# WUNDOWIE PRIMARY SCHOOL
## INDUSTRY ACHIEVES

# Business Plan 2025-2027

# School Context

Wundowie Primary School is an Independent Public School in the Wheatbelt Region catering for students from Kindergarten to Year 6.

Our school is committed to providing a nurturing learning environment which equips all students with the skills they need to succeed. Our vision is 'Quality Teaching Empowering Students to Maintain Improved Performance' which is reflected in our use of evidence-based programs, explicit teaching and differentiated lessons to best meet the needs of all students.

Our school strives for every child, family member and educator to achieve their best possible mental health and wellbeing. We utilise a range of social and emotional learning programs including Smiling Minds, Zones of Regulation, Protective Behaviours and SDERA: Challenges and Choices.

Wundowie Primary is a Positive Behaviour Support (PBS) school. PBS is a process where staff, parents, students and the community work together to develop a safe, supportive and positive learning environment. Staff explicitly teach, acknowledge and promote our school values of "We are Responsible", "We are Respectful" and "We Strive to be our Best". Through using PBS, we support all students to become life-long learners and reach their full potential.

# Plan Overview

Wundowie Primary School utilises the School Improvement and Accountability Framework to assess our performance, plan for improvement and act to implement planned strategies. As a school, we focus on the five areas crucial for effective operation (teaching, learning environment, leadership, resources and relationships) and monitor the success of these areas in relation to student achievement.

Our Business Plan aligns with The Standard - Public School Review with our objectives, targets and strategies categorised into each of the six domains:
- Relationships and Partnerships
- Learning Environment
- Leadership
- Use of Resources
- Teaching Quality
- Student Achievement and Progress

Our Business Plan is guided by the Department of Education's strategic directions, recommendations from our 2024 Public School Review, analysis of student data as well as survey feedback. We ensure our Business Plan is utilised in everyday practice through alignment with our operational plans, "Wundowie Way of Teaching" learning area instructional guides, detailed classroom plans and individual and group education plans.

Our Business Plan will be reviewed on an annual basis to ensure progress towards our objectives and targets.
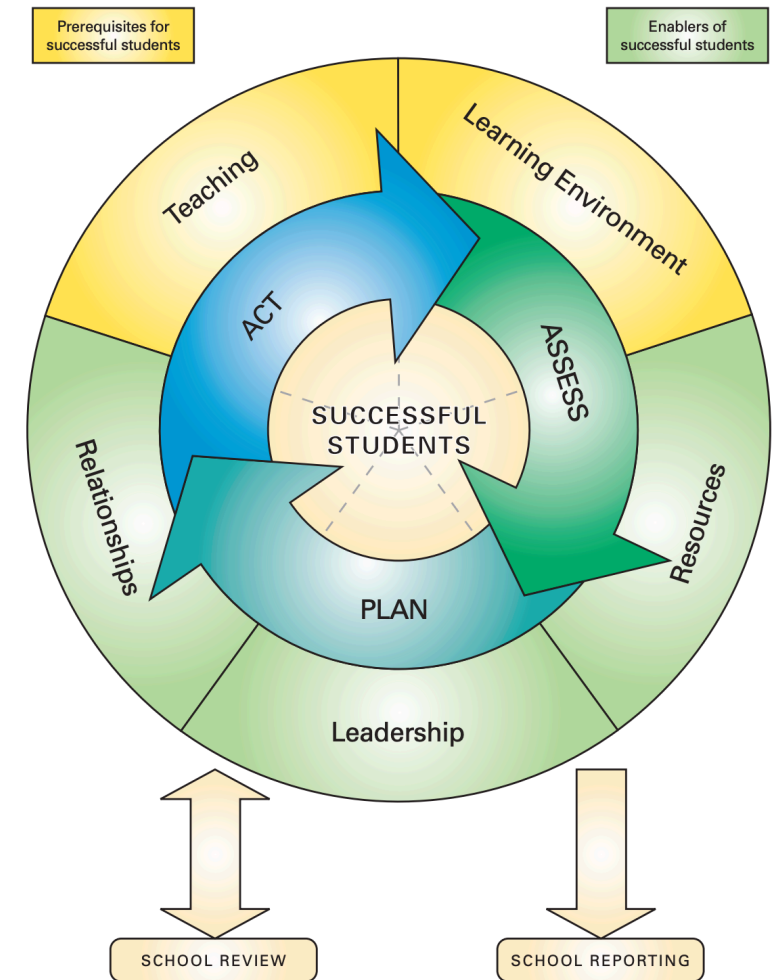
# Relationships and Partnerships

