

Davallia Primary School

~ Grow With Respect ~

Business Plan 2022 - 2025

About Davallia Primary School

Davallia Primary School is situated in the established northern suburb of Duncraig and is well regarded as a school of quality by the community it serves.

Since 1974, our school has been an integral aspect of the local community and now boasts a student enrolment of over 570 students.

We believe **all students are differently able**, and as such, our school caters well for academically strong students and equally well for students who have specific learning requirements. We believe in a holistic approach to teaching and learning, developing of equal importance the social, emotional and academic considerations of learning.

Staff are highly motivated and well skilled. Their collective and collaborative efforts are **focussed on the individual** child providing learning opportunities to access and engage with an appropriately challenging curriculum. With demonstrated high expectations being the norm for staff and students, we at Davallia Primary School are committed to the notion of continuous improvement. Staff routinely and discerningly access quality professional learning opportunities to further develop their extensive educational knowledge and skills, creating a **contemporary approach** to teaching and learning.

Our Vision

“To grow resilient individuals who strive to reach their personal potential, live by our values and contribute to their community.”



Our school **vision** encapsulates our intention to assist students to become the best they can possibly be, grow to be people who live by a clear set of core values and be **community minded individuals** who value add to the vibrancy of the community in which they live.

Our School Values

Our 4 core values are at the foundation of our school culture. They support our school to develop social responsibility and a collective team spirit referred to proudly as being a ‘Davallian’.

Respect

- To show respect we consider others, really listen, are well mannered, follow rules, forgive mistakes and value uniqueness*

Responsibility

- To show responsibility we own our behaviour, think before we act, commit and follow through and lead by example*

Innovation

- To show innovation we imagine, be creative, try something different, take healthy risks and learn from our mistakes.*

Perseverance

- To show perseverance we look for solutions, do our best, work hard and celebrate effort*

About this Plan

This plan has been a collective effort involving staff, students, the school community and the School Board. Collectively this **strategic direction** for Davallia Primary School places **successful students at the heart** of all operational considerations.

The plan forms part of a collection of documents including operational plans, the Workforce Plan and the Department of Education's Statement of Expectation.

The targets and milestones contained in this plan provide an indication of progress towards achieving our three strategic foci:

- Excellence in Teaching and Learning
- Environment; and
- Partnerships

Successful students are at the centre of our school improvement endeavour. As such, all of the things we do are evaluated in relation to **impact on student learning**. To achieve this we collect and analyse data and other evidence related to student performance; we plan improvement strategies and we action them.

School Improvement and Strategic Foci

School Improvement

At Davallia Primary School, our programs, focus areas and school improvement processes are informed by a number of external and local considerations. These include:

- Department of Education (WA) strategic plans
- Department of Education Statement of Expectation
- Federal and State Educational policy
- Department of Education Public School Review
- School based data collection
- Staff expertise
- Parent and community expectation and involvement

Strategic Foci

Our school's strategic direction is categorised into four integrated focus areas:

- Excellence in Teaching and Learning
- Environment
- Partnerships
- Collaborative, Distributive and Effective Leadership and Management

Annual operational planning across the curriculum ensures an evidence-based and whole school approach to educational instruction, resource development and data collection processes.

School Self-Assessment

School Self-Assessment

Our school, through the School Board, **actively monitors** its performance through a variety of measurement tools involving staff, students and parents. These include:

- Academic Performance - NAPLAN (on year and off year), On-entry Assessment, PEAC, PAT testing, summative grade allocations
- Non-academic Performance – Attendance rates, behaviour management data, participation rates in extra-curricula activities
- Satisfaction Rates – National Schools Opinion Surveys - Parents, staff and students
- Governance – Regular review of Business Plan targets, operational plan, strategies and timelines, staff meeting and professional development attendance monitored, performance management, financial management, reporting requirements under the Statement of Expectation

Further to this, and on a triennial basis as part of the **Department of Education's** quality assurance process for WA Public Schools, our school's performance is confirmed by a **review team**. This review document is published on the school's website as well as through the WA Department of Education. Our next review is scheduled for **Term 2, 2023**.

