



The Dalyellup Primary School community, will provide an
environment that is:

Inclusive, encouraging, challenging

to develop life learners able to participate in our world

Prepare, Teach, Connect

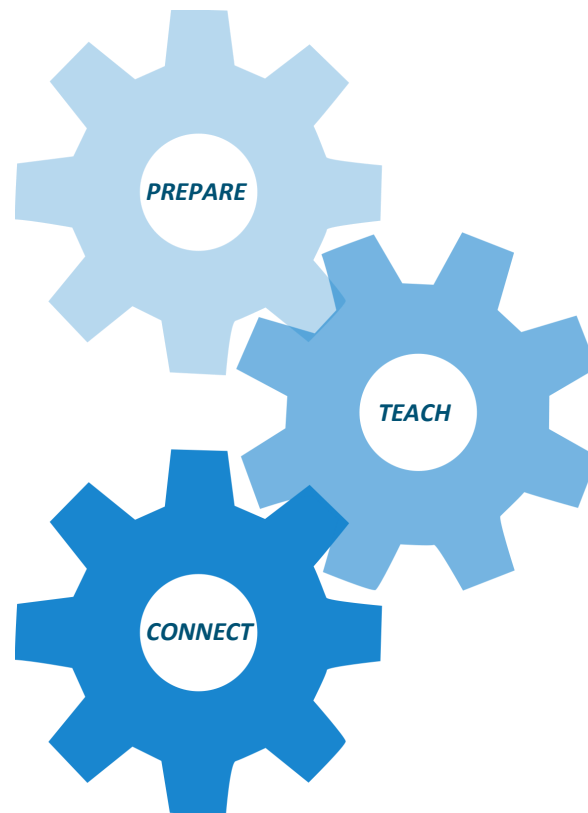
The plan's mantra *Prepare, Teach, Connect*- attempts to capture three elements to the whole plan;

Prepare – We believe children need to be mentally and physically prepared for learning to allow them to achieve their potential. A range of factors need to be considered in preparing students for learning. These include mental health and well-being, physical health, social skills, learning dispositions and mindset, and the learning environment.

Teach – We believe quality teaching includes explicit teaching of skills and content, and the opportunity to practise implementing the skills taught. This is critical in providing the students with the skills and understanding that will allow them to access the curriculum in a range of contexts and engage in deep learning.

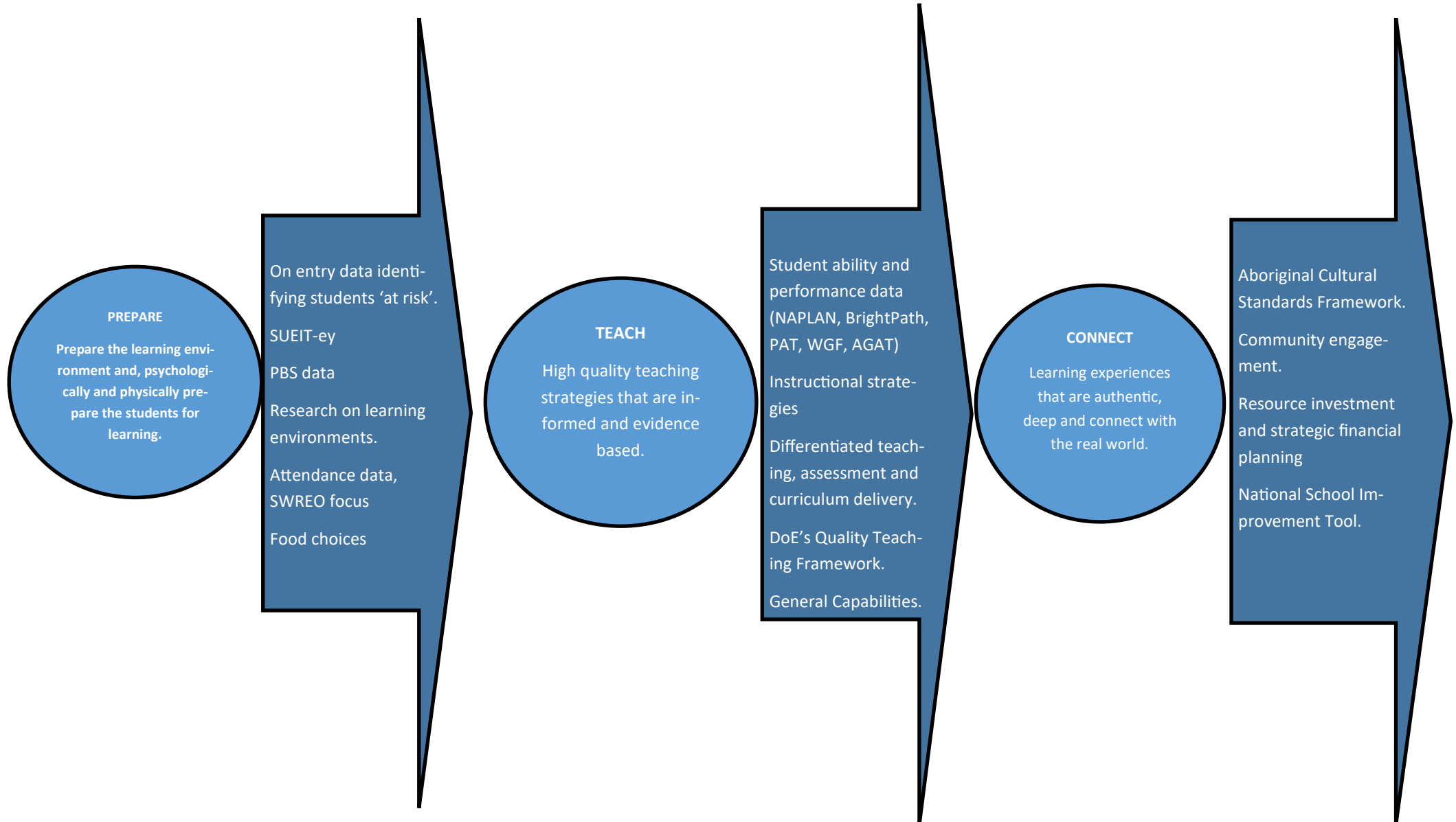
Connect – We believe students need to be provided with opportunities to engage in authentic and deep learning experiences and real world problems. Students also need to develop an understanding of learning styles and dispositions, drawing upon a range of cooperative and independent strategies to create, develop and implement ideas, resolve problems and, think critically and creatively.

