



# Duncraig Primary School

An Independent Public School

Business Plan  
2017–2019



## **Our Values**

At Duncraig Primary School, we are committed to the Department of Education's focus on students through the development of a 'high performance – high care culture'. We are guided by the four core values of Learning, Excellence, Equity and Care. These values are captured through our shared beliefs.

## Our Vision

# Every day in every classroom, every child is learning and achieving

## School Overview

At Duncraig Primary School, we believe our students learn best when supported with teaching and learning experiences that challenge them to accomplish their very best. The school motto of 'Endeavour' characterises our vision of every day in every classroom, every child is learning and achieving. This encapsulates the importance we place on providing a high quality educational program for each and every student in our care. Alongside academic excellence, our dedicated teachers and support staff also understand that children need to learn in an environment that supports positive mental health. This is achieved through a comprehensive approach to student wellbeing and the development of the social, emotional and psychological needs of every child.

As an independent public school, Duncraig Primary values highly our strong partnerships with the parents and carers of our students. Families at our school are actively engaged in their child's educational journey, as we work together, to provide a school experience that is academically, socially and emotionally rewarding for all students.

This plan outlines Duncraig Primary School's strategic directions for 2017–2019. It also reflects the priorities identified in the Strategic Plan for WA Public Schools 2016–2019. School improvement strategies have been identified using student performance data, both academic and non-academic, and community consultation. This plan has been collaboratively developed by staff and the school board and incorporates the 2016 Independent Public School Review findings.



“The school has a lovely  
community feel with great teachers”

Parent

## Our Shared Beliefs

# Students at Duncraig learn best when...

- L** Learning intentions and success criteria are explicit
- E** Explicit teaching and relevant feedback supports learning
- A** All learning styles are catered for to engage all students
- R** Relationships between parents and staff are positive
- N** Nurturing, safe and caring environment is created
- I** Individual academic, social and emotional differences are accommodated
- N** Numerous resources support inspiring and motivating student-centred learning opportunities
- G** Group and team work is encouraged

## Strategic Directions

Duncraig Primary School defines four strategic themes as part of our commitment to continuous improvement.

### Area 1:

Learning – Success For All Students

### Area 2:

Teaching and Leading – High Quality  
Teaching and Effective Leadership

### Area 3:

Environment - Supportive Learning Environment

### Area 4:

Community Partnerships –  
The Local and Wider Community



“This school is very successful at supporting children that require additional help learning new concepts”

Parent

# Improvement Targets

## Learning

### NAPLAN

By 2019, NAPLAN results will show:

1. The percentage of year 3 students achieving literacy scores (reading, writing, spelling and grammar and punctuation) in proficiency band 6 and above to be equivalent to or higher than that of like schools.
2. The percentage of year 5 students achieving spelling and grammar and punctuation scores in proficiency band 7 and above to be equivalent to or higher than that of like schools.
3. Male students will match the performance of like schools in reading, writing and numeracy.
4. School performance upward trend in NAPLAN is maintained.

### Teacher Judgements

5. Teacher grade allocation will demonstrate the school's overall relative judgments are aligned with like schools.

## Teaching and Leading

1. Performance against the National Quality Standard (NQS) in early childhood (kindergarten to year 2) demonstrates the standard has been met in all eight areas.
2. All teachers participate in performance management that includes peer observation and line manager feedback against the Australian Institute for Teaching and School Leadership (AITSL) standards.
3. National School Opinion Survey (NSOS) in 2018 maintains high levels (4.0 or higher) of staff satisfaction in their work.

## Environment

1. The KidsMatter framework is embedded across the school community.
2. The school's Information and Communication Technology (ICT) strategy provides a contemporary digital learning environment for our students.

## Community Partnerships

1. The school board is actively engaged in governance processes.
2. National School Opinion Survey (NSOS) in 2018 maintains high levels (4.0 or higher) of parent satisfaction with the school.

# Area 1

## Learning – Success For All Students

Foster an engaging learning environment that focuses on the whole child including academic learning and social, emotional and physical wellbeing.

### Improvement Strategy

Fully implement the West Australian Curriculum in all eight areas.