Improvement Targets

Academic

Student achievement in Reading, Writing, Spelling, Punctuation and Grammar, and Numeracy to be **equivalent to or beyond 'like' school performance.**

- ***Increase the % of students achieving in the top 20% of all schools,*** to be comparable to like school achievement in Reading, Writing, Spelling, Punctuation and Grammar, and Numeracy
- ***Decrease the % of students achieving in the bottom 20% of all schools,*** to be comparable to 'like' school achievement in Reading, Writing, Spelling, Punctuation and Grammar, and Numeracy
- ACER Progressive Achievement Testing data for Science to show ***at least 70% of students from Years 2-6 to be above the year level mean scale score***

Attendance

- Whole school attendance to be 92% or higher

Satisfaction Rates

- Rates of satisfaction to range between 4.2 – 5.0 in all points of measurement on National Schools Opinion Surveys (staff, students, parents)

Excellence in Teaching and Learning

Staff at Davallia Primary School will continue to provide quality learning opportunities, where all students are suitably challenged, supported and engaged. We believe all students are differently able and as such, learning will be differentiated to meet the needs of all students. Our collective efforts will focus on having a direct impact on student learning and engagement.

STRATEGIC DIRECTION	STRATEGIES	MILESTONES
Embed the Western Australian Curriculum in planning, teaching and assessment	<ul style="list-style-type: none"> Teachers to use the current Western Australian Curriculum to plan, teach and assess across ALL curriculum areas Provide opportunity for staff to familiarise themselves with the Curriculum Support documents as per EBA Collaborative structure developed to facilitate year level moderation All staff engaged in moderation opportunities with Carine Network of Schools Continued involvement in Year 6/7 Carine Transition Network Meetings Develop common understandings of teaching and learning through collaboration 	<ul style="list-style-type: none"> Full implementation of the Western Australian Curriculum Professional learning needs are strategically met through Performance Management process Evidenced moderation of teacher judgements in the Western Australian Curriculum Grade allocations aligned closely with 'like' schools Interschool moderation and professional learning accessed Development of whole school pedagogical framework Curriculum Support materials - EBA time allocation observed
Align performance and development to the Western Australian Institute for Teaching and School Leadership (AITSL) Professional Standards	<ul style="list-style-type: none"> Staff to utilise the AITSL reflective tool as basis of self reflection on professional practice Further develop Peer Observations structure Collaborative structures to allow professional discussion and peer support Performance management process to be based on AITSL standards Teaching staff to ensure planning is linked to whole school directions 	<ul style="list-style-type: none"> Performance Management process to encompass AITSL reflective tool and peer observation Culture of self-reflection and peer observation further developed National School Opinion Survey - Staff remains positive and action plans developed for low rating responses eg <4.2
Build staff capacity and competency to meet the needs of all learners	<ul style="list-style-type: none"> Quality professional learning linked to staff professional growth and development and to improved student performance Encouragement of aspirant leadership to provide curriculum leadership from within Collaborative structures to provide collegial sharing and learning Internal and external moderation (like schools) Strategic usage of Early close for curriculum capacity building Maintain collaborative structures with the school timetable to facilitate moderation (where possible) Student performance data drives professional learning needs Professional learning provided to ensure differentiated instruction is implemented 	<ul style="list-style-type: none"> Performance Management and Development plans are in place for all staff Distributive leadership framework implemented across the school Aspirant Level 3 Classroom Teacher program implemented Moderation partnership with Carine Network Primary Schools (moderation and professional learning) Action workforce plan as appropriate Partnership in Action (PIA) with Edith Cowan University and Curtin University to be maintained Differentiated learning evidence in all classrooms

Excellence in Teaching and Learning (cont.)

STRATEGIC DIRECTION	STRATEGIES	MILESTONES
Implement early identification and intervention programs across K-1	<ul style="list-style-type: none"> Develop and implement current evidence-based early intervention programs for students identified as 'at risk' Use assessment data to identify and track students at risk Investigate screening tools with allied health services 	<ul style="list-style-type: none"> ➤ Sounds Write intervention strategy implemented ➤ On-entry assessment data used to develop action plans for targeted groups/students and for tracking purposes ➤ Kindergarten speech screen undertaken
Deliver curriculum through collaborative approaches based on evidence from assessments (whole school/standardised)	<ul style="list-style-type: none"> Collaborative team meetings will focus on student progress through data-informed planning, teaching and assessment practices Create teaching programs which demonstrate responsiveness to testing data findings Apply best practice teaching strategies to deliver content effectively through PL, planning, class observation and coaching Embed collaborative DOTT time for all year levels 	<ul style="list-style-type: none"> ➤ Early close sessions dedicated to data analysis (whole school/year level) ➤ New whole school programs introduced from an evidence base ➤ Pedagogical Framework to be developed ➤ Timetable to maximise collaborative DOTT in year levels
Ensure all staff effectively use data to identify, respond and track student progress	<ul style="list-style-type: none"> Strengthen data literacy through ongoing PL during collaborative and coaching opportunities Data collection processes are embedded to enable ongoing analysis of student achievement and progress to inform planning Maintain a strong year level focus on the analysis of cohort data in order to set goals for improvement Provide opportunities to reflect on the data and plan for individual student achievement and progress Implement Ed Companion to track longitudinal student achievement and progress for individual students and student cohorts Investigate data coordinators and teams to support whole school and staff data literacy capacity 	<ul style="list-style-type: none"> ➤ Data literacy PD for all staff ➤ Dedicated early close session for data analysis and planning ➤ All teaching staff actively using Ed Companion ➤ Staff have collegial support to enhance data literacy
Embed effective pedagogical practices to improve teacher effectiveness and student learning	<ul style="list-style-type: none"> Investigate and research evidence-based programs to address specific areas of need identified in the data Develop an instructional model of effective leading to enhanced whole-school curriculum approaches Increase staff knowledge and capacity of high quality instruction through PL, coaching and mentoring Collaborate with the Carine Network of Schools to build capacity of staff through high quality professional learning Provide all staff with ongoing formal and informal feedback on their classroom practices 	<ul style="list-style-type: none"> ➤ New programs introduced from evidence base ➤ Development of pedagogical framework for Davallia Primary School ➤ Feedback is provided to all staff (formal and informal)

