



PARABURDOO
Primary School



PARABURDOO PRIMARY SCHOOL
STRATEGIC PLAN
2021 – 2023





Nurture and inspire

VISION

To build resilient and critical thinkers with an enthusiasm for learning and the persistence to craft their own personal success.

MISSION

Our school celebrates diversity and will support students to build the capacity and confidence required to navigate change through creative problem solving and an active sense of curiosity.

SCHOOL CREED



As Paraburdoo kids we try our best,
 We use our five keys to success.
 We respect our teachers and classmates too,
 And strive for excellence in all we do.
 We have that special Paraburdoo Pride,
 That comes from deep down inside.



5 KEYS TO SUCCESS

- Confidence
- Getting Along
- Organisation
- Persistence
- Resilience



FORWARD – MARCH, 2021

Paraburdoo Primary School sets high expectations of itself. We strive for our personal best performance always, individually and collectively. Success will be identified as high progress and high achievement. We are a transient population however; we set a standard for each new family and staff member and provide the best opportunity to achieve personal bests. We also seek to benefit from the skills, knowledge and experiences of those who join our community for however long their stay may be.

We are realistic and truthful about what we can do and what we have achieved. There are some limitations and occasional circumstances that hinder progress so we must continue to search for ways to overcome those challenges.

We achieve with well-considered planning based upon 'real' evidence, consistency of practise, appropriate resource allocation and hard work.

We achieve by connecting with our community, collaborating with parents, accessing external expertise, demonstrating honesty and transparency, and continual searching for and applying best practise.

The foundation to success is positive relationships, fun and engagement, and high-level health and well-being of students, staff and parents.

This plan endeavours to consider all of these factors. It is deliberately simple, readable and user friendly. This is a document that sets the foundation for our yearly operational plans, and is supported by our school procedures and policies (all of which are constantly reviewed).

No plan is perfect, no plan is set in stone, this plan is malleable, open to feedback and adjustment, and is of greatest value if it is owned by our Paraburdoo Primary School Learning Community.

Bruce Fraser
Principal

Paraburdoo Primary School | Independent Public School



OUR SCHOOL

Paraburdoo Primary School was established in 1970 as a District High School, catering for up to 350 K-10 students. In 2001, Secondary students began attending Tom Price Senior High School, and in 2013, Year 7's were removed from the Primary School environment. Since this time, student numbers have regularly fluctuated between 150 – 220 K - 6 students depending upon the performance of the mining industry, which is the prime driver of the Paraburdoo community.

Paraburdoo Primary School has taken advantage of the refurbished learning spaces following the departure of Secondary students. There is a Library, Performing Arts room, Visual Arts centre, a STEM and separate Science room, along with several classrooms for specialist or support programs. There is also extensive grassed and oval spaces and several playground equipment sites. The school is also fortunate to be able to take advantage of the Shire of Ashburton Sporting facilities including a high-class swimming pool and recently constructed indoor court.



The Welcome Room is a dedicated space enhancing the school experience for the 25% aboriginal students, of which 5% are local Yinhawangka children.

There is a specialised Early Childhood area, which encompasses three purpose built classrooms, playground equipment and a high level of resourcing.

All classrooms are fitted with interactive screens, whiteboards and ample learning spaces. Students can also access Laptop computers (1 to 1 in Year 6) and iPads (1 to 2 K-5).

The P&C provide a canteen service with a healthy and varied menu two days per week. The canteen is also utilised to provide a complimentary Breakfast Club for students three mornings per week.

Paraburdoo Primary School endeavours to construct single year classes; however, student numbers and resourcing require some multi-age classes.

Our school provides specialist teachers in Health and Physical Education, Visual Arts, Drama, Dance, Music and Science. We have established programs in CoRE (STEM), Letters and Sounds, Spelling Mastery, Talk 4 Writing, and online Mandarin lessons; we are continually investigating best practise in all that we do.

The school engages the community through School Board and P&C membership, open invitation to many school events such as NAIDOC, Harmony and ANZAC Days as well as regular assemblies conducted by students, and utilising community expertise in classrooms.

Paraburdoo enjoys a glorious climate for the majority of the year and is nestled amidst a magnificent natural landscape, which is on the doorstep of the world-renowned Karijini National Park.



2021 – 2023 STRATEGIC PLAN

This plan provides a broad overview of the expectations and intentions of Paraburdo Primary School in 2021 – 2023, and is a framework upon which we can regularly review our performance.

Our Plan links with the documents listed below in hierarchical order, to ensure adherence with systemic objectives that are evidence based directions and expectations of our broader Western Australian and Australian community.

