

BUSINESS PLAN  
2025 - 2027



## Principal's Introduction

Welcome to our school's business plan, where we are committed to creating a vibrant and inclusive learning environment. Our vision Ngalak maladjiny moorditjabiny dandjoo (We grow stronger together), is built on four key pillars: Dandjoo, Yanginy, Maladjiny, and Mila, each representing a core aspect of our educational philosophy.

**Dandjoo (Include):** We prioritise attendance, value diversity, and foster a positive, inclusive learning atmosphere. Our goal is to ensure every student feels welcomed and supported, enhancing their overall educational experience.

**Yanginy (Collaborate):** Collaboration is at the heart of our approach. We aim to build strong community partnerships, empower student agency, and promote effective collaboration amongst all stakeholders. This ensures a cohesive and supportive educational community.

**Maladjiny (Grow):** Growth is essential for both students and educators. We strive for cultural competence, high teaching quality, and continuous improvement. Our focus is on student growth and engagement, ensuring that every learner reaches their full potential.

**Mila (Future):** Preparing students for the future is our ultimate goal. We emphasise student agency, critical thinking, and technology integration to equip our students with the skills they need for future success in an ever evolving world.

Together, these pillars form the foundation of our school's commitment to excellence and innovation in education. We look forward to working with our community to achieve these goals and create a bright future for all our students.

*Luke Breman*

Principal





## Our Vision

We grow stronger together.

Ngalak maladjiny moorditjabiny dandjoo.



## Our Mission

We grow collaborative, critical and creative thinkers through inclusive education and teaching excellence, empowering resilient, confident learners to thrive in a dynamic world.

## Our Values

Kwobadjil – abiny be your best,  
Koordookayin – abiny be respectful,  
Koordookayool – abiny be resilient,  
Kwoba Nyininy wer Kaaradjiny be safe and caring.

## Acknowledgment of Country

Kaya Wanjoo Menang Boodja.

Hello and welcome to Menang Noongar Country.

It is our pleasure to acknowledge the Traditional Custodians of this boodja, the Menang Noongar people.

We wish to acknowledge the waterways, the land, the sky and all who inhabit this beautiful country.

We acknowledge our ancestors and Elders and recognise those who continue to protect and promote Aboriginal and Torres Strait Islander cultures.

We acknowledge the past and stand together for our future.

Thank you

# Include - Dandjoo



## TARGETS

- Overall attendance will be at 92% as a minimum.
- Students achieving regular attendance is to be greater or equal to 70%
- Less than 10% of absences will be unexplained each semester.
- Overall levels of Social and Emotional Wellbeing (SEW) as measured in the annual Australian Council of Educational Research SEW Survey will be similar to all Australian schools.

## What we believe...

- We value student diversity and pride ourselves on including and meeting the needs of all students.
- We maintain a safe, welcoming environment which supports learning.

## We know that...

- Student wellbeing and engagement is essential to student achievement.
- A proactive, consistent approach to student behaviour management will enable all students to be their best.
- Our students express a strong sense of belonging to our school.
- Funding must be tightly aligned with our school priorities.

## Our students tell us we should...

- Make sure that all students are demonstrating our school expectations.
- Promote a culture of kindness and prevent bullying.
- Help them to look after our environment.
- Continue to enhance our indoor and outdoor play areas.

## By the end of 2027 we will have:...

- Enhanced our Positive Behaviour Support approach so that all staff are supported to maintain safe, inclusive and engaging learning environments.
- Implemented our new attendance policy and procedures so that all students are supported to maintain regular attendance.
- Ensured that our Whole School Plan for Social and Emotional Learning is being implemented with fidelity.
- Implemented a staff well being strategy.
- Continued to educate the staff and community in how the Student Centred Funding Model works, particularly the alignment between school priorities, student needs and resource allocation.
- Developed a broader range of playground spaces and options to support play based learning, inclusivity and environmental responsibility.
- Implemented a consistent whole school approach to how education assistants are used to support student achievement and progress.
- Developed systems for students taking environmental responsibility which results in behavioural change in either the reduction of waste, water or power usage.
- Implemented a mathematics enrichment and extension program for students in Years 2-4.







Dandjoo

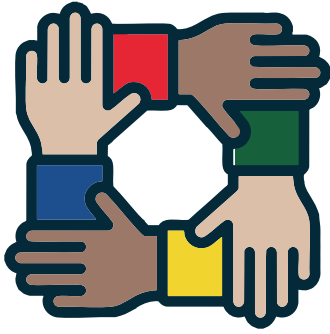




Yanginy



# Yanginy - Collaborate



## What we believe...

- We share responsibility for student success as a whole school team with families and the broader community. Families are welcomed as partners in their child's learning.
- We are proud of our collaborative culture which puts teamwork as the central ethos of our school.
- We promote reconciliation with our First Nations people.
- Leaders grow leaders everywhere in our school.
- Our students must have agency and voice, opportunities to lead, explore real world experiences and their own interests.
- Effective collaboration is built on effective communication.
- Having a supportive, transparent Exec Team with a solution focussed approach, clear policies and procedures enables everyone to be successful.

## We know that...

- Our community believes we should teach students how to behave in environmentally sustainable ways.
- Effective leadership is shared.

## Our students tell us we should...

- Have exciting excursions.
- Involve their families in activities at our school.