Excellence in Teaching and Learning (cont.)

STRATEGIC DIRECTION	STRATEGIES	MILESTONES
Develop staff capacity and expertise to teach STEM and the integration of digital technologies	<ul style="list-style-type: none">• Identification of ICT leader(s) and provide additional DOTT to support teachers in accordance to their role statements• Upskill staff through targeted individual PL, whole-school meeting and School Development Day presentations• ICT leaders will share their expertise through demonstration lessons, mentoring, class support and resource sharing• Performance Management is aligned to support building staff capacity in these areas	<ul style="list-style-type: none">➤ Identification of ICT leaders with support provided➤ Enhanced technological fluency demonstrated through teaching pedagogy➤ Documented staff participation at whole of school professional learning activities

Learning Environment – Inclusive and Safe

Davallia Primary School will continue to provide a safe, healthy and inclusive learning and work environment for students and staff. We support a vibrant school environment which reflects our School Values of Respect, Responsibility, Perseverance and Innovation.

STRATEGIC DIRECTION	STRATEGIES	MILESTONES
Provide safe and supportive learning and working environments	<ul style="list-style-type: none"> • Further develop a whole of school wellbeing strategy • Maintain school chaplaincy role • Maximise and provide an effective School Psychologist service (0.32 FTE) • Pastoral Care Team to action a Case Management approach • Rainbows to operate multiple programs • Cyber safety education sessions – staff, community and students • Continuance of Peer Mediator Program for Year 6 student leadership • Implement Safe4Kids Protective Behaviours program • Revisit URStrong Resilience program • Ensure school environment is safe and appropriate for the purpose it is being used for • Capital and minor works to improve OSH across the school 	<ul style="list-style-type: none"> ➤ Staff, students and families access support services such as Chaplain, School Psychologist, Pastoral Care Team and Safety House programs ➤ School Psychologist FTE increased to 0.6 FTE ➤ School Psychology Service Delivery Plan actioned ➤ Whole of school Protective Behaviours program implemented ➤ Documented and Implemented whole school wellbeing plan ➤ Vigilance in health and safety across the school site is maintained by elected OSH Officer(s) and all issues addressed ➤ Triple P and Triple P Fear-Less programs implemented
Embed Davallia PS Values	<ul style="list-style-type: none"> • Embed values as a basis of school culture through all aspects of the school • Acknowledge and celebrate the positive application of our values through assemblies, newsletters, awards and media • Values referenced at all school gatherings • Values utilised as basis of Behaviour Management • Aussie of the Month aligned with School Values 	<ul style="list-style-type: none"> ➤ Positive student behaviour data ➤ Positive feedback through National Schools Opinion Survey(s) ➤ Evidence of positive media ➤ Newsletter articles regarding School Values
Create a contemporary and purposeful environment	<ul style="list-style-type: none"> • Buildings and facilities are maintained/improved to meet current and future needs of our school • Investigate the provision of a new under covered area • Provide technologies to meet learners' and staff needs (portable/interactive) • Continue to develop outdoor learning spaces • Grounds improvement led by the P & C Grounds Committee according to plan design 	<ul style="list-style-type: none"> ➤ Development and use of contemporary educational spaces – indoors/outdoors ➤ Complete renewal process of IWB to touch screens ➤ Teachers and students using flexible working spaces with mobile technologies eg notebooks, iPads ➤ New under covered area ➤ Construction of a third Nature Playground in the Junior Primary Playground

Partnerships and Relationships

Davallia Primary School will continue to develop positive involvement, connection and collaboration with our school community and the wider community. We aim to develop a positive school culture based on a strong and committed partnerships with all key stakeholders.

