

# WUNDOWIE PRIMARY SCHOOL

## Business Plan 2021-2024

### OUR VISION

‘Quality teaching empowering students to  
maintain improved performance’



## SCHOOL VALUES

At Wundowie Primary School, our values are based on our behaviour expectations and modelled on Positive Behaviour Support beliefs.

At Wundowie Primary School:



### INTRODUCTION

Wundowie Primary School is a level 3 Independent Public School set in the Perth Hills.

This Business Plan is linked to the ESAT Domains of:

- Relationships and Partnerships
- Learning Environment
- Teaching Quality
- Student Achievement and Progress
- Use of Resources
- Leadership

This plan is supported by operational plans in the key learning areas of English, Mathematics, Science, Health and Physical Education, Technologies, HASS (History, Geography, Civics & Citizenship and Economic & Business), Languages and The Arts. The operational plans detail how the strategies outlined will be actioned and resourced.



## RELATIONSHIPS AND PARTNERSHIPS

- ▶ Professional relationships between staff are enabled through collaboration
- ▶ Staff, student and parent relationships are respectful
- ▶ Clear communications are evident, both within the school and with key stakeholders
- ▶ Parent and carer satisfaction feedback is sought and acted on
- ▶ The Council or Board fulfils its role in supporting school governance
- ▶ Community partnerships are sustainable
- ▶ The local community values its school

Target	Core Strategies	Monitoring
<p>By the end of Term 1 2022,</p> <ul style="list-style-type: none"> <li>• Ensure there is a clear updated policy on attendance that has been communicated with the School Board and staff.</li> <li>• All staff are to adhere to the policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Officer and Student Services Officer to update the policy.</li> <li>• Attendance Officer and Student Services Officer to follow up on attendance.</li> <li>• Attendance files to be completed weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• The policy is placed in the Staff Handbook.</li> <li>• Absentee information is updated on Integris.</li> <li>• Files are checked weekly.</li> </ul>
<p>By the end of 2024</p> <ul style="list-style-type: none"> <li>• PBS will be embedded throughout the school.</li> <li>• Develop a Scope and Sequence for teaching expectations.</li> <li>• The Positive Behaviour Policy will be updated to reflect PBS strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• PBS team planning the steps for implementation.</li> <li>• Expectations are taught explicitly in each class.</li> </ul>	<ul style="list-style-type: none"> <li>• The Values are displayed around the school.</li> <li>• Common language is being used by all staff.</li> </ul>
<ul style="list-style-type: none"> <li>• Wundowie Primary School will receive feedback from parents and students at least twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>• Be You Surveys for Parents and Students.</li> <li>• National School Opinion Survey</li> <li>• Parent Interview in Term 2</li> <li>• Rewards for those families who participate in the surveys and interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Use data from the surveys to identify areas of deficit and plan improvements-annually.</li> <li>• List of families who attend interviews.</li> </ul>
<ul style="list-style-type: none"> <li>• Host at least two Family Events each year.</li> </ul>	<ul style="list-style-type: none"> <li>• Planned events through Be You.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented through photos.</li> </ul>



## LEARNING ENVIRONMENT

- ▶ The learning environment is safe, caring, inclusive and culturally responsive
- ▶ Student behaviour, attendance and engagement strategies enhance student learning
- ▶ The health and wellbeing of students and staff is enhanced
- ▶ Students at Educational Risk are identified, supported and monitored for improvement
- ▶ Student voice informs school decision making
- ▶ The physical environment adds value to the student learning experience

Target	Core Strategies	Monitoring
<ul style="list-style-type: none"><li>Starting Term 1, 2022 there will be explicit teaching of the behaviour expectations with intensive teaching for the first two weeks of every year.</li></ul>	<ul style="list-style-type: none"><li>Common language from PBS.</li><li>Using the PBS sentence structure for reteaching negative behaviour.</li><li>Expectations are updated at the beginning of each year with time allocated on School Development Days.</li></ul>	<ul style="list-style-type: none"><li>Session set aside at the beginning of the year (timetabled on the agenda)</li><li>Peer observations</li></ul>
<ul style="list-style-type: none"><li>By the end of Term 1, 2022 there will be clear whole school classroom expectations created with a poster going into each classroom.</li></ul>	<ul style="list-style-type: none"><li>In this classroom you will see and hear...</li></ul>	<ul style="list-style-type: none"><li>Walk through</li></ul>
<ul style="list-style-type: none"><li>By the end of Term 1, 2022 there will be an explicit teaching clock displayed in every classroom.</li></ul>	<ul style="list-style-type: none"><li>Clock showing WALT, WILF, TIB, I Do, You Do, We Do and Plenary for all teachers to use during lessons.</li></ul>	<ul style="list-style-type: none"><li>Clocks displayed in each class</li><li>Walk through observation</li></ul>
<ul style="list-style-type: none"><li>From Term 3, 2021 routines and procedures are displayed around the school.</li></ul>	<ul style="list-style-type: none"><li>Explicitly taught at the start of each year.</li><li>Whole school routines created during PBS Meetings.</li></ul>	<ul style="list-style-type: none"><li>Walk through</li></ul>