Goal: Strong professional and respectful relationships exist across the school community, supported by clear communication, active collaboration, responsive feedback, effective Board governance and valued community partnerships.

| Objectives | Core Strategies | Evaluation Measures |
|---|---|---|
| 1.1 Wundowie Primary will receive feedback from parents and students at least twice a year. | <ul><li>Be You Surveys for Parents and Students with incentives for parents who participate in the surveys.</li><li>Social Emotional Wellbeing survey for students.</li><li>Parent Interviews in Term 3.</li></ul> | <ul><li>Analyse data from each survey to identify areas of need and plan improvements.</li><li>Inform parents and families how their feedback is used to make changes at the school.</li></ul> |
| 1.2 Work with intent to promote and raise the profile of Wundowie Primary School as a recognised and respected school of choice. | <ul><li>Creation of a Marketing Plan to promote our school.</li><li>Use of local newspaper articles and advertisements, social media and webpage to promote school.</li><li>Participation in Iron Festival, Northam Farmer's Show and Hills Education Community events.</li><li>Active participation in competitions and programs that promote our school in the community, e.g. Clean Schools with community bin stickers and Adopt a Spot, Design a Banner competitions, etc.</li><li>Hosting a local playgroup on school grounds to bring in pre-school aged children and families.</li></ul> | <ul><li>Marketing Plan created with input from the School Board.</li><li>Regular promotion of the school in the community is occurring.</li><li>Playgroup is running on a regular basis.</li></ul> |

# Relationships and Partnerships

| Objectives | Core Strategies | Evaluation Measures |
|---|---|---|
| 1.3 Review the effectiveness of communication processes and develop a communication plan to ensure procedures are fit for purpose for staff and parents. | <ul><li>Creation of a Communication Plan.</li><li>Hard copy notes and letters to go home on Wednesdays only with parents informed via text or phone notification.</li><li>Staff Meeting and PBS Meeting minutes placed in Staff Room as well as e-mailed.</li><li>Use of Compass to regularly update parents, manage excursion permissions and communicate behaviours.</li></ul> | <ul><li>Communication Plan created with input from parents and staff.</li><li>All teachers and administration staff to use Compass to communicate with parents.</li></ul> |
| 1.4 Further build on partnerships with local organisations. | <ul><li>Continue to build relationships with local organisations such as Wundowie and Districts Men's Shed, Bakers Hill RSL, Bradken, Bunnings Northam, Northam Shire, St John's Ambulance, Wooroloo Prison Farm, Wundowie Bushfire Brigade and Wundowie Police as well as local Members of Parliament.</li><li>Regular communication with REED Day Care and invitations to school events.</li><li>Create links with the Wundowie Progress Association including attendance at meetings.</li></ul> | <ul><li>Local organisations are invited to and attend school events.</li><li>Local organisations regularly collaborate with the school on projects and initiatives.</li></ul> |

# Learning Environment

Goal: Our school provides a safe, inclusive and culturally responsive environment that supports student wellbeing, engagement and behaviour. It actively identifies and supports students at educational risk, values student voice in decision making and ensures the physical environment enhances learning.