STRATEGIC DIRECTION	STRATEGIES	MILESTONES
Marketing and branding	<ul style="list-style-type: none"> Continued development of the Davallia Primary School brand through consistent branding in publications, electronic media and school signage Maintain newsletter branding and design with a focus on school events, successes, achievements and community involvement Investigate new school signage throughout the school Review of current Dress Code Policy Increase presence of DPS in local media focussing on student achievement 	<ul style="list-style-type: none"> ➤ New school signage ➤ Positive school representation in local and state media ➤ Review of school dress code in 2024 – Board approved ➤ Increase informational articles in newsletter
Effective communications	<ul style="list-style-type: none"> Continue the use of ‘Connect’ across the school as the primary classroom communication tool Maintain a contemporary website presence Promote digital communications with parents/community via contemporary school website, SMS and emails Communications charter implemented 	<ul style="list-style-type: none"> ➤ National Schools Opinion Survey (NSOS)- Parents responses to remain positive (4.2+) ➤ Increased use of Davallia PS website by parents and wider community ➤ Increased use of Connect ➤ Communications are issued timely and at point of need ➤ Community are fully aware of communications charter
Community education	<ul style="list-style-type: none"> Survey community to identify community education opportunities Engage pre-Kindergarten parents and provide opportunity for new Kindy parents to engage in the educative process Broker, develop and deliver Protective Behaviours and resilience workshops for parents, students and wider community Continue to refine Mothers and Daughters Human Growth and Development workshops and investigate Father and Son workshop 	<ul style="list-style-type: none"> ➤ Increased education focus in the P & C ➤ Embedded Safe4Kids Protective Behaviours across the school ➤ Deliver Kindergarten orientation program for prospective families ➤ Deliver a well developed, informative school tour process ➤ Human Growth and Development workshops ➤ Triple P and triple P Fear-Less program delivery

Partnerships and Relationships (cont.)

STRATEGIC DIRECTION	STRATEGIES	MILESTONES
Engage parent and community expertise	<ul style="list-style-type: none"> Engage P & C support to financially, and in-kind, assist in the delivery of school programs Enhance parent involvement through classroom rosters, assemblies, school programs, events, open night, interviews, carnivals and special days Seek parent input and feedback through informal and formal surveys Provide a range of parent workshops across the various domains Co-opt community expertise to support school operations Utilise parent skill sets and expertise to support school learning programs and projects Develop a Grounds and Facilities Plan as a medium for engaging P&C activity and support 	<ul style="list-style-type: none"> ➤ Community Board representation- Resilience and Wellbeing focus maintained ➤ Annual targeted P & C Wishlist for resource development ➤ Increased school involvement in P & C initiatives ➤ Increased P & C Committees eg Sustainability ➤ Collaboratively developed renewal plan for grounds
Wider community engagement	<ul style="list-style-type: none"> Develop partnerships with appropriate local businesses, leading to mutually rewarding relationships Continue educational partnerships to support staff and students Engagement of Care for Kids in the educative process Maintain status as a Waste Wise school and develop the Eco Warriors student leadership program Enhance the effectiveness and frequency of Fathering Project activities Develop a community sustainability group Provide opportunity for parents to engage in parenting programs Revise and renew Grounds Committee and planning 	<ul style="list-style-type: none"> ➤ Partners in Action with ECU and Curtin University ➤ Active involvement in the Carine Year 6/7 transition program ➤ Increased activity of DODs group (Dads of Davallia) ➤ Provide Triple P program for local school community ➤ Increased P & C Committees - Sustainability ➤ Collaboratively developed renewal plan for grounds ➤ Active partnership between P & C and school gardener
Provide regular and meaningful feedback to students and parents.	<ul style="list-style-type: none"> Teachers to provide parents with informal and formal feedback on student progress using a variety of means throughout the school year, such as in interviews, case conferences, parent information sessions and mandated semester reports Review and refine and update the assessment schedule 	<ul style="list-style-type: none"> ➤ Parent Information meetings held ➤ Parent/ Teacher interviews offered ➤ Case conference model in action ➤ Staff input in assessment schedule revision
Seek community opinion	<ul style="list-style-type: none"> Implement National Schools Opinion Surveys as per developed schedule Placement activity to gain clarity of lower rating survey points Documented action plans as required in response to survey analysis 	<ul style="list-style-type: none"> ➤ Continue to achieve positive survey response rate >4.2 ➤ Action plans in place for all ratings of <4.2