Continue to develop teaching, learning and assessment collaborative practices in the early years.

Maintain emphasis on teaching and learning pedagogy in literacy and numeracy.

Science, technology, engineering and mathematics (STEM) for all students is implemented, with an emphasis on the early years.

### Milestones

- Teachers plan, teach, assess and report against all eight learning areas by the end of 2018.
- Learning team self-reflection and collaborative planning in kindergarten and Pre-primary incorporates the Early Years of Learning Framework (EYLF).
- National Quality Standard (NQS) self-assessment and external audit shows ongoing improvement against the eight quality areas.
- K-2 assessment tools outlined in the Duncraig Assessment Schedule are administered and collaboratively analysed to inform planning.
- The Duncraig Instructional Model – Literacy and Numeracy is evident in all classrooms.
- Explicit teaching and cooperative learning strategies are implemented to support surface, deep and transfer of learning.
- Specialist teacher role (K-2) in science maintained and extended to include STEM.
- STEM is embedded across the curriculum and reflected in operational planning.
- Extension program is implemented for identified students, incorporating STEM.
- Professional learning opportunities for staff are ongoing.

“This school promotes a multifaceted approach to learning, recognising creativity and imagination, as well as academic success”

*Parent*



## Improvement Strategy

Support students to become knowledgeable, confident and adaptive users of technology.

Curriculum provision is differentiated to include:

- Students at risk of meeting the achievement standards
- Academic extension

## Milestones

- Successful implementation of NAPLAN online.
- All students have access to technology and opportunities to become familiar with a range of devices.
- Coding is incorporated as part of the Technologies curriculum for all students.
- Student leaders provide guidance in safe and effective use of technology.
- Cyber safety strategies are incorporated into digital literacy learning.
- Improvement in literacy and/or numeracy is evident for selected students through a case management approach with an emphasis on male achievement.
- Documented plans for all students at academic risk (remediation and extension) are developed and reviewed twice a year.
- Third wave instructional program supports students at risk of not meeting the achievement standards.
- Academic extension program is implemented for identified students, focusing on problem solving through STEM.



“The school is building a strong foundation for my children. It is building their confidence, making them feel safe and happy at school”

*Parent*

# Area 2

## Teaching and Leading – High Quality Teaching and Effective Leadership

Strengthen the capacity of all staff to deliver and lead high quality teaching and learning strategies.

### Improvement Strategy

Visible teaching strategies are differentiated to support student learning across the three phases of the learning process (surface, deep and transfer).

Student learning is measured through analysis of data including comparative performance against like schools, the WA Achievement Standards and school assessment tools.

The impact of teaching strategies is examined to support high quality practices in all classrooms.

### Milestones

- Students can articulate learning intentions and success criteria through explicit teaching.
- Provision of student feedback across three levels (task, process, self-regulation) is evident in all classrooms.
- A 'Model of Learning' (Hattie) pedagogical approach is implemented across the school.
- Data triangulation processes are implemented to enable ongoing analysis of student achievement.
- Assessment tools outlined in the Duncraig Assessment Schedule are administered and diagnostically analysed.
- Student progress is measured using effect size as identified in the Duncraig Assessment Schedule.
- Student progress in English (writing) is analysed using the Brightpath tool.
- Improved performance for selected students is evident through a case management approach.
- Staff collaboration focuses on planning for improvement and sharing of effective and authentic teaching practices.
- Teachers participate in peer observation twice a year.
- Student feedback procedures are developed with a focus on instructional practice and learning environment.

"The school is managed properly to provide a quality education"

*Parent*



## Improvement Strategy

Develop the confidence and competence of staff to effectively integrate Information and Communication Technologies (ICT) into student learning.

Department of Education and school planning processes are aligned.

A distributed leadership model is embedded and empowers staff to build capacity in identified school priorities.

Leadership opportunities are provided to existing and aspiring school leaders.

Teacher performance and development is aligned to the Australian Institute for Teaching and School Leadership (AITSL) professional standards.

Staff are offered a range of opportunities to support their physical, mental and social wellbeing.