The *Prepare, Teach, Connect* model is presented as three interdependent cogs that rely on the first to be working for the second occur, which in turn drives the third cog.



What's informing our plan?

When determining the needs, areas for improvement and program implementation for the Business Plan 2022 – 2024, the following data collection systems, program strategies, system priorities, initiatives and measurement tools were considered. These 15 points will be built into the plan and, as appropriate, be used to measure, guide and provide a structure for reflection on the school's performance.



Aspirations 2022—2024

Prepare

Prepare the learning environment and psychologically and physically prepare the students for learning.

- Supportive and inclusive relationships with students and the community.
- Children and families well prepared for the school experience
- Ideal conditions for learning (student physical, mental health and well-being, supportive home life, safe and supportive learning environments)
- Staff lead and involved in innovative, professional learning relevant to DPS context.

Teach

High quality teaching strategies that are data informed and evidence based.

- Dalyellup PS's approach to teaching and learning is aligned with DoE's *Quality Teaching and Learning Framework*.
- Shared understanding of high impact, evidenced based teaching strategies.
- Consistent and explicit instructional approach to the teaching of the Big Five of Reading (Vocabulary, Phonemic Awareness, Phonics, Fluency and Comprehension).
- Data informed approach to the teaching of Literacy and Numeracy.

Connect

Learning experiences that are authentic, deep and connect with the real world.

- DoE QTLF statement evident at Dalyellup PS '*authentic and deep learning tasks to prepare students for post-school success*'.
- Integrated curriculum and learning opportunities that lead to engagement and deep learning.
- *Inquiry and problem solving that strengthens students' critical and creative thinking skills* (QTLF).
- School leadership supports staff in their professional growth.
- Strong connections with the Dalyellup community.
- The school offers a range of parent / carer information programs and services.
- The school works with external providers to meet the needs of the students.

Strategies 2022—2024

Prepare

Prepare the learning environment and psychologically and physiologically prepare the students for learning.

- Identify and link with community health services (Hudson Rd)
- Marketing & promotion of onsite programs (Play Café, Kindy Orientation, Parent information sessions)
- Leadership team do regular visits to daycare centres, playgroups, family support services.
- Assess Emotional Intelligence (Yrs 4 – 6) and deliver EI teaching programs.
- Scope and Sequence of social and emotional programs.
- Develop expressive vocabulary.
- EI and, social and emotional intervention using Zones of Regulation.
- Shared understanding of PBS and school's strategies.
- Learning environments (ie classrooms)
- School attendance
- Healthy food choices

Teach

High quality teaching strategies that are data informed and evidence based.

- Implementation of PLD phonics program in PP – Yr 2
- Continued implementation of Words, Grammar, Fun.
- Guided Reading systematically and explicitly delivered across Years 3 – 6.
- Increase the rigour and consistency of the delivery of Spelling (Years 3 – 6)
- Numeracy – Number Talk, mathematical vocabulary, multi-step problem solving.
- Introduction of Tier Two intervention Literacy program (i.e. MiniLit, MacLit)
- Develop a bank of screeners and alternative programs to support Tier 3 literacy students.
- Directed play-based learning.
- Differentiated teaching in all classes
- Teach and develop critical and creative thinking skills as described in the SCSA curriculum.
- Teach goal setting strategies.
- Continue to implement and embed Instructional Strategies with a particular focus on student engagement.

Connect

Learning experiences that are authentic, deep and connect with the real world.

- Real world issues and problems integrated into teaching and learning programs.
- Integration of specialist areas (PE, PA, VA, Technology, AUSLAN)
- Explore opportunities for the students to engage with, and learn from, members of the community
- Establish a proactive and positive presence on social media
- Develop and maintain a modern and up to date website that is promoted in the wider community.
- Develop a parent information and education program (eg supporting their child, reading strategies, community speaker program).
- Parent / carer events with the children, onsite, during the school day (ie open lunches), Fathering Project)
- Be attentive and accountable in accordance with the DoE's Aboriginal Cultural Standards Framework.
- Use the Smart Goal strategy as a form of performance management.