievement and Progress

System Standards

- Plans demonstrate a commitment to improve student achievement and progress
- Systemic and school-based data are used to assess student progress
- Student achievement and progress aligns with contextually similar schools
- Students attain their respective achievement standard in literacy and numeracy
- Levels of student achievement and progress align with grade allocation

School Priorities

- School and system data informs differentiated teaching and learning programs
- Student progress and achievement in Science maintains an upward trend
- Consistent and connected practice across phases of learning improves data in Reading, Writing, Grammar and Punctuation
- Student progress and achievement in Mathematics maintains an upward trend, with a whole school focus on problem solving



**Sutherland
Dianella** *Primary*

Sutherland Dianella Primary School

5 Sutherland Ave DIANELLA WA 6059

T: 08 9268 8600 | E: info@SDPS.wa.edu.au

ABN: 67 139 552 736