



**Duncraig**  
PRIMARY SCHOOL

# BUSINESS PLAN 2026-2028



**BELONG. GROW. EXCEL**

# OUR SCHOOL

Duncraig Primary School has a strong and established reputation as a high-performing and inclusive school community, built on a foundation of positive relationships, high expectations and a commitment to continuous improvement. Our past success reflects the dedication of our staff, the support of our community and a shared belief that every student can achieve success.

At present, our focus is on strengthening consistent, high-quality teaching practices through a shared pedagogical approach, building collective efficacy and using evidence-informed practices to improve student outcomes. Through targeted professional learning, instructional coaching and collaborative practice, we are continuing to strengthen teacher capability and ensure consistency of experience for every student.

Looking ahead, our goal is to sustain excellence by further embedding strong instructional leadership, deepening our culture of collective responsibility and maintaining a relentless focus on improvement. We are committed to ensuring every student is supported to achieve their academic, social and emotional potential within a culture of high expectations, strong support and continuous growth.



Valuing and acknowledging the Wadjuk Noongar people and lands is prioritised through the integration of the Noongar language, history, art and storytelling into all curriculum areas. The DPS community aspires to be a leader in reconciliation.

**BELONG. GROW. EXCEL**

# OUR BELIEFS

Our beliefs reflect who we are as a learning community. They align with the Department of Education WA's Teaching for Impact framework, guiding how we teach, lead, and learn together. These beliefs underpin our connected practice, shape our decision-making, and strengthen our shared responsibility for student success. Through collaboration, reflection, and care, we ensure every child is known, valued, and supported to thrive

**1. We believe every child can succeed.**

We hold high expectations of ourselves and our students, ensuring every learner is supported to reach their full potential through differentiation, inclusion, and evidence-based teaching.

**2. We believe collaboration creates collective success.**

Through professional collaboration, shared expertise, and whole-school approaches implemented with fidelity, we strengthen consistency, connection, and impact across our school.

**3. We believe respectful relationships are the foundation of learning.**

We value positive, honest, and safe communication that builds trust, strengthens relationships, and models respect in every interaction – with students, colleagues, and families.

**4. We believe in inclusive, culturally responsive environments.**

We embrace diversity, celebrate difference, and ensure every member of our community feels valued, respected, and represented in a safe, welcoming environment.

**5. We believe wellbeing underpins success for all.**

We prioritise wellbeing for students, staff, and our community, recognising that a healthy, balanced, and supported school culture enables everyone to flourish.

**6. We believe in continuous reflection and growth.**

We use data, feedback, and self-reflection to inform decision making, commit to professional learning, and continually improve our practice to enhance student outcomes.



# LEARNING ENVIRONMENT

## What we will do

Implement a Multi-Tiered System of Support (MTSS) to strengthen student wellbeing, engagement, and learning, ensuring all students receive timely and targeted support based on need.

Strengthen the Positive Behaviour Support (PBS) school priority through data informed decision making to enhance student wellbeing, engagement, and achievement.

Foster a learning environment that recognises, respects, and celebrates Aboriginal histories, peoples, cultures, and languages.

Develop regular self-assessment processes to align practice with the National Quality Standard (NQS) and Early Years Learning Framework (EYLF).

## What you will see

- A clearly defined MTSS framework guiding consistent approaches to wellbeing, engagement, and learning.
- Processes and supports for SAER students that are clearly documented, communicated, and consistently enacted.
- EAL/D students' language and learning needs systematically identified, monitored, and supported through differentiated instruction.
- Collaborative partnerships between staff, families, and external support services to address barriers to attendance.
- A positive, inclusive school culture that promotes student wellbeing, belonging, and success.

- Staff consistently adhere to PBS expectations and processes, with minimal variance across classrooms and school settings.
- Behavioural data is used to inform interventions and celebrate successes.
- Staff demonstrate a clear understanding of the DoE Behaviour in Schools policy, supported by administration through clear communication, documentation, and guidance.

- Culturally responsive practices are embedded in teaching, learning, and school programs, guided by the Aboriginal Cultural Standards Framework audit findings.
- Aboriginal perspectives, histories, and cultures are visibly embedded in the physical environment through displays, signage, artworks, and learning spaces.
- Partnerships with Aboriginal families, Elders, and community groups actively inform and enrich school programs.

- Staff engaging in reflective practice, using self-assessment findings to inform improvements in teaching and learning environments.
- Early Childhood students engaging in safe, age-appropriate outdoor play that encourages physical activity, imaginative and social play, and exploration with natural materials to support curiosity, language development, collaboration, and learning.