Collaborative, Distributive and Effective Leadership and Management

Davallia Primary School will continue to develop effective leadership through a distributive leadership model and targeted staff development and capacity building opportunities

STRATEGIC DIRECTION	STRATEGIES	MILESTONES
Through collaborative structures and processes provide staff with opportunities for sharing, mentoring, feedback and growth.	<ul style="list-style-type: none"> • Senior Executive continues building the understanding of school culture, leadership norms and decision making processes • Senior Executive leadership to provide strategic feedback towards change management and instructional leadership • Provide opportunities for professional collaboration in specialist teams, year level teams, block teams, non-teaching teams and admin teams • Provide timetabled collaboration opportunities across all year levels • Develop forums for sharing effective practice within the school and across schools (early close) • New staff to be inducted by a nominated mentor 	<ul style="list-style-type: none"> ➤ Transparent decision making process evident ➤ Collaborative structures in place to support teams ➤ Timetable created to maximise collaborative DOTT ➤ Mentoring structure in place for new staff
Promote and increase staff leadership capacity.	<ul style="list-style-type: none"> • Maintain and refine existing distributive leadership model across the school • Restructure and renew leadership roles across the school for teaching and non-teaching staff • Increase staff capacity and leadership in ECE in the areas of early identification, early intervention, protective behaviours and cultural awareness • Investigate the curriculum support documents and how school leaders can support staff in their implementation • Promote targeted PL for potential leaders through Performance Management process • Promote, with support, the uptake of Level 3 Teacher and Senior Teacher applications by providing opportunities for action learning • Opportunities are provided for leaders and aspirants to share knowledge and expertise with school staff, the Carine Network of Schools and other audiences 	<ul style="list-style-type: none"> ➤ Distributive leadership model ➤ Creation of middle leadership roles ➤ Improved student tracking processes ➤ All staff familiar with curriculum support materials ➤ Allocated time for investigating curriculum support materials ➤ Aspirant leaders provided with a pathway to leadership ➤ Engagement with Carine Network of Schools Aspirant Level 3 Classroom Teacher program

Collaborative, Distributive and Effective Leadership and Management (cont.)

STRATEGIC DIRECTION	STRATEGIES	MILESTONES
Promote student leadership and student voice.	<ul style="list-style-type: none"> • Provide opportunities to develop student leadership qualities • Review the current student leadership structure and selection process • Provide opportunity to elicit student opinion • Undertake placemat activity to gauge student voice 	<ul style="list-style-type: none"> ➤ Implement Year 5 Leadership readiness program ➤ National Schools Opinion Survey – Students ➤ Placemat activity for all rating <4.2 NSOS
Apply AITSL standards and processes for reflection and professional growth.	<ul style="list-style-type: none"> • Ensure Performance Management and classroom observations are linked to identified Department, school and personal teaching and learning priorities • A flexible, purposeful approach to Performance Management and class observation is maintained • A culture of shared growth and leadership to be embedded throughout all school systems, processes and staff conduct 	<ul style="list-style-type: none"> ➤ Performance Management process implemented ➤ Aspirant Leadership Group established ➤ Involvement with Growth Coaching
The school's resources are managed in an effective and efficient way and are linked to improved student outcomes.	<ul style="list-style-type: none"> • Strategically allocate resourcing to school priority areas and school operational plans • Continue to make strong links between cost centre budgets and school operational plans • Invest P&C funds to areas identified in curriculum and grounds/facilities plans • Develop strategies to effectively manage the school grounds • Revise ICT renewal plan to encompass all ICT requirements of the school • Revise the Reserve Account Plan. • Develop reserve accounts to support ICT, Grounds & Facilities and capital works projects • Investigate the composition of the finance team to support cost centre managers with connecting financial processes school curriculum and school operations • Continue to update the school's workforce plan to address changing needs and priorities 	<ul style="list-style-type: none"> ➤ Transparent financial decision making evident ➤ Finance Committee maintained and reflective of all groups ➤ All strategic plans appropriately funded ➤ ICT renewal plan actioned ➤ Reserve accounts to be targeted ➤ Workforce plan being actioned and refined

Davallia Primary School Song

Leading the way will be dark green and red

D for Davallia, always ahead

Working together as good schools do

Come sing along with us too

Davallia... Davallia... D-A-V-A, double L-I-A

Davallia... Davallia... Here's to our school Hip Hooray

Grow with respect in this school which is ours

Over all others Davallia towers

Trying so hard in what ever we do

To Davallia we'll always be true

Davallia... Davallia... D-A-V-A, double L-I-A

Davallia... Davallia... Here's to our school Hip Hooray, Hip Hooray