## TARGETS

- Continue to attract greater than 80% parent attendance at the Term 3 Learning Journey
- At the biannual Department of Education Culture Survey, the combined staff and community rating for 'Relationships and Partnerships' will be higher than 3.5

## By the end of 2027 we will have:...

- Strengthened our partnerships with our First Nation community leaders and organisations so we can provide deep, enduring engagement and opportunities for our students.
- Collaborated with all stakeholders to design a whole-school communication policy to embed the practice of regularly sharing our vision, mission and priorities with the wider community through an improved newsletter, website and other communications.
- Implemented a Feedback Policy which describes how feedback can be given and how complaints are managed.
- Maintained and enhanced systems for collaborative planning for teachers, specialist teachers and EAs.
- Embedded a systematic approach to providing information about what students are learning so that families can be empowered partners in their children's learning.
- Enhanced our year group based professional learning communities of teachers so that they use assessment to drive improvement and evaluate the impact of teaching strategies on student learning.
- Formalised our student leadership framework so that students are empowered by having agency and voice.
- Implemented a strategy for building more enduring community partnerships which are aligned to school priorities and values and are mutually beneficial.
- Fostered the growth of the P&C so that the fundraising workload is shared and results in enduring benefits for our school.
- Maintained the capacity and impact of the School Board in sharing governance of our school.
- Expanded the number of school-based enrichment opportunities for students, including Choir, and supported the staffing of these outside of school hours activities.
- Participated in the Great Southern Combined Schools Network to leverage support for professional learning and collaborative practices that build the capacity of all staff.
- Developed partnerships for moderation of student achievement between schools, particularly for our specialist teachers.

# Grow - Maladjiny



## What we believe...

- Our school leaders nurture a school-wide culture of quality learning and continuous improvement.
- We can unlock the learning potential in every student so that all students can learn and grow.
- As a staff team, together we can make a difference to student outcomes.
- School leaders, teachers and EAs should reflect on the impact of their practice and strive for growth.
- Students should be given an opportunity to enjoy 'hands on learning' where appropriate.
- We are a supportive, friendly staff.

## We know that...

- Staff development must be based on regular sharing of feedback.

## Our students tell us we should...

- Be glad that we have teachers who are kind and make learning fun and expect them to do their best.

## TARGETS

- Every classroom will rate as competent or higher on the Aboriginal Cultural Standards Framework
- At the biannual Department of Education Culture Survey, the combined staff and community rating of 'Teaching Quality' and 'Leadership' will be higher than 3.5
- NAPLAN: the combined percentage of students achieving in the 'Strong' and 'Exceeding' proficiency levels in Year 3 and Year 5 will be similar or higher than 'like' schools.
- Brightpath: Maintain or exceed the % of students in Year 2, 4 and 6 that reach the median score for the narrative genre.
- There is consistent improvement in school-based assessment data.

## By the end of 2027 we will have:...

- Ensured that culturally responsive pedagogies are evident in every classroom.
- Developed resources for teaching Noongar Language and Culture so that students gain an understanding of local Menang Aboriginal history and culture.
- Implemented a whole school approach to differentiating teaching and learning to meet the needs of our students more effectively.
- Implemented collaboratively developed instructional models for Mathematics and English so that all Mathematics and English lessons in the same year group have a consistent, evidence based pedagogical structure.
- Implemented a collaboratively developed instructional model which is aligned for Teaching for Impact and is transferable across all other learning areas including specialist classes.
- Implemented a whole school approach to giving feedback to students which the students rate as effective.
- Been externally verified as meeting all 7 Quality Areas of the National Quality Standard for Early Childhood Education.
- Ensured that a performance and development culture is supported and fostered, through our performance development process which focuses on feedback, mentoring and coaching and includes a formal leadership framework for identifying and building the capacity of aspirant leaders.
- Implemented a model for classroom observation, feedback, coaching and teacher support.
- Enhanced our induction processes so that all new teachers and EAs can implement our whole school approaches.
- Strengthened our whole school self-assessment process, including the refinement of classroom based data collection.
- Enhanced staff capacity to analyse data to identify learning gaps and leverage these insights to differentiate instructional plans and practice and align grading practices.





Maladjiny





Mila

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# Future - Mila



## What we believe...

- We need to create critical and creative thinkers so students can thrive in a dynamic world.

## We know that...

- We need to equip our students with contemporary and emerging work capabilities.
- The world of work will look very different in the 2030's

## Our students tell us we should...

- Continue to invest in our specialist teaching programs and extension programs.
- Provide them with exciting learning opportunities and skills for the future.

## TARGETS

In every classroom there will be a focus on:

- Empowering student agency and voice to build self-efficacy and autonomy so that students can be partners in their learning.
- Developing students' capacity to activate core content, knowledge and skills in contexts that require higher order thinking and deep learning.
- Using problem solving and inquiry to develop learners' capacity to be collaborative, critical, creative and innovative thinkers.
- Expertly selecting and applying technologies to maximise every student's learning and progress.

## By the end of 2027 we will have:...

- Implemented a whole school framework for teaching critical and creative thinking processes and metacognition.
- Promoted our school in the community and nationally so that we continue to attract more families to enrol with us.
- Developed a digital technological and ICT skills scope and sequence which informs our provision and deployment of technologies devices so that students develop contemporary ICT skills.
- Built staff capacity to integrate digital technology and STEM across the curriculum in meaningful ways.





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