



DUNSBOROUGH PRIMARY SCHOOL

BUSINESS PLAN 2017-2019



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OUR VISION/PURPOSE

To provide students with a wealth of opportunities in a safe and supportive learning environment so that every child's academic, social and physical needs can be met.



OUR AIM

To be a high performing/high care school with every student achieving success.

OUR MOTTO

Together Everyone Achieves More

T.E.A.M

OUR VALUES

Resilience: We bounce back when things get hard and we know how to ask for help.

Respect: We show respect for ourselves, other people and property.

Acceptance: We accept ourselves and we accept differences in others.

Perseverance: We do our best work and keep going when faced with challenges.

Organisation: We make sure that we are ready for learning each day.



KEY OUTCOMES SOUGHT

- Students who are self-motivated to learn and want to achieve to the highest standards they can.
- Opportunities for our students to effectively interact with digital technologies to diversify and enhance their learning experiences.
- A team of expert, passionate educators who work collaboratively with each other to build their capacity to effectively enrich, extend and consolidate learning for all students.
- Active involvement by our parent community in the operation of our school, working as partners in their children's education.

OUR CONTEXT

Dunsborough Primary is a large regional primary school catering for students from Kindergarten to Year 6.

The school has a strong sense of 'community' where parents and staff work together to encourage students to participate, achieve their best, be considerate and supportive of others and value learning.

Creating a positive, safe and rewarding school experience for all students is the driving force behind everything we do.

The staff is held in high regard for their expertise, approachability and the genuine concern they show for the health and well-being of each and every student in their care.

EARLY CHILDHOOD EDUCATION	
STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> • Ensure the K and PP content, curriculum, reporting and assessment is commensurate with WA Curriculum and Kindergarten guidelines. • Embed the National Quality Standard (NQS) and Early Years Learning Framework (EYLF) into ECE classrooms. • Implement early identification procedures with targeted, consistent follow up processes. 	<ul style="list-style-type: none"> • Complete all NQS Quality Areas and implement these across all K – 2 environments. • Clear processes are in place to track identified early intervention students over time.
ENHANCING LITERACY OUTCOMES	
STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> • Whole school approaches in Oral Language, Reading, Spelling and Writing. • Targeted intervention and support for identified at risk students. • Upskilling of classroom teachers and EA's in teaching the WA English Curriculum. 	<ul style="list-style-type: none"> • On Entry testing (PP – Y2) is used to identify areas for additional school based support for students at risk. • All teachers incorporate an oral language component before setting writing tasks. • A consistent, evidence based synthetic phonics program from K-6 is taught.
ENHANCING NUMERACY OUTCOMES	
STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> • Implementation of a whole school explicit teaching approach in Maths, specifically basic facts. • High quality differentiated learning in Maths with extension and intervention. • Development of students' Mathematical Literacy. 	<ul style="list-style-type: none"> • Think Mentals program is used in all classes from Years 1 to 6. • Class numeracy blocks incorporate a basic facts component each day. • Paul Swan's interactive basic facts assessment is used to measure individual and class progress.



SUPPORTING STUDENTS TO BE MORE ACCOUNTABLE FOR THEIR LEARNING

STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> • Consistent school wide teaching of curriculum with clear learning intentions/targets and success criteria. • Regular feedback to assist students to progress and achieve learning goals. • Create cooperative, supportive, flexible classroom environments to enhance student learning. 	<ul style="list-style-type: none"> • Key visible learning features including making learning intentions and success criteria clear, goal setting and providing feedback are used consistently across the school. • Teachers are regularly exploring and implementing ways to make their classrooms more effective learning environments for their students.

IMPLEMENTING THE WA CURRICULUM

STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> • Develop school based planning and assessment documents to deliver the WA Curriculum. • Provide resources to support staff to develop a good understanding of the content of the WA Curriculum and how to teach it. • Produce students who are informed and responsible users of technology. • Provide an ICT environment that supports student achievement of the WA Curriculum outcomes with a focus on STEM (Science, Technology, Engineering & Maths). 	<ul style="list-style-type: none"> • All teachers are using the school's planning documents to plan teaching and learning programs in phase 1, 2 & 3 learning areas. • All students are given opportunity to learn the skills for their year level as outlined in the Digital Technologies Curriculum.

BUILDING STAFF CAPACITY TO MEET STUDENT NEEDS	
STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> Regular and equitable opportunities for all staff to undertake relevant and meaningful professional learning. Learn from peers through collaborative meetings, mentoring and classroom observation. 	<ul style="list-style-type: none"> The number of teachers using classroom observation to enhance teaching practice increases over time.
CURRICULUM DIFFERENTIATION ACROSS ALL LEARNING AREAS	
STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> Embed a student first orientation/mindset towards teaching and learning. Collaborative, reflective classroom planning using varied approaches to increase the likelihood students will learn and progress. 	<ul style="list-style-type: none"> All students on an Individual Education Plan are monitored and supported in their learning. Challenging learning opportunities are provided to allow academically able students to be extended.
DATA DRIVEN DECISION MAKING	
STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> Use of on-going assessment tasks and other school data to determine where students are, and what needs to happen next. 	<ul style="list-style-type: none"> Teachers routinely use formative assessments to inform their teaching.
DEVELOPING EXPERT TEACHERS AND EDUCATION ASSISTANTS	
STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> Provide opportunities for staff to be educational leaders and contribute to curriculum development. Encourage professional growth through a collaborative, supportive school performance development process. 	<ul style="list-style-type: none"> Senior teachers and Level 3 teachers undertake curriculum development and leadership roles. All staff engage in planning to achieve personal performance goals.