## TEACHING QUALITY

- ▶ Shared beliefs about teaching and learning support school-wide practices
- ▶ Staff collaborate to plan for, act on, and assess student learning
- ▶ Teaching practices align to content outlined in the WA Curriculum
- ▶ Differentiated teaching exists to cater for the learning needs of students
- ▶ Analysis of systemic and school-based data informs teaching plans
- ▶ Assessment and reporting on student achievement informs students and parents
- ▶ Professional learning builds staff capability

Target	Core Strategies	Monitoring
<ul style="list-style-type: none"><li>• By end of Term 1, 2022 the Wundowie Way of Teaching English will be updated to include quality teaching practices in Literacy.</li></ul>	<ul style="list-style-type: none"><li>• English Curriculum Leader to include the quality teaching practices in the Wundowie Way of Teaching English.</li></ul>	<ul style="list-style-type: none"><li>• English Curriculum Leader to check that classroom term plans adhere to the Wundowie Way of Teaching English.</li></ul>
<ul style="list-style-type: none"><li>• By end of Term 1, 2022 a Wundowie Way of Teaching Mathematics will be created. This documents will include quality teaching practices in Mathematics.</li></ul>	<ul style="list-style-type: none"><li>• Time provided to the Mathematics Curriculum Leader to work on the document.</li></ul>	<ul style="list-style-type: none"><li>• The Wundowie Way of Teaching Mathematics is available for all staff to use for planning.</li></ul>
<ul style="list-style-type: none"><li>• Implementation of PreLit and InitialLit from Foundation to Year Two by Term One, 2022.</li></ul>	<ul style="list-style-type: none"><li>• Staff upskilled by InitialLit leader.</li></ul>	<ul style="list-style-type: none"><li>• Teaching plans reflect PreLit being taught in Kindergarten and InitialLit being taught in Pre-Primary, Year 1 and Year 2.</li></ul>
<ul style="list-style-type: none"><li>• By end of Term 1, 2022 a new MIS document will be created with all staff expected to adhere to the assessment timeline.</li></ul>	<ul style="list-style-type: none"><li>• Create a timeline of important assessments and events to be displayed in staff room.</li></ul>	<ul style="list-style-type: none"><li>• Timeline created</li><li>• Student tracking document kept regularly updated and will be checked at Performance Management meetings.</li></ul>



## STUDENT ACHIEVEMENT AND PROGRESS

- ▶ Plans demonstrate a commitment to improve student achievement and progress
- ▶ Systemic and school-based data are used to assess student progress
- ▶ Student achievement and progress aligns with contextually similar schools
- ▶ Students attain their respective achievement standard in literacy and numeracy
- ▶ Levels of student achievement and progress align with grade allocation