- Department of Education’s Strategic Plan – Classroom First strategy
- Department of Education’s yearly Focus documents
- Pilbara Education Regional Office Strategic Plan 2020 - 2024
- Paraburdo Primary School Strategic Plan 2021 - 2023
- Paraburdo Primary School yearly Operational Plans
- Classroom Plans
- Assessment and Review documents
- Annual School Report



WESTERN AUSTRALIAN DEPARTMENT OF EDUCATION'S DRIVERS

- Provide every student with a pathway to a successful future
- Strengthen support for teaching and learning excellence in every classroom
- Build the capabilities of our principals, our teachers and our allied professionals
- Support increased school autonomy within a connected and unified public school system
- Collaborate with families, communities and agencies to support the educational engagement of every student
- Use evidence to drive decision making at all levels of the system

FOCUS AREAS

Following self-reflection during the School Review process in May 2021 Paraburdoo Primary School identified the following Priority and Maintenance Areas that align with the School Review domains (listed hierarchically).

- Respond to Student Achievement and Progress in an organised, systematic manner, which is transparent and understood by all stakeholders and then acted upon in a planned manner.
 - Enhance and support Teaching Quality to welcome and engage students in high achievement, high progress learning, and support those with diverse needs.
 - Build a positive school culture through a distributed and effective Leadership of consistent expectations, behaviours and practises across our school.
 - Enhance and maintain the Learning Environment to be conducive to high student progress and achievement.
 - Develop and enhance Partnerships and Relationships with internal and external stakeholders to gain maximum benefit for our students.
 - Appropriate and impactful Use of Resources.
- 



OUR COMMITMENT

Student Achievement and Progress

We will	By	It will look like
Improve attendance.	Promoting positive attendance and informing poor attendance.	Whole school attendance at or above 87%.
Assess our performance practically and realistically on a regular, structured basis.	Initialising a Management Information System, upskilling staff, and timetabling opportunity for dialogue.	Teachers timely and knowledgeably responding to data in relation to student performance.

Teaching Quality

We will	By	It will look like
Provide diverse and engaging learning opportunities and improve life skills in our students – collaboration, problem solving.	Engaging students in life skills development and clearly articulated learning intentions and real world connections to content, and skills in every lesson.	Students attending regularly, actively pursuing learning and making real world connections.
Establish and maintain a consistent Pedagogical Framework, delivering consistency of practise across the school.	Employing a gradual release model, and direct instruction approaches, supported by impact coaching.	Teachers adhering to the Warm Ups, Learning Intentions, I Do We Do You Do, and Review/ Reflection process of a lesson. High-level participation and formative feedback.

Leadership

We will	By	It will look like
Develop leadership in our students and staff.	Explicitly teaching leadership, provide opportunity, and develop aspirations.	Students and staff demonstrating initiative and ownership, staff achieving leadership aspirations.
Be reflective and flexible in adapting and changing our practises	Implementing a clearly understood, practical Performance Management process.	Teachers engaging in their own and colleagues personal growth impacting positively on student achievement.
Maintain currency of knowledge in educational practise.	Sharing of best practise and undertaking Professional Learning.	Staff adopt best practise in a supportive, professional learning community.
Encourage student voice, creativity and expression.	Developing student leadership and processes for listening and responding to student views.	Students input into the direction of the school.

Learning Environment

We will	By	It will look like
Maintain a fun, safe, supportive and engaging environment for staff, students and visitors.	Establishing policies and practises in relation to safety procedures and opportunities for all.	An attractive learning environment inside and outside of the classroom with engaged, joyous students.
Maintain Health and Well-being of our staff and students.	Adopting Health and Well-being strategies.	Policies and procedures in place which support and promote a positive school culture.
Encourage school pride and connection.	Promoting values, successes and the 'Paraburdoo Way'.	Students and staff promoting our school in the community, and parents responding positively through regular surveys and consultation.

Partnerships and Relationships

We will	By	It will look like
Communicate effectively and efficiently with our community.	Regular and honest communication.	Utilise action of technological applications to communicate with a high level of response.
Involve parents in the education of their children.	Promoting an open door policy, conducting regular two-way communication and addressing parent concerns.	Parents support the school in partnership.
Connect with the broader community to develop relationships that can add to the educational experience of our students.	Opening communication, accessing community expertise and acknowledging community contributions.	Strong representation of community organisations at formal and informal school events.
Acknowledge and develop relationships to grow understanding of local and broader Aboriginal community.	Connecting with local Yinawangka people and diligently and purposefully including Aboriginal perspectives in classroom learning.	Regular contact with Yinawangka people, leading to greater understanding of local customs and traditions and evidence of engagement with broader Aboriginal cultures in classrooms and programs.
Acknowledge and develop awareness and embrace our broader cultural community.	Identifying the multi-cultural components of our community and actively involving them in our school.	Students and their families indicating a sense of connection and belonging with the school.



Use of Resources

We will

Utilise school resources in a planned manner to best impact upon student learning.

By

Aligning dollars with the identified needs of the students.

It will look like

Budgets that reflect Operational Planning which respond to data and anecdotal evidence.

Employ and value staff expertise and passion.

Capitalising on staff talents and strengths in classroom and whole-school activities and programs.

Identify and utilise staff strengths and passion.





Thanarru
jilya ngarli

'Welcome children'

Yinhawangka



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— Primary School —

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