PROVIDING A SAFE, CARING AND INCLUSIVE WORKING ENVIRONMENT

STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none">• Teaching Social & Emotional skills, such as mindfulness, explicitly and consistently.• Ensuring staff well - being remains a school priority.• Ensuring strategies and policies for managing challenging behaviour are consistent across the school and reflect positive education principles.• Embedding a culture of high care throughout the school.	<ul style="list-style-type: none">• Staff wellbeing is regularly spoken about and staff are given ongoing support, e.g. weekly notices, happy school articles, flu vaccines, workload advisory committee etc• Specialist teachers are informed and updated on plans relating to special needs students.

CREATING A CONTEMPORARY AND PURPOSEFUL PHYSICAL ENVIRONMENT

STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none">• Explore options to provide alternative classroom furniture to facilitate flexible learning.• Implement, within budget capacity, an ongoing classroom refurbishment program.• Expand and develop nature play areas.	<ul style="list-style-type: none">• Standing desks supplied to all classrooms.• Carpets replaced as needed.

INTEGRATING SUSTAINABILITY INTO THE SCHOOL'S OPERATION

STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none">• Continue to implement education programmes to teach sustainability.• Raise awareness through the implementation of sustainable practices.• Develop a long-term, thriving, natural school environment.	<ul style="list-style-type: none">• All classes participate in at least one area of environmentally sustainable practice as described in the Environmental Sustainability Operational Plan.

BUILDING POSITIVE SCHOOL-COMMUNITY RELATIONSHIPS	
STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> Develop and enhance working relationships and partnerships with community members, local businesses, agencies and community organisations. 	<ul style="list-style-type: none"> School facilities are made available to local community members and groups to conduct activities which provide an educational and social benefit for students.
PROVIDING PARENT EDUCATION	
STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> Provide a regular and meaningful parent education program on relevant issues/ topics. 	<ul style="list-style-type: none"> A program of Parent Information Sessions, relevant to parents and their children is presented at the school.
ENCOURAGING PARENTS AS PARTNERS	
STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> Strengthen the partnership between parents and the school by providing a range of opportunities for parents to become active participants in their children's education. 	<ul style="list-style-type: none"> Parent representatives are selected from all classes to assist the school, P&C and class teachers in organising, communicating and running school events/activities.
FACILITATING FACILITIES IMPROVEMENT	
STRATEGIES	MILESTONES/STEPS TO SUCCESS
<ul style="list-style-type: none"> Involve the school community in identifying and resourcing projects to enhance and improve the school's facilities. 	<ul style="list-style-type: none"> The support of the school community is actively sought and used by the P&C and School Board to enhance the school's facilities.



PERFORMANCE IMPROVEMENT TARGETS 2017 – 2019

ACADEMIC

NUMERACY

- To show an improving trend in NAPLAN numeracy results against statistically similar schools for Year 3 and 5.
- To show an improving trend in the percentage of stable cohort students attaining moderate, high or very high progress from On-entry (pre-primary) to Year 3 and from Year 3 to Year 5 in NAPLAN.
- To have 20% or more of Dunsborough Primary students in the top 20% bracket of results for year 3 and 5 students completing NAPLAN Numeracy testing each year.
- For the school to achieve, using the digital PAT Maths standardised testing, the 75th percentile equal to or above the Australian 75th percentile norm sample in Years 1 to 6.

LITERACY

- To show an increasing trend in the number of students (using the stable cohort) in the top 20% in the Year 3 and 5 NAPLAN Assessment as measured by EARS.
- To show a decreasing percentage of our Year 5 students (using the stable cohort) attaining Very Low or Low progress in the NAPLAN Writing Assessment from Year 3 to Year 5.
- To show a decreasing percentage of our Year 3 students (using the stable cohort) attaining Very Low or Low progress in the NAPLAN Reading Assessment from Pre Primary to Year 3.
- For identified at risk students (who will be monitored and assessed twice a year) to show progression between Pre Primary and Year 3.

NON-ACADEMIC

- The National School Opinion Survey results are positive for Community, Staff & Students (i.e. each item has a ranking of at least 3.5).
- School Board Survey of the effectiveness of the Board is positive (i.e. average rating of Board Members' responses is higher than 3.5).
- 86% or more of students from Year 3 to 6 respond "very true" to the question "I feel safe at this school" from the School's annual Kids Matter student survey.
- No more than 2% of students from Year 3 to 6 respond "not true" to the same question.

“Together, everyone achieves more”

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