Target	Core Strategies	Monitoring
<ul style="list-style-type: none"> <li>• From the end of Term 1 2022, all students working at an E level will have an Individual Education Plan for that learning area.</li> </ul>	<ul style="list-style-type: none"> <li>• Information around goals for E grade students will be passed on during handover from previous year's teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal to check.</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers will review Individual Education Plans each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all staff are aware of how to use the SEN Planning Tool and how to review for School Reports.</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Plan reports to go out each semester.</li> </ul>
<ul style="list-style-type: none"> <li>• By the end of Term 1, 2022 the assessments and the format of the tracking document will have been reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate time in staff meeting during Term 1, 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> </ul>
<ul style="list-style-type: none"> <li>• At the end of each term hold a collaborative meeting to analyse tracking document progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to use disciplined dialogue approach to reflect on progress in allocated teacher meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Each year staff will have formed a discipline dialogue record which will be passed on to the Principal during their final Performance Management meeting of the year.</li> </ul>
<ul style="list-style-type: none"> <li>• Each year after NAPLAN results are published on the SAIS Dashboard, staff will hold a collaborative meeting to analyse progress and look for areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to use a disciplined dialogue approach in an allocated teacher meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Disciplined dialogue record to be passed on to the School Board and discussed.</li> </ul>
<ul style="list-style-type: none"> <li>• Starting in Semester 1, 2022 we will see an increase in the number of students given a consistent rating for Attitude, Behaviour and Effort on the semester reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit teaching of ABE expectations.</li> <li>• Identify the percentage of times a student needs to work within each ABE to be allocated that level.</li> </ul>	<ul style="list-style-type: none"> <li>• PBS Team to examine ABE data twice yearly and feedback information to all staff.</li> </ul>
<ul style="list-style-type: none"> <li>• Starting in Semester 1, 2022 we will see a decrease in the number of each type of negative behaviour recorded on Integris.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to follow the updated PBS Positive Behaviour Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• PBS Team to examine Integris behaviour data twice yearly and feedback information to all staff.</li> </ul>



## USE OF RESOURCES

- ▶ Financial management complies with the expectations of the Funding Agreement for Schools
- ▶ Resource allocation decision making is evidence-based
- ▶ Budget and resource management practices support school planning
- ▶ Use of Student Characteristics and Targeted Initiative funding assists student learning
- ▶ Workforce planning and management practices align with student needs

Target	Core Strategies	Monitoring
<ul style="list-style-type: none"><li>• Workforce are employed to meet the school priorities.</li></ul>	<ul style="list-style-type: none"><li>• Workforce Management Plan suited to school improvement targets.</li></ul>	<ul style="list-style-type: none"><li>• Workforce Management Plan completed each year.</li></ul>
<ul style="list-style-type: none"><li>• Achieve at least “Highly Satisfactory” on the school’s financial audit.</li></ul>	<ul style="list-style-type: none"><li>• Adhere to DoE Financial Management Guidelines.</li></ul>	<ul style="list-style-type: none"><li>• Achievement of “Highly Satisfactory” on the school’s financial audit.</li></ul>
<ul style="list-style-type: none"><li>• Ensure ongoing renewal of identified resources and assets in line with our operational planning.</li></ul>	<ul style="list-style-type: none"><li>• Operational Plans completed each year.</li><li>• Cost Centre submissions completed each year.</li></ul>	<ul style="list-style-type: none"><li>• Learning area leaders to ensure that all resources identified in our operational plans are purchased and maintained.</li></ul>



## LEADERSHIP

- ▶ School vision/priorities and direction align with the Department's expectations
- ▶ School planning is evidence based and aligns with the contextual needs of students
- ▶ Change is applied in a timely, informed and inclusive manner
- ▶ Strategic and operational planning guides classroom practice and is aligned to the School Curriculum and Standards Authority expectations
- ▶ Leaders provide guidance and instructional support to staff
- ▶ Staff are provided with opportunities to lead
- ▶ Professional review provides performance feedback for staff

Target	Core Strategies	Monitoring
<ul style="list-style-type: none"><li>• From the end of Term 1, 2022 onwards we will ensure the Business Plan shows links to the Operational Plans and Classroom Plans.</li></ul>	<ul style="list-style-type: none"><li>• Allocated time to write new plans that are linked to the new Business Plan.</li></ul>	<ul style="list-style-type: none"><li>• Performance Management process.</li></ul>
<ul style="list-style-type: none"><li>• From Term 1 2021, leadership opportunities will be provided for all staff.</li></ul>	<ul style="list-style-type: none"><li>• Aspirant Leaders information shared with all teaching staff.</li><li>• Curriculum leaders create Operational Plans and link these to budget submissions.</li><li>• Rotation of staff as Teacher in Charge when the Principal is not in school.</li></ul>	<ul style="list-style-type: none"><li>• All interested staff are given opportunities to be Teacher in Charge.</li><li>• Future Leaders Framework will be presented at a staff meeting.</li></ul>





## GLOSSARY OF TERMS

ABE	Attitude Behaviour Effort
DoE	Department of Education
NAPLAN	National Assessment Program Literacy and Numeracy
PBS	Positive Behaviour Support
SAIS	Student Achievement Information System
SSEN	Students with Special Educational Needs
WALT	We Are Learning to...
WILF	What I'm Looking for...
TIB	This is Because...