# RELATIONSHIPS & PARTNERSHIPS

## What we will do

Continue to foster a positive school climate grounded in trust, respect, and strong relationships among staff, students, and the wider community.

Implement and support a consistent whole school approach to community communication aligned with DOEWA guidelines.

Strengthen collaboration with partner schools to share expertise, align practices, and enhance learning opportunities for all students.

Enrich the indoor and outdoor environment to support student learning, wellbeing, and community engagement.

Maintain and strengthen our active collaboration with the School Board and P&C, building on the school's existing strong engagement to support decision making and community involvement.

## What you will see

- A collaborative and positive work environment with high staff morale, underpinned by mutual respect, care, and strong relationships between staff and students.
- Ongoing parent partnerships that contribute to meaningful learning opportunities and positive outcomes for students.

- Clear, documented communication guidelines that ensure transparent, consistent engagement with the school community.
- Regular surveys, including the School Culture Survey, are administered to gather parent and community feedback, with evidence that feedback is considered and acted upon.
- Enhanced visibility and reputation of the school through consistent, high-quality communication and marketing.
- Families and carers actively informed and engaged in school initiatives, events, and student learning.
- Strengthen connections with families, community members, and external agencies to support learning pathways to student learning, wellbeing, and engagement outcomes.

- Active alliance with Duncraig Partnership Network schools that supports teacher collaboration and enhances instructional efficacy.
- Students purposefully engaged in a structured transition to Duncraig Senior High School, supporting increased retention in the public system.

- A clear and actionable Grounds Master Plan outlining short and long term projects.
- Upgraded indoor learning environments that reflect the needs of students and staff.
- Outdoor areas that are functional, safe, and engaging for learning and play.
- Increased involvement of families and community members in shaping the school environment.

- An active School Board providing strategic oversight and monitoring school performance to strengthen governance and guide school improvement.
- The P&C actively contributing to school priorities through joint projects, fundraising initiatives, and community events that directly support student learning and wellbeing and raising the profile of the school.
- A strong, visible partnership between the School Board, P&C, and staff, reflected in shared decision-making and communication with the wider school community.

# LEADERSHIP

## Leadership: What we will do

Articulate a vision and direction aligned with the Department of Education's expectations, building capacity across the school community to drive ongoing improvement.

Strengthen our distributed leadership model to empower staff at all levels to take active roles in decision making, school improvement initiatives, and instructional leadership.

Embed an instructional leadership approach that empowers all staff to sustain consistent and connected best practice across the school.

Define an explicit change management process that incorporates staff, students, and community input to drive sustainable school improvement initiatives.

Include students in authentic leadership roles to strengthen their voice and influence in school decision-making.

## What you will see

- An engaged and visible leadership team partnering with staff, students, and the community to uphold high standards and support continuous improvement.
- Clear alignment between strategic and operational planning, with measurable targets that directly impact classroom teaching and learning.
- A cohesive school community that understands and enacts the shared vision and direction for improvement.

- A clearly defined and embedded distributed leadership model evident in practice across all levels of the school.
- A culture of shared responsibility, high expectations, and continuous improvement that empowers staff and enhances collective efficacy.
- Curriculum Leaders, Phase Leaders, and Instructional Coaches are provided with time and resources to leverage staff expertise and enhance student outcomes.

- Instructional leadership is evident at all levels through collaborative lesson observations, coaching, and feedback that enhance teaching and learning practice.
- A shared understanding of effective pedagogy demonstrated consistently in classrooms across the school.
- Leaders and teachers use evidence from lesson observations and professional dialogue to refine practice and improve student outcomes.

- Whole-school improvement initiatives aligned with *The Leading Cultures of Teaching* principles.
- Strategic allocation of resources, including financial management, long-term resourcing, and professional learning, ensures initiatives are effectively supported and sustainable.
- Accountability measures are established and implemented, with regular review and evaluation of whole-school approaches to monitor progress and assess impact.
- Professional learning is embedded and aligned with school priorities, building staff capacity, and supporting improved classroom practice.

- Students actively participating in leadership roles, contributing ideas and decisions that influence school programs and initiatives.
- Student voice embedded in committees, school events, and improvement projects.
- Evidence of student input shaping policies, programs, and classroom practices, demonstrating student agency and responsibility.

# TEACHING QUALITY

## At Duncraig PS we:

Articulate and embed shared beliefs and whole-school pedagogical approaches within a common, agreed framework that ensures consistency and clarity in teaching and learning.

Refine and strengthen collective responsibility to enhance connected, evidence-informed practice and promote collaboration across all teams and classrooms.