| Objectives | Core Strategies | Evaluation Measures |
|---|---|---|
| 2.1 Review staff health and wellbeing practices in order to form a Staff Health and Wellbeing Plan. | <ul><li>Senior Teacher to take on leadership role around staff wellbeing.</li><li>Survey creation and delivery to staff to gauge feelings and gather ideas around strategies to support health and wellbeing.</li><li>Creation of a Staff Health and Wellbeing Plan.</li></ul> | <ul><li>Completed staff survey on health and wellbeing with results used to guide Staff Health and Wellbeing Plan.</li></ul> |
| 2.2 Develop and implement a SAER Plan. Establish a database that outlines and supports the tiers of intervention. | <ul><li>Amalgamate teacher responses to the MTSS School Resource Mapping Tool.</li><li>Research and creation of a SAER Plan with whole staff input.</li><li>SAER Profile to be completed for students in each year level and updated each semester with a copy provided during end of year handover.</li></ul> | <ul><li>MTSS School Resource Mapping Tool completed then updated annually.</li><li>Copy of SAER Profile provided to Principal each semester.</li><li>SAER Plan completed and used by all staff.</li></ul> |
| 2.3 Build a system of tracking student academic achievement and their wellbeing needs. | <ul><li>Student academic data will be recorded in assessment trackers enabling easy comparison of each individual student's scores over time.</li><li>The Elastik program will be utilised to assist with data analysis and identifying learning gaps.</li><li>Ensure SAER Profiles include a record of any RMPs, psychologist/chaplain involvement and areas of concern.</li><li>Investigate and implement ways for students to complete regular check-ins around their wellbeing.</li></ul> | <ul><li>Assessment Trackers for Brightpath, PAT, InitiaLit, Sound Waves, Paul Swan Basic Facts Milestones and DIBELS are used across the school.</li><li>Elastik program used by all staff.</li><li>SAER Profiles include information on student wellbeing.</li><li>Students check in regularly around their wellbeing.</li></ul> |

# Learning Environment

| Objectives | Core Strategies | Evaluation Measures |
|---|---|---|
| 2.4 Make the system priority on attendance a school priority. Redefine the whole-school attendance strategy with a targeted focus on the importance of regular attendance. | <ul><li>Creation of a whole school Attendance Plan with whole staff input.</li><li>Incentives developed to encourage attendance.</li><li>Individual attendance plans in place for students in the severe attendance category.</li><li>AIEO and Principal to follow up on attendance with phone calls and/or home visits for students with moderate and severe rates of attendance.</li></ul> | <ul><li>Attendance Plan completed.</li><li>Incentives in place to encourage regular attendance.</li></ul> |
| 2.5 Ensure consistency between classes through the use of a Classroom Checklist which details learning environment expectations in each classroom. | <ul><li>Classroom Checklist outlining learning environment expectations created.</li><li>Posters outlining the whole school instructional model (WALT, WILF, TIB, I Do, We Do, You Do and Plenary) will be displayed in every classroom.</li><li>Checklist to be completed each semester to ensure consistency between classrooms.</li></ul> | <ul><li>Completed Classroom Checklists with identified items actioned.</li></ul> |
| 2.6 Update our Behaviour Plan to reflect the Student Behaviour in Public Schools policy and procedures. | <ul><li>PBS Team to research, utilise external coach and review Student Behaviour in Public Schools policy and procedures in order to update our school's Positive Behaviour Support Plan.</li></ul> | <ul><li>Updated Positive Behaviour Support Plan completed and presented to School Board for feedback. Final copy provided to parents.</li></ul> |

# Leadership

Goal: Our school's vision, priorities and directions align with Department and curriculum expectations, are evidence-based and meet student needs. Leadership supports staff through guidance, opportunities for growth and timely, sustainable change. Staff receive constructive performance feedback and are supported to take on leadership roles.

| Objectives | Core Strategies | Evaluation Measures |
|---|---|---|
| 3.1 Develop operational plans with clear links to the Business Plan. Ensure all strategic and operational planning guides classroom practice and is aligned to the Western Australian Curriculum. | • Curriculum leaders to develop yearly operational plans which detail how the Business Plan will be implemented in that school year.<br>• Ensure operational plans reflect DoE strategic plans and priorities including Teaching for Impact, Focus documents, etc. | • Operational Plans created and reviewed each year.<br>• Classroom plans clearly link to strategic documents, operational plans, "Wundowie Way of Teaching" learning area instructional guides and the Western Australian Curriculum. |
| 3.2 Formalise the regularity of classroom observations and feedback. | • Timeline of Performance and Development cycle to be communicated to all teaching staff at the beginning of each year.<br>• All teachers to receive a complete Performance and Development cycle each year.<br>• Principal to coordinate timetabled Principal or peer observations.<br>• Upskill staff in using Swivl to reflect on their own teaching practices. | • All teachers receive a complete Performance and Development cycle including classroom observation. |

