Business Plan
2015 - 2017
School Context

SDPS is an amalgamated school; Dianella PS and Sutherland PS combining on the Sutherland PS site in 1996. There is a strong sense of community at Sutherland Dianella PS and the motto ‘Only Our Best’ underpins our vision and values.

SDPS supports students as lifelong learners, both academically, socially, emotionally and physically. The school focuses on values which promote active and positive citizenship.

In 2015 Sutherland Dianella’s enrolment of 320 students included 79% of enrolments born in Australia and 21% born overseas, from 19 different cultures. The school’s ICSEA (Index of Community Socio Educational Advantage) is 1054. The average ICSEA is 1000.

SDPS commenced as an Independent Public School in 2015.

SDPS maintains cultural links in a variety of ways including its focus on a sister school in Cambodia, the Angkor Project and the SUN Conference.

SDPS caters for Gifted and Talented students through district PEAC and school based programs such as Robotics and Maths Enrichment. Special Needs students and students at educational risk are catered for under a case management protocol, where a Student Services Team manages the connections between key stakeholders.

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 responsibility to meet challenges and achieve our best.

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.

Vision
Sutherland Dianella Primary School students are challenged and supported to become confident and independent learners, who achieve their personal best.
**Success For All Students**

**Aspirations**
- Continually improve standards in Literacy and Numeracy
- Build staff capacity to deliver a rigorous and differentiated curriculum
- Enhance education in the Early Years
- Continually improve Science literacies and key understandings
- Implement effective use of ICT to maximise Teaching and Learning opportunities across the school
- Sustain a safe environment where students develop resilience, strong and healthy emotional intelligence and physical well being
- Achieve continuous improvement in the success rate of students attending ‘In-Term’ swimming

**Key Strategies**
- Analysis of data to inform planning and process
- Professional learning linked to SCSA
- Strong collaboration through Teaching and Learning teams and committees
- Performance development and feedback to drive building staff capacity to deliver best practice
- NQS (National Quality Standards) and EYLF (Early Years Learning Framework) to inform best practice in the Early Years
  - Whole school guided reading focus
  - Effective use of human resources in Literacy and Numeracy programs

- Establish and maintain SSEN reporting
- Improve ICT resourcing and provide strategic and targeted professional learning to improve and maintain staff capacity
- Non-interruption timetable blocks for Literacy and Numeracy
- Whole school strategic planning
- Link Science whole school strategic plan to Science literacies in classrooms
- Intervention programs ie School Chaplain / Counselling
- Resiliency programs ie PATHS / KidsMatter / Habits of Mind (HOM) / Bounceback
- Maintain and extend sporting opportunities within the school and wider community
- Continue to promote sporting excellence through offering a wide range of sporting experiences and opportunities
- Actively promote the importance of students’ swimming capabilities

**Key Indicators**
- NAPLAN / SDLAN and On Entry to demonstrate progress and achievement in longitudinal data
- Survey data collected annually
- NQS self assessment
- AITSL self assessment and classroom feedback
- Data to reflect an increasing % of students participating in sporting opportunities within the school and wider community
- Increase the attendance of students participating in ‘In-Term’ swimming lessons
Distinctive Schools

Aspirations
- Build and sustain strong partnerships with parents and the wider community
- Embrace environmental learning and key understandings around sustainability within the Teaching and Learning program
- Brand SDPS as a distinctive school
- Successful transition of Year 6 students to secondary school

Key Strategies
- Build and maintain effective communication through a rebranded website and school app
- Celebrate school programs, successes and highlights via the school and community news
- Maintain effective working relationships which exist in the current P&C and promote new membership within the school community
- Re-brand the school’s logo and student uniforms
- Variable message display board for enhanced communication with the wider community
- Case manage all students at SDPS to ensure their needs are met
- Maintain school involvement with the Angkor Project
- Celebrate cultural diversity within the school through special days and programs
- Shared school and community gardening
- Improve and maintain the school’s nature play areas
- Involvement and feedback from the school community is actively sought through surveys and requests for feedback. Feedback to inform and drive future planning and school direction
- “Partnerships with Parents” programs to offer opportunities to engage parents in their child’s development
- Develop the capabilities of the School Board by offering relevant training

Key Indicators
- Surveys
- Statistical data from usage of the school website and app
- Increased use of the nature play area
- “Partnerships with Parents” attendance and feedback survey
- Data analysis to reflect the improved outcomes for students under a case management approach
High Quality Teaching & Leadership