Strengthen teacher capability through instructional coaching, classroom observation and professional feedback to ensure consistent high-quality teaching practice.

Offer high quality specialist learning opportunities that complement and extend classroom programs, fostering student engagement, creativity, and achievement across diverse learning areas.

## Our students, staff and community see:

- Teachers demonstrating consistent, high-quality instructional practices that engage and support all learners through effective differentiation.
- Strengthen teacher capability and aligned approach through targeted professional learning, instructional coaching, reflective practice, and participation in Shaping Minds and LCOTE, ensuring continuous improvement in teaching and learning.
- A clearly documented and enacted pedagogical framework implemented with fidelity across all learning areas.
- Consistent language, expectations, and approaches evident in planning, instruction, and assessment.

- Teachers actively participating in collaborative planning, data discussions, and case management meetings, embedding assessment for learning approaches to inform instruction and support individual student needs.
- A culture of collective efficacy where teachers take shared responsibility for every learner's progress and achievement, reducing variance in practice and outcomes.

- Teachers purposefully applying new strategies and using feedback from instructional coaching and peer observations to refine the rigour and effectiveness of lesson delivery.
- Enhanced teacher capability, low variance practice, and strengthened collective efficacy, driving improved student engagement and outcomes.

- Students engaged in specialist programs including Physical Education, Science, French, Art, and Music that enrich the whole-school curriculum.
- Students engaged in distinctive extra curricular programs such as choir, dance lessons, Numero Club, instrumental lessons, and band, demonstrating increased creativity, collaboration, and enjoyment of learning.
- Students competing in a variety of interschool sporting competitions, demonstrating teamwork, sportsmanship, and school pride.



# STUDENT ACHIEVEMENT & PROGRESS

## What we will do

Increase teacher efficacy in engaging with collaborative data analysis and using insights to enhance student outcomes across the learning spectrum.

Embed data-informed practice that directly correlates to the differentiation occurring in classrooms, ensuring teaching is responsive to student needs and progress.

Implement robust moderation practices to ensure consistent and accurate judgements of student achievement across classrooms and year levels, aligned to WA curriculum standards.

## What you will see

- A school-wide assessment schedule aligned to the Western Australian Curriculum and the Quality Teaching Strategy.
- Operational targets that align with the whole school assessment schedule, enabling staff to focus on improving student achievement.
- Progressive Achievement Test (PAT) data is used to measure year-on-year student progress and inform teaching and learning.
- Teachers using Elastik data analytics to identify learning gaps and inform differentiated planning and instruction.
- Informative student record keeping and structured handovers each year to support continuity and data driven decision making.

- Alignment between data analysis and instructional adjustments in classrooms.
- Longitudinal tracking of identified high-performing students, from the On-entry Assessment Program in Pre-primary through to Year 5 NAPLAN, to maintain appropriate progress trajectories and ensure sustained targeted support and extension.

- Timetabled moderation sessions in English and Mathematics to maintain consistent assessment practices and aligned teacher judgements.
- Moderation of student achievement across the Duncraig Partnership Network to align standards and judgements with partner schools.



# STRATEGIC STUDENT ACHIEVEMENT TARGETS 2026–2028

## Target 1 – NAPLAN Comparative Performance



Improve and sustain NAPLAN achievement and progress for Year 3 and Year 5 stable cohorts so that performance meets or exceeds WA statistically similar schools in Reading, Writing and Numeracy.

## Target 2 – Student Progress (NAPLAN Growth)



Improve student progress through increasing proportions of students demonstrating medium and high growth in NAPLAN Reading and Numeracy.

## Target 3– Student Progress (PAT Growth)



Improve year-on-year progress through increasing proportions of students demonstrating expected or above expected growth in PAT Reading and Mathematics.

## Target 4 – Early Reading Success



Reduce the proportion of students entering Year 3 requiring Tier 2 or Tier 3 reading intervention from baseline to below 10% by 2028.

## Target 5 – High Achievement and Extension



Strengthen longitudinal tracking of high achieving students from On-Entry to Year 5.

## Target 6 – Instructional Consistency



Ensure consistent implementation of the DPS pedagogical framework including Shaping Minds practices across all classrooms.

