



Dunsborough Primary School Business Plan 2024 – 2026



Teaching Quality

We are committed to using a consistent and collaborative, data driven approach to teaching and learning using high impact teaching strategies

TARGETS

- All teaching staff will use data regularly to inform and improve their teaching and learning programs
- An embedded Early Childhood Education approach, guiding consistent and evidenced based practice

WE WILL

- Implement our whole school approach to teaching English and Mathematics with confidence and consistency
- Be guided by the Department of Education Teaching for Impact overview
- Review and implement a consistent pedagogical approach to Early Childhood Education
- Implement a model of teacher observation and student feedback
- Build teacher capacity around the use of data to implement and drive targeted teaching
- Identify and implement a consistent approach to intervention and extension
- Embed the use of our Curriculum Guide as a planning tool for teachers.



Student Achievement & Progress

We are dedicated to improving student achievement and progress through collective analysis and use of school-wide data.

TARGETS

- In each of the NAPLAN assessment, students will achieve at or above like school
- The percentage of Year 3 students in the EXCEEDING category for all NAPLAN testing, is at or greater than like schools
- 85% of Year 1 students to meet expected proficiency in mid-year phonics testing annually

WE WILL

- Develop and embed a whole-school data collection cycle
- Interrogate data to determine or inform areas to target and measure the impact of specific teaching programs and approaches
- Engage in moderation using SCSA Judging Standards to ensure consistency and continuity of teacher judgement
- Analyse academic and non-academic data to measure achievement and progress and inform teaching and learning
- Set academic goals for cohorts and identified students, linked to targets in literacy and numeracy

We proudly acknowledge that Dunsborough Primary School is situated on Wadandi Noongar Boodja

Learning Environment

We will provide learning environments that are caring, engaging, inclusive and culturally responsive.

TARGETS

- All staff routinely teach, apply and look for ways to enhance the principles of the You Can Do It program
- Attendance to be at or above the West Australian Public School average
- Annual K-2 self reflection on the National Quality Stands with action plans implemented
- On the National Survey Tool, attain a higher than 4.0 rating for 'Teachers at this school motivate my child to learn'

WE WILL

- Provide engaging classroom environments that inspire a love of learning.
- Embed our Social and Emotional Learning program across the school
- Refine our behaviour plan to reflect the You Can Do It program and positive expectations
- Continue to provide effective approaches to cater for students with additional needs
- Implement an attendance approach that promotes, monitors and supports improved student attendance
- Develop and implement a grounds and buildings improvement plan aligned to current and future needs

Leadership

We have an unwavering focus on clearly defining leadership structures that effectively impact school improvement.

TARGETS

- An embedded collaborative leadership strategy that guides effective whole school improvement
- Increase the average rating on the National Survey Tool, for staff, for responses to 'this school is well led'
- Demonstrated inclusive practises reflecting cultural responsiveness
- A cycle of analysing assessment to track longitudinal data of individual students and year level cohorts

WE WILL

- Drive school improvement through data informed decisions.
- Develop, and support identified leaders and provide targeted feedback
- Strengthen distributed leadership by articulating, documenting and resourcing leadership roles and responsibilities.
- Review and refine our cultural responsiveness using the Aboriginal Cultural Standards Framework
- Implement an agreed approach to support high quality teaching
- Develop and implement a self-assessment schedule
- Ensure alignment between strategic plan, operational plan, data collection and resourcing.

Partnerships & Relationships

We will strengthen and enhance productive and meaningful partnerships and relationships

TARGETS

- On the National Survey Tool, attain a higher than 4.0 rating for 'This school works with me to support my child's learning'
- Have an embedded, effective approach to staff collaboration.
- Evidence of a range of means to communicate, connect, engage and inform parents and broader community, with our school
- Demonstrate Culturally responsive practices and engagement with our school and community

WE WILL

- Implement a sustainable student mentoring approach, focusing on social relationships
- Create the conditions to foster effective collaboration
- Develop a whole school communication, marketing and promotion plan
- Continue to strengthen our partnership with our local Aboriginal community
- Seek regular parent and community feedback
- Develop and implement strategies that maintain a strong, positive staff culture
- Enhance the School Board's presence in the community and governance operations

Resourcing

We value using human and physical resources that equitably and strategically benefit all students within our learning community

TARGETS

- Our annual Student Characteristics and Targeted Initiative funding is used appropriately
- Evidence of effective allocation of student characteristic and target initiative funding

WE WILL

- Develop and implement a structured approach to align school funding with priorities
- Develop a workforce plan that is reflective of current needs
- Review how resources are utilised in classrooms and investigate efficient and accessible organisation
- Review our Whole School Approach to ICT use and effective implementation
- Investigate grants and sponsorship opportunities that will benefit the students and the school