# Leadership

| Objectives | Core Strategies | Evaluation Measures |
|---|---|---|
| 3.3 Develop an instructional leadership model that builds capacity and capability of staff. | <ul><li>Information on the Future Leaders Framework and leadership courses to be shared with all teaching staff.</li><li>Rotation of staff as Teacher in Charge when the Principal is not in school.</li><li>Leadership roles and coordination of special events negotiated and documented at the beginning of each year.</li><li>Upskilling of staff in instructional leadership and peer coaching.</li><li>Providing access to high quality professional learning for staff aligned with school and strategic directions.</li><li>Effective induction process to be developed for new, graduate and returning staff members.</li></ul> | <ul><li>All staff are provided with leadership information and opportunities.</li><li>Induction process developed and documented.</li></ul> |

# Use of Resources

Goal: Financial management aligns with the requirements set out in the Funding Agreement for Schools. Resource and budget decisions are evidence-based and aligned with school planning and targeted funding to support learning. Workforce planning and management practices are guided by student needs.

| Objectives | Core Strategies | Evaluation Measures |
|---|---|---|
| 4.1 Maintain a prudent approach to resource management to ensure resource allocations are available to address the transient nature of students and the individual needs of the broader student population. | • Operational plans to be completed each year and to detail required resources.<br>• Each operational plan to be accompanied by a cost centre submission to be reviewed by the Finance Committee.<br>• Cost Centre managers to keep an up-to-date record of spending using a Record of Expenditure spreadsheet. | • Curriculum leaders have ensured that all resources identified in operational plans and cost centre submissions are purchased and maintained. |
| 4.2 Maintain focus on workforce planning for immediate and future staffing requirements. Ensure staff are selected with the skill set required to advance the school improvement agenda. | • Develop a Workforce Management Plan suited to school improvement targets. | • Workforce Management Plan completed and reviewed each year. |

# Teaching Quality

Goal: Shared beliefs, collaboration and professional learning underpin consistent school-wide teaching practices. Teashing is aligned with the WA Curriculum, guided by data, differentiated to meet student needs and supported by meaningful assessment and reporting.

| Objectives | Core Strategies | Evaluation Measures |
|---|---|---|
| 5.1 Ensure consistency of teacher practice and lesson design, aligned to the Quality Teaching Strategy. | <ul><li>Professional learning to be delivered on the QTS and Teaching for Impact interface.</li><li>Ensure alignment of the "Wundowie Way of Teaching" learning area instructional guides to the Teaching for Impact overview and resources.</li><li>Ensure classroom plans clearly link to the Wundowie Way of Teaching instructional guides.</li></ul> | <ul><li>Wundowie Way of Teaching English updated to include the teaching of colourful semantics and a grammar scope and sequence.</li><li>Other "Wundowie Way of Teaching" learning area instructional guides updated and expanded to include our whole school instructional model as well as alignment with Teaching For Impact and current best practice.</li></ul> |
| 5.2 Develop moderation practices to ensure there is low variation in teacher judgements, using the benefits of a collaborative approach with network colleagues. | <ul><li>Combine with neighbouring schools to complete moderation activities using Brightpath and/or SCSA Judging Standards.</li><li>Complete school-based moderation sessions during staff meetings.</li></ul> | <ul><li>School-based moderation activities are occurring each term.</li><li>Moderation with neighbouring schools occurs at least once a year.</li></ul> |