## Target 7 – Staff Capability (Shaping Minds)

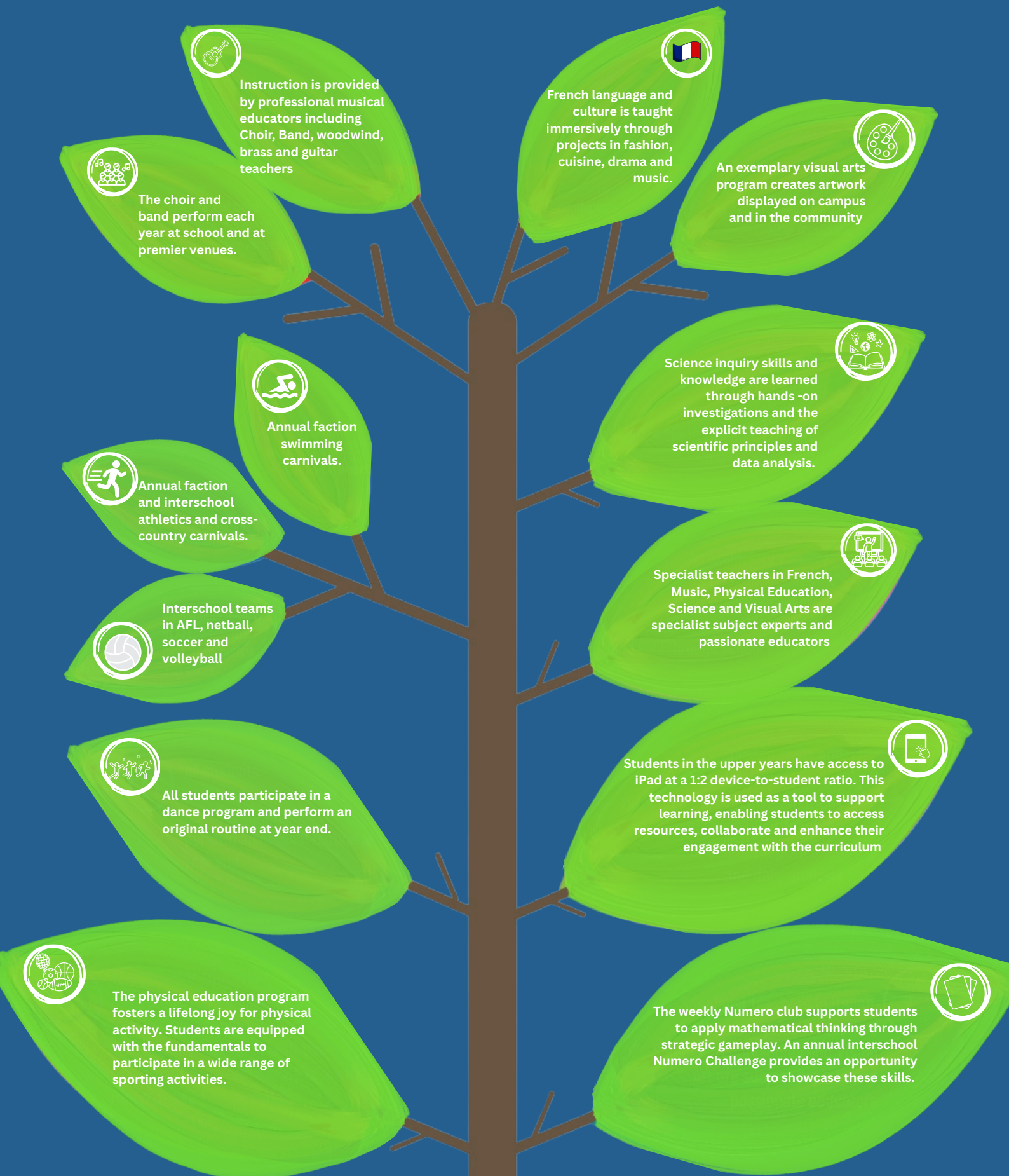


All teaching staff will complete Shaping Minds professional learning and demonstrate consistent implementation.



# Enriching the Whole Child

Arts, Culture, Languages, Music, Science, Sport, Technology



Valuing and acknowledging the Wadjuk Noongar people and lands is prioritised through the integration of the Noongar language, history, art and storytelling into all curriculum areas.  
The DPS community aspires to be a leader in reconciliation.

# SCHOOL CREED

We are Duncraig Primary School  
We stand for kindness, consideration and acceptance of each other

We value everyone's talents, strengths and differences  
Together we stand as one, united in our endeavours

We are Duncraig Primary School



## DPS Expected Behaviours

*Positive Behaviour Framework*  
**Be Your B.E.S.T.**



### Be Kind

We show care, include others and use positive words and actions.



### Excellence Every Day

We challenge ourselves, persist and strive to achieve our personal best.



### Show Respect

We demonstrate good manners, value differences and **care** for our environment.



### Take Responsibility

We make good choices, stay organised and take **ownership** of our actions.

*Explicitly taught • Consistently expected • Positively reinforced.*



## Duncraig Primary School

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