Aspirations
• Improve and extend curriculum knowledge and leadership across the school
• Attract and retain high quality staff
• Enhance student leadership opportunities
• Commitment to creating an engaging and stimulating learning community where individual differences are acknowledged and/or celebrated

Key Strategies
• Implementation of a student leadership framework
• Establish professional learning communities which align with our strategic directions; English, Maths, Science and Health and Well Being
• Establish a culture of coaching and mentoring within professional learning communities
• Curriculum leaders to access professional learning via the IPL
• Increase the number of Level 3 classroom teachers and senior teachers within the school
• Implement a performance management and development model which promotes a culture of collaboration and professional excellence
• Encourage and support staff to aspire to leadership roles

Key Indicators
■ Increased number of students who aspire to leadership roles
■ Staff feedback to inform the effectiveness of the professional learning communities and the culture of coaching and mentoring within these communities
■ Increased number of PL opportunities and the transfer of knowledge into Teaching and Learning programs
■ Statistical data to show the number of staff attaining Level 3 classroom teacher or Senior Teacher
■ Improved staff competencies under the implemented Performance Management and Development model
A Capable & Responsive School

Aspirations
• Ethical management of school resourcing
• Strategic planning for the needs of current and future students and staff at SDPS
• Implement a whole school ICT strategic plan

Key Strategies
• Annual internal school financial review
• School self assessment cycle linked to Business Plan
• Implement a 3 year Strategic Financial Plan which is reviewed annually
• Classroom practice to focus on building staff capacity to deliver a flexible Teaching and Learning program utilizing ICT
• Ensure professional opportunities are provided annually to support safe and responsible use of ICT
• Establish a committee to develop a whole school strategic plan encompassing the general capabilities of the ICT Australian Curriculum
• Provide PL for staff and parents to ensure safe and effective use of ICT

Key Indicators
■ Successful audit by DoE
■ Successful school review by DES
■ National School Opinion Surveys (2016)
■ Budget efficiency to ensure SDPS continues to operate as a capable and responsive school
■ Attendance at Cyber cafes which offer opportunities to share and collaborate regarding ICT
School Self Assessment - Targets

Literacy
- Improve or maintain results in NAPLAN against like schools
- Reduce the percentage of students below the minimum standard
- Increase the % of students who fall into the category high progress / high achievement in NAPLAN

Numeracy
- Improve or maintain results in NAPLAN against like schools
- Reduce the percentage of students below the minimum standard
- Increase the % of students who fall into the category high progress / high achievement in NAPLAN

Science
- Improve Science literacies K-6; by aligning resourcing and whole school planning with Science literacies within classroom practice
- Develop and implement a Science assessment based on WAMSE for Year 5 and track longitudinal data across the cycle of the Business Plan

Attendance
- Achieve and maintain a 95% attendance rate
- Reduce the level of ‘K’ absences (unauthorised vacation)

Early Years
- Improve the percentage of students at the minimum standard at the Pre Primary On Entry ‘Entry Points’
- Reduce the % of students at or below 0.3 at start of year point of testing in Pre Primary Literacy and Numeracy

Glossary of Terms

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<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>AITSL</td>
<td>Australian Institute for Teaching and School</td>
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<td>DES</td>
<td>Department of Education Services</td>
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<td>DoE</td>
<td>Department of Education</td>
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<td>EYLF</td>
<td>Early Years Learning Framework</td>
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<td>GATE</td>
<td>Gifted and Talented Education</td>
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<td>ICT</td>
<td>Information Communication Technologies</td>
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<td>ICSEA</td>
<td>Index of Community Socio-Educational Advantage</td>
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<td>IPL</td>
<td>Institute for Professional Learning</td>
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<td>NAPLAN</td>
<td>National Assessment Program Literacy and Numeracy</td>
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<td>NOS</td>
<td>National Quality Standards</td>
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<td>P&amp;C</td>
<td>Parents and Citizens</td>
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<td>PEAC</td>
<td>Primary Extension and Academic Challenge</td>
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<td>PL</td>
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<td>SCSA</td>
<td>School Curriculum &amp; Standards Authority</td>
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<td>SDLAN</td>
<td>Sutherland Dianella Literacy and Numeracy</td>
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<td>SDPS</td>
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<td>SSEN</td>
<td>Students with Special Education Needs</td>
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<td>WAMSE</td>
<td>West Australian Monitoring Standards in Education</td>
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Sutherland Dianella Primary School
5 Sutherland Ave DIANELLA WA 6059
T: 08 9375 1133 | F: 08 9276 9246
E: info@SDPS.wa.edu.au
ABN: 67 139 552 736