Area 4: Relationships: Safe and Caring Learning Environment

We encourage and strengthen the involvement of local families and the wider community to improve outcomes for students at Duncraig Primary School.

Strategies (How will we achieve this?)	Milestones or Indicators of Achievement
A school community that promotes positive mental health and well being	• Healthy and active lifestyles are promoted by whole school participation i.e. morning fitness, JR4H, kitchen garden, Active After School program and Healthy food & drink policy • KidsMatter framework is adopted and a social emotional learning program implemented. ■ *Increase emphasis on promoting safe and effective use of social media, acting swiftly and strongly where bullying or cyber bullying emerges.* ■ *Work with school psychologist and interagency partners to address student mental health issues including suicide and self-harm prevention.*
Respectful relationships, belonging and inclusion are evident.	• Improved school community communication; information booklets, diaries, class representatives, signage, class helpers, Art Show, Open Night, carnivals, displays, interpreter service, Thank You Morning Tea, SMS, newsletters. ■ *National School Opinion Surveys for parents, students and staff are administered, analysed and addressed appropriately.* ■ *Plans are developed for the transition of students, ensuring access to both secondary specialist teaching and facilities in secondary schools.* ■ *Ensure positive "attendance careers" are established and maintained by students from day one in Kindergarten.* ■ *Pursue and document attendance of every student not demonstrating regular attendance, bringing the attention of relevant agencies to students at risk, particularly Aboriginal students.* ■ *Actively use Attendance Advisory Panels and Responsible Parenting Agreements where there is persistent student absence following extensive intervention.*

Effective Social and Emotional Learning (SEL) curriculum for all students	• Staff participating in relevant professional learning (KM).
	• Adoption of whole school explicit values program, Friendly Kids Plus.
	• SEL curriculum is:
	  • taught in ways that cover the core social and emotional competencies.
	  • underpinned by research evidence of effectiveness or by a sound theoretical framework.
	  • taught effectively, explicitly and regularly in a co-ordinated and supported way throughout the school.

The school responds to students experiencing mental health difficulties	• The school has protocols and processes for recognising and responding to students experiencing mental health difficulties, including helping students to remain engaged in their education.
Parent and carer support networks are evident	• The school provides opportunities for parents and carers to connect with each other and develop support networks, and actively seeks to minimise barriers to participation. • The school identifies and promotes community groups which may act as a source of support for parents and carers.

Area 5: Resources: The Physical and Natural Environment

Duncraig Primary School models environmentally responsible behaviour and implements a curriculum that promotes responsible attitudes and behaviours towards resources.

Strategies (How will we achieve this?)	Milestones or Indicators of Achievement
Whole school approach to maintain and promote the environmental sustainability strategy, recycling of products	• Kitchen garden is used as a learning tool across the school. • Implementation and resource of a grounds improvement plan. • Develop and implement a buildings improvement plan. • Functioning Recycling (Eco Team) established.
The school makes maximum use of human and financial resources	• Cost centre submissions are reflective of needs. ■ *Participate in and become familiar with school leader and registrar training in preparation for the new student-centred funding model in 2015.* ■ *Manage within newly set budget and staffing levels.*
School is well resourced with ICT	• A replacement cycle is established which covers PCs, printers and IWB. • Take up of related Professional Learning is monitored, encouraged and supported. • Opportunity for the introduction of newer technologies is provided. • Review of WiFi and data points is undertaken.
School facilities/equipment is reflective of modern times	• A furniture/furnishings audit is undertaken and a planned replacement program is implemented.

DUNCRAIG PRIMARY SCHOOL

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Every day in every classroom, every student is learning and achieving.

BUSINESS PLAN
2014–2016

Operating since 1973, Duncraig Primary School is located in the western suburbs of Perth (approximately 16 km from the city centre), a short distance from the Indian Ocean and is within the local government area of Joondalup, the state electorate of Hillarys and the Commonwealth electorate of Moore.

It is situated in an area well served by community facilities and enrols children from a wide cross section of the Perth community. The school's enrolment is stable with the student population around 350.

The community is notable for the level of support which is provided to the school. In conjunction with a progressive School Board, an active P&C Association operates a wide range of committees.

SCHOOL PURPOSE
• To provide a safe, caring, stable and challenging learning environment for all students.
• To ensure the on-going academic, physical, emotional and social development of the students attending this school.
• To ensure equitable and efficient use of resources.

SCHOOL VALUES
All staff are expected to model the school's values at all times. Students are encouraged to establish school values as part of their daily principles.

The school's values are based upon the Western Australian Department of Education's four core values:
• *Learning* – a positive approach is taken for ourselves and others
• *Excellence* – reflects high expectations for our students and staff
• *Equity* – individual circumstances and needs are recognised
• *Care* – fostering a caring relationship based on trust, mutual respect, and acceptance of responsibility.

This business plan has been developed in consultation with the staff and endorsed by the Duncraig Primary School Board

Dr Jeremy Shaw
Chairman DPS School Board
April 2014

2014 – 2016 SCHOOL PERFORMANCE IMPROVEMENT TARGETS

LEARNING: **NAPLAN**
- Each year NAPLAN assessments will show:
  - A positive gap between 'like' schools and DPS, that is, equal to or better than like schools.
  - A reduction of % of Year 3, 5 & 7 students at or below the NAPLAN National Minimum Standards.
  - An improving trend in Year 3 results to that of 'like' schools.

Science
- Increase the percentage of Year 5 and 7 students achieving in the top 20% in Science.