# Teaching Quality

| Objectives | Core Strategies | Evaluation Measures |
|---|---|---|
| 5.3 Create genuine opportunities for structured staff collaboration. Focus on developing a school-wide disciplined dialogue on teaching, learning and student achievement. | <ul><li>Identification of staff skills and provision of time in staff meetings to enable teaching staff to model and share effective practices.</li><li>Provide time in staff meetings and through the provision of classroom relief to enable staff to collaborate on whole school plans.</li><li>Ensure time is provided each term to analyse student data as a whole school team.</li><li>Provide time for curriculum leaders to support staff with planning, using resources, modelling lessons and peer observation.</li></ul> | <ul><li>Staff model and share effective practices on a regular basis.</li></ul> |

# Student Achievement and Progress

Goal: Plans focus on improving student achievement, using data to assess progress in line with similar schools. Levels of student achievement and progress align with grade allocation.

| Objectives | Core Strategies | Evaluation Measures |
|---|---|---|
| 6.1 Maintain a focus on developing staff data literacy levels and proficiency in the use of a school-wide data platform to track student progress at the individual and cohort level. | • Information sessions to be provided to staff on using the Elastik program.<br>• PAT, On-Entry and NAPLAN data will be explored using the Elastik program as a way to identify individual, small group and year level learning gaps, provide targeted teaching and track progress over time. | • Elastik program is utilised on a regular basis. |
| 6.2 Implement a disciplined dialogue approach to data analysis. | • Whole school Disciplined Dialogue pro forma to be developed.<br>• Disciplined Dialogue sessions to be held at least once each term to analyse NAPLAN data and school-based assessment data recorded in assessment trackers. | • Discipline Dialogue pro forma created.<br>• Records of Discipline Dialogue sessions used to inform planning. |
| 6.3 Ensure widespread use of the School Curriculum and Standards Authority Judging Standards occurs with fidelity and consistency. | • Deliver professional learning on using the SCSA Judging Standards materials.<br>• Check that staff utilise assessment pointers and annotated work samples when determining grades.<br>• Staff are provided with collaborative time to moderate work samples using the SCSA Judging Standards. | • All staff are effectively utilising the SCSA Judging standards. |

# Targets

A.  By Semester 2, 2027, there will be an upward annual trend in the percentage of students with regular attendance.

B.  By Semester 2, 2027, there will be ongoing yearly improvement in student wellbeing as shown through Social Emotional Wellbeing Survey data.

C.  By Semester 2, 2027, we will see an upward annual trend in the percentage of students given a consistent rating for Attitude, Behaviour and Effort on semester reports.

D.  By Semester 2, 2027, there will be an ongoing annual improvement in the percentage of students achieving expected yearly progress when measured using Brightpath, Sound Waves, InitiaLit, DIBELS and Paul Swan Basic Fact Milestones.

E.  By Semester 2, 2027, students will maintain or improve their percentile rank performance on ACER Progressive Achievement Tests for Reading Comprehension, Punctuation and Grammar, Mathematics and Science.

F.  By Semester 2, 2027, there will be an upward annual trend in our school's Numeracy NAPLAN results for Years 3 and 5 with results showing a lower percentage of students in the Developing proficiency level and a higher percentage of students in the Strong proficiency level over time.

G.  By Semester 2, 2027, there will be an ongoing annual improvement in our school's Grammar and Punctuation NAPLAN results for Years 3 and 5 with results showing a lower percentage of students in the combined Developing and Needs Additional Support proficiency levels and a higher percentage of students in the Strong proficiency level over time.

# Glossary of Terms

ACER — Australian Council for Educational Research

AIEO — Aboriginal and Islander Education Officer

DIBELS — Dynamic Indicators of Basic Early Literacy Skills

DoE — Department of Education

MTSS — Multi-Tiered System of Supports

NAPLAN — National Assessment Program Literacy and Numeracy

PAT — Progressive Achievement Tests

PBS — Positive Behaviour Support

QTS — Quality Teaching Strategy

RMP — Risk Management Plan

SAER — Students at Educational Risk

SCSA — School Curriculum and Standards Authority

TIB — This is Because...

WALT — We Are Learning to...

WILF — What I'm Looking for...