



Paraburdoo Primary School Strategic Plan 2024-2026

Acknowledgement of Country

We respectfully acknowledge the Yinhawangka people as the traditional owners of the land on which the Paraburdoo Primary School community meet to learn, grow and live. We recognise that this was, is and always will be traditional Aboriginal land and we celebrate Aboriginal peoples' enduring connection to Country. We broadly acknowledge the valuable contributions of all Aboriginal and Torres Strait Islander peoples across Australia to this nation we share together.



Our Motto

Nurture and inspire



Our Vision

Resilient and critical thinkers with enthusiasm for learning and the persistence to generate their own personal success.

Our Mission

We provide children with the skills and knowledge they need to navigate the world and their future.

Student Voice

Students were asked 'if Paraburdoo PS was your ideal school, what would it look like, sound like and feel like?'



• calm
 • respectful talking
 • role models
 • listening
 • expressing
 • compliments

safe
amazing

• kindness

• feels like your safe and
this like your home.

safe
 comfortable
 accepted
 Be yourself

A#ventures

Clean, tidy
 Kids getting along
 No graffiti
 Following dress code

happy tone

happy
 - responsible
 - friendly

• you can talk to them
 • feels like home
 • helps kids in need
 • happy
 • sense of humour
 • caring

• looking after kids when they are upset

Organised

Making everyone join in and feel
 accepted in the class

safe, and
 exciting
 caring



• respectful talking.
 • listening.
 • Expressing your imagination
 • Being kind to others.

sounds understanding and kind.

Role models
 giving good
 feed back and
 it's not quiet
 but not loud

• clean and tidy.
 • All playing nicely.
 • sharing.
 • Teaching little kids to
 • be good.
 • Parting attention in class.

Compliments
 helping out
 talking to each other quietly.
 respectful



• nice, tidy, clean uniforms
 focus's on work

honest
 nice
 helpful

• feels like you're safe
 • calm
 • caring

• no bullying
 • no racism
 • nice words

Key Performance Indicators

We will measure our success in achieving our strategic directions using the following systemic and local indicators:

- Students attendance of 90% and above with focus on improving the attendance of students in severe, moderate, and indicated categories, and on improving attendance for Aboriginal students.
- Strong On Entry to Year 3 NAPLAN progress with a focus on stable cohort.
- Reverse the longitudinal downward trend in Year 3 NAPLAN achievement in all areas.
- Continue to match like schools and close the gap to national achievement in Year 5 NAPLAN.
- Locally collected student progress achievement data shows median year-over-year progress and above 50th percentile achievement.
- Progress in achieving and maintaining all National Quality Standards' domains.
- Achieve and maintain positive (4.0+) student, staff and community outcomes indicated in Schools Survey data.
- ACER SEW and 5 Star data indicates positive impacts of school on staff and student well-being.
- Progress in all domains of the Digital Capability Leadership Reflection Tool (DCLRT).



Nurture and inspire



Leadership

Strategic Directions	This will look like
Prioritise evidence-driven decision making at all levels of leadership	<ul style="list-style-type: none">✓ Continual assessment and planning through data analysis at individual student, classroom, cohort and whole school level.✓ Evidence of application of contemporary educational research.
Develop formal and informal staff leadership roles	<ul style="list-style-type: none">✓ Defined and supported pathways for leadership development.✓ Develop staff capacity in relation to the personal attributes of effective leaders.✓ Collaboration with other schools to develop leadership capacity.✓ Engage with the Future Leaders Framework.
Embed comprehensive staff induction processes	<ul style="list-style-type: none">✓ Sustainable induction plan responsive to different roles and career levels.✓ Digital and face-to-face induction resources.



Quality Teaching

Strategic Directions	This will look like
Embed low variance high quality teaching strategies	<ul style="list-style-type: none"> ✓ Instructional coaching. ✓ Continued engagement with Quality Teaching Strategy –Teaching for Impact supports. ✓ Action learning cycles in professional learning communities (PLCs).
Develop rigor in early childhood education	<ul style="list-style-type: none"> ✓ Developing a shared understanding of quality teaching practice in early childhood classrooms. ✓ Continued development of curriculum understanding and delivery in the early years. ✓ Self-assessment and planning for improvement in line with National Quality Standards (NQS) and Early Years Learning Framework (EYLF).
Equip students and staff with digital literacy skills	<ul style="list-style-type: none"> ✓ Engaging with support opportunities to develop staff confidence in using ICT-based pedagogies.
Deliver a knowledge curriculum including Aboriginal perspectives	<ul style="list-style-type: none"> ✓ Knowledge-focused units developed and taught in all classes, integrating English, HASS and cross-curricular priorities. ✓ A commitment to truth-telling in embedding Aboriginal perspectives in the curriculum.



Student Progress & Achievement

Strategic Directions	This will look like
Promote and support improved attendance	<ul style="list-style-type: none"> ✓ Case-management including collaborative planning with families to support student engagement. ✓ Celebrations of improved and sustained attendance.
Embed strategies for staff, students and parents to respond effectively to data	<ul style="list-style-type: none"> ✓ Continue to use the disciplined dialogue approach with focus on actions for improvement. ✓ Students engaged with their own assessment data. ✓ Teachers working with parents to support their understanding of their child's assessment.
Expand moderation practices to support consistent teacher judgement	<ul style="list-style-type: none"> ✓ Expanded use of Brightpath for English and Mathematics moderation. ✓ PLC and interschool moderation processes.

Use of Resources

Strategic Directions	This will look like
Develop robust workforce plans in response to Pilbara context	<ul style="list-style-type: none"> ✓ Workforce plans developed, enacted and regularly reviewed.
Streamline planning and resource alignment processes	<ul style="list-style-type: none"> ✓ Data-driven resource allocation. ✓ Establish and embed processes for collaborative planning and review.

Learning Environment

Strategic Directions	This will look like
Foster an inclusive learning environment	<ul style="list-style-type: none">✓ All staff enact an inclusive mindset with focus on QTS—Believe statements.✓ Students with diverse needs supported to progress and achieve.✓ Parents and families actively engaged in the planning and delivery of support for their child.
Embed universally beneficial trauma-informed practices	<ul style="list-style-type: none">✓ Restorative and educative approaches to behaviour support.✓ Learning spaces evidence trauma-sensitive approaches.
Promote targeted health and wellbeing strategies	<ul style="list-style-type: none">✓ Implementation of specific programs and supports to promote health and wellbeing from whole school to individual.
Formalise and promote avenues for student leadership and voice	<ul style="list-style-type: none">✓ Enhanced student input in formal leadership program.✓ Development and promotion of voice and leadership opportunities in middle primary.



Relationships & Partnerships

Strategic Direction	This will look like
Embed culturally responsive practices	<ul style="list-style-type: none">✓ Working closely with and learning from families and the community to develop responsive practices.✓ Being flexible in our approaches to meet individual and collective needs.
Connect with and support 0-3 early learning in our community	<ul style="list-style-type: none">✓ Continue to foster effective interagency partnerships with early years services to meet local needs.
Develop and maintain governance capacity of the school board	<ul style="list-style-type: none">✓ Develop school board induction relevant to contextual needs.✓ Increase board involvement in school activities.
Prioritise collaborative planning with parents and community stakeholders	<ul style="list-style-type: none">✓ Engaging parents in genuinely collaborative planning to support their informed decision-making and involvement in their child's education.