TEACHING:
- Audit of cooperative learning strategies shows increased staff use.

LEADERSHIP:
- Each year all staff demonstrate progress with their individual goals as documented through the performance agreement using the AITSL standards.

RELATIONSHIPS:
- Positive Duncraig Primary School community (parents, students, staff) satisfaction survey data with relation to teaching and learning, with an increasing trend of school community survey participation.
- Student attendance at the end of each year will be the same or improved when compared to like schools.

RESOURCES:
- During 2014—2016 the School Board accepts and endorses 100% of financial reports.
- The percentage of students (all years) for which voluntary contributions are received is at least 80%.

- *Italics indicate that these elements are priorities identified within the Department of Education's "Focus 2014" document.*

Area 1: Learning: Success For All

Duncraig Primary School will foster a learning environment which encourages its students to leave school well prepared for their future, to be happy and secure in themselves and able to contribute positively to their community.

Strategies *(How will we achieve this?)*	Milestones or Indicators of Achievement
Data Driven Learning Plans	• Individual student performance data is analysed on an ongoing basis. • Data is analysed to address early identification and intervention needs of students at risk. • *Ensure case management plans for students at educational risk are addressed in the transition between primary and secondary school.*
Differentiated curriculum to meet the learning needs of all students	• *Increase expectations to identify and intervene where students are at risk of not achieving above the National Minimum Standards in NAPLAN.* • Differentiation will continue through classroom remediation/extension and support programs. • Learning styles will be identified and accommodated. • Evidence based teaching strategies will continue to support the differentiated curriculum e.g. collaborative learning and classroom management strategies. • Teachers write and implement an individual Education Plan developed in collaboration with parent/carers and other stakeholders for all students identified as being at risk. • LSC assists families and classroom teachers with the identification (by the end of Term 1), development, implementation and review of Education Plans. • *Use new National Standards for Disability to document and report levels of learning and teaching adjustments made for students.*
Early Intervention	• KAT data collected in Kindergarten and On-Entry data in PP is analysed annually to review progress and plan for targeted improvement. • Identify students in Years K-3 with additional and special needs for referral.
Whole School Plans	• DPS Whole School Literacy Plan implemented and reviewed. • DPS Whole School Numeracy Plan is developed, implemented and reviewed.
Early Years Framework	• *Increase intensity of teaching and assessing mastery of phonics throughout the early years.* • *Implement the education program and practice elements of the National Quality Standard in the early years in preparation for 2015.*

Area 2: Teaching : Sound Teaching

Staff at Duncraig Primary school are committed to continuous improvement and the delivery of high quality, motivating and engaging learning programs.

Strategies *(How will we achieve this?)*	Milestones or Indicators of Achievement
Improve Curriculum and Assessment	• *Implementation of the WA Curriculum and Assessment Outline, including requirements for reporting to parents has commenced.* • *Teach and assess English, History, Mathematics and Science using the Australian Curriculum content and Achievement Standards in preparation for full implementation in 2015.* • *Review of specific teaching and assessment practices in Health Education, with renewed emphasis on students' personal and social capabilities and mental health promotion.* • Survey and analyse staff competencies regarding implementation of the Australian Curriculum and provide structured, meaningful support to meet individuals' needs. • Teachers collarboratively develop operational plans to provide direction and consistency across key areas of planning, teaching, assessment and reporting. • Initiate whole school collaborative planning and moderation. • Develop Whole School Assessment cycle.
All staff have a set of teaching strategies including but not limited to cooperative learning and differentiated learning strategies	• Annual audit of Cooperative Learning strategies to provide evidence that all teachers use a minimum of two tactics/strategies (see Duncraig Cell booklet) • The individual needs of all staff are acknowledged and supported by the provision of appropriate Professional Learning. • *Use a whole school approach to peer classroom observation to provide robust, professional feedback for teachers.*
Information and Communication Technologies(ICT) are used to enhance student learning	• Staff use ICT in innovative ways to engage students and improve learning outcomes. • Staff selectively integrate Interactive White Boards, computers and mobile devices into their teaching and learning programs.

Area 3: Leadership: A Shared Approach

We promote leadership, collaboration, and cooperation to achieve desired outcomes.

Strategies *(How will we achieve this?)*	Milestones or Indicators of Achievement
High quality teaching and leadership is evident	• *National principal and teacher standards as a basis for performance management.* • Performance Management processes are in place for staff to reflect on current levels of expertise and to plan for improvement. • *Participate in a new process for principal's professional review in Independent Public Schools.*
Staff expertise and advice are shared within and across the school	• Staff meeting records show regular opportunities have been provided to observe, discuss and share DOE initiatives. • Regular after school meetings are facilitated by staff.
Enhance and provide leadership opportunities for all staff	• Senior Teachers lead agreed and identified programs across the school. • Distributed leadership model provides all staff with the opportunity to lead and take part in school committees and collaborative groups.
Induction program facilitates successful transition to the school for new staff/parents/students	• A formal induction program is implemented and regularly reviewed. • All new staff and relief staff participate in an induction process.
Effective Management of Staff	• *Refine workplace plans in preparation for the move of Year 7 to secondary settings.* • *Plan with individual staff to manage the reduction of leave liability.* • *Ensure all staff are aware of possible staffing changes and opportunities, including Switch, arising from the move of Year 7 to secondary schools.* • *Continue to use flexibility and authority to set conditions to improve teacher quality and student learning.*