## Milestones

- School's ICT operational plan is developed, implemented and reviewed annually.
- Professional development for staff is ongoing including the implementation of a coaching model.
- 1:1 mobile device program is expanded annually.
- The ICT skills continuum is developed and implemented by all staff to equip students for the 21st century.
- Operational plans for all West Australian Curriculum learning areas are developed and reviewed annually.
- Ongoing monitoring against the Department of Education's strategic plan and Focus documents demonstrate progress against identified priorities.
- Executive leadership team leads school development through facilitating professional learning, staff collaboration and operational planning.
- Performance Management processes incorporate principal and teacher standards to identify and support leadership development in teaching and non-teaching staff.
- Senior teacher roles are reviewed annually to reflect current school priorities and initiatives.
- Performance management processes are strengthened to include induction, self-reflection, peer observation (for teachers) and line manager and student feedback.
- Professional development strategies are implemented to address identified areas for improvement.
- "How do staff work best" values provide a platform for supporting positive and respectful relationships.
- Staff wellbeing team is established.
- Staff wellbeing strategies are incorporated into school social and emotional learning (SEL) planning.
- Personal development strategies (physical, mental and social) are regularly made available to staff.





“This school takes bullying seriously and works very well with children to encourage respect and tolerance with each other.”

Parent

# Area 3

## Environment - Supportive Learning Environment

Sustain a safe, respectful and motivating environment for learning for all students.

### Improvement Strategy

A coordinated student services approach supports the social and emotional development and physical and mental health needs of our students.

The school campus reflects a contemporary, purposeful and sustainable environment for learning.

The development of ICT is planned and coordinated to ensure the school meets the needs of our current and future students.

The school makes maximum use of human and financial resources.

### Milestones

- The four components of the KidsMatter framework are implemented across the school community.
- Individual student needs are addressed in a timely manner by the student services team including the Deputy Principals (K-2, 3-6), psychologist, chaplain, nurse and SAER education assistant.
- A comprehensive social emotional learning (SEL) operational plan is developed, implemented and reviewed annually.
- Senior students are offered a range of leadership opportunities.
- School board working group leads grounds and buildings enhancement through successful implementation of the Grounds and Buildings Development Schedule.
- Recycling program is strengthened through curriculum links with school planning.
- Flexible learning spaces, including the library, kitchen garden facility and outside spaces are widely used as learning tools.
- School board ICT working group in ICT is established to develop a strategic plan, including identifying future infrastructure needs and the consideration of a BYOD program.
- The school's ICT operational plan identifies infrastructure, hardware and software requirements and is implemented and reviewed annually.
- Workforce planning identifies and actions strategies that address identified gaps in both teaching and non-teaching staff.
- Opportunities for career advancement are made available for both teaching and non-teaching staff.
- School funding distribution reflects the priority areas identified in school planning.
- P&C funds are allocated to areas of need identified in school planning.
- Financial management practices maintain good ratings in school audit processes.



“The school is a welcoming community with dedicated teachers and administration staff.”

Parent

# Area 4

## Community Partnerships - The Local and Wider Community

Strengthen community partnerships to enhance the learning opportunities for our students.

### Improvement Strategy

Strengthen school board governance processes to maximise effectiveness.

Continue to develop and promote positive relationships between members of the school community.

Relationships that support the learning opportunities for students are developed with the wider community.

### Milestones

- All members of the school board complete the independent public school board induction training.
- School board ICT working group in ICT is established to develop a strategic plan.
- Parent representative role is established through the school board, as part of the school's SEL strategy.
- The expertise of board members is identified and where necessary, community members co-opted, to address areas of need.
- School communication processes are strengthened through the implementation of contemporary mechanisms including the Connect platform and mobile applications.
- Parent information about the learning program is strengthened using a range of methods at class and school level.
- Parent feedback is encouraged through a range of informal and formal processes.
- Students have the opportunity to engage in annual community service activities.
- Links with the high school are established to enhance the curriculum opportunities provided for our students.
- Additional learning opportunities are available to students through the expansion of school facility use outside of school hours.



"The school runs a lot of extra activities for the children which the kids love"  
*Parent*



# Duncraig Primary School

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