Mundijong
Primary School
An Independent Public School

Mundijong
Primary School
Business Plan
2021 - 2023

Learning Together, Growing Together.

Context

Mundijong Primary School is an Independent Public School that caters for children from Kindergarten to Year 6.

The school is located in the Canning District, approximately 54kms from Perth CBD and has a rural atmosphere. There are 23 staff employed at Mundijong in various roles, both full-time and part-time.

Our school staff are committed to building positive relationships, with the motivation to pursue excellence. Our dedicated and professional teachers maintain an environment which supports each child every day to achieve their personal best. Mundijong Primary School embraces all members of our community and strives to maintain a nurturing and welcoming environment that promotes community partnerships. Our parents, School Board and P&C are an integral part of our school community, and together we are committed to providing the best for our students.

Underpinning all academic success at Mundijong Primary School is a school culture that enables a strong commitment to respect, responsibility and resilience. It is this culture and our constant school-wide focus on continual improvement that is represented in our school vision:
'Learning Together- Growing Together'

Vision

Learning Together, Growing Together.

Our logo incorporates the grasstree (Balga), symbolising working, learning and growing together. The green and white colours of our logo are derived from the natural environment and reflect our rural community location and distinctive school identity.

Beliefs and Values

When you walk into our school you will see our students

- Being responsible members of our school community.
- Interacting with their peers in a friendly and supportive manner.
- Actively engaging in learning.
- Working respectfully, collaboratively and cooperatively with their peers.
- Striving to achieve at their highest level.
- Demonstrating a positive attitude to their learning.
- Taking risks with their learning and understanding that we learn from our mistakes.

When you walk into our school you will see our staff

- Creating a welcoming, positive and safe learning environment.
- Differentiating learning experiences to cater for individual learning needs.
- Providing students with meaningful feedback.
- Creating inclusive and engaging learning experiences.
- Treating all students with respect and empathy.
- Challenging and supporting students to achieve their goals.
- Working collaboratively with fellow staff.

When you walk into our school you will see our parents

- Supporting their children in their learning.
- Working collaboratively with staff.
- Encouraging positive behaviour.
- Supporting students to be independent.
- Contributing to the school community.

Learning Together

TARGET AREA 1:   Student Achievement & Progress

TARGET AREA 2:   Quality Teaching

TARGET AREA 3:   Relationships & Partnerships

TARGET AREA 4:   Learning Environment

Target Area 1:
Student Achievement & Progress

Targets to be achieved by the end of 2023:

- System and school-based data will show a steady upward trend in student outcomes for Literacy, Numeracy and Science for our stable cohort.

- We will see a decrease in the percentage of stable cohort students needing individual and group intervention in Literacy and Numeracy.

- Stable cohort will average moderate to high progress between On Entry Testing to Year 3 NAPLAN and Year 3 NAPLAN to Year 5 NAPLAN.

Milestones- together we aim to:

Implement whole-school strategies to improve student outcomes in Numeracy and Literacy.

Utilise programs that generate responsive data that allow us to closely monitor student progress and instigate timely intervention.

Provide quality professional learning for all staff to ensure rigorous, whole-school approaches.

Implement whole-school processes that cater for the academic needs of Students at Educational Risk.

Strategies- we will achieve this by:

Implement PreLit and InitiaLit with our Kindy to Year 2 students.

Utilise MiniLit and MacLit for reading intervention with students from Years 1-6.

Investigate and implement an evidence-based Spelling resource for Years 3-6.

Embed the Seven Steps to Writing Program within our school.

Utilise Origo Stepping Stones as our whole-school Mathematics Program.

Utilise the Renaissance Reading Resources to improve reading outcomes for our students.

1

Target Area 2:
Quality Teaching

Targets to be achieved by the end of 2023:

- Our Explicit Instructional Model will be embedded in our whole-school processes and will be used in all classrooms.

- Peer observations and teaching feedback processes will drive reflective teacher practices.

- Teachers will regularly engage with quality data to drive individual student, class and whole-school improvement.

Milestones- together we aim to:

Build quality teaching practises through a strong professional development culture, engaging in a continuous professional learning cycle that targets school focus areas.

Utilise responsive data to cater for students academic needs.

Build consistent evidence-based pedagogical practices across the school.

Continue to develop functional Operational Plans for learning areas that clearly articulate improvement targets and strategies.

Continue to develop whole-school scope and sequence documents that guide teaching and learning.

Develop an Early Childhood Plan to better cater for the specific needs of our students.

Strategies- we will achieve this by:

Analysing data at the individual student, classroom, phase of learning and whole school levels.

Developing targeted growth goals in the Performance and Development Cycle for staff.

Providing opportunities for staff to engage in classroom observation to obtain feedback on teaching practices.

Providing quality professional development opportunities to build capacity in school focus areas.

Utilise our Explicit Instructional Model (LEARN) to guide teaching practices.

2

Relationships & Partnerships

Targets to be achieved by the end of 2023:

- National School Opinion Survey results for parents and staff will average at or above 4 out of 5.

- Enhance and develop our distributed leadership structure.

- Build on strategies to further enhance the school's relationship with our local community.

- Establish the School Board, P&C and wider school community as an integral part of our school improvement agenda.

- Utilise the school board to build a strong community connection.

Milestones- together we aim to:

Support staff to lead committees that drive key improvement areas in our school.

Actively seek opportunities to engage our local community in our students' education to promote community connectedness.

Consult extensively with our School Board, P&C and the wider school community to develop school improvement plans.

Increase the effectiveness, presence and visibility of our School Board.

Promote parent and family engagement in our school.

Develop a Reconciliation Plan to improve outcomes in the Aboriginal Cultural Standards Framework.

Strategies- we will achieve this by:

Providing time, professional learning and resources to staff leading key improvement areas.

Engage with local groups; Men's Shed, Senior Citizens, local environmental groups, Foodbank etc.

Engage our School Board in a review of its effectiveness and clearly define its important role in our school.

Provide increased opportunities for parents and community organisations to partner with our school.

Create a Cultural Awareness Committee to promote culturally responsive practices.

3

Target Area 4:
Learning Environment

Targets to be achieved by the end of 2023:

- Surveys will demonstrate increased levels of mental health for both staff and students.
- Attendance rates will be at or above like schools.
- Student voice will be an integral aspect of teacher reflection in every classroom.
- National School Opinion Survey results for parents, students, and staff will average at or above 4 out of 5.

Milestones- together we aim to:

Continue to develop and utilise PBS (Positive Behaviour Support) as the vehicle to promote, teach and recognise positive student behaviour.

Continue to build safe and supportive learning environments in all of our classrooms.

Ensure that the mental health and wellbeing of our students and staff remains a high priority.

Prioritise the social and emotional needs of our students.

Address attendance and punctuality through whole school strategies.

Strategies- we will achieve this by:

Maintaining an active PBS Committee that promotes positive behaviours within our school.

Implementing strategies that monitor and promote our student and staff wellbeing through the PBS committee.

Creating safe and supportive classrooms through peer observation processes.

Developing and implementing a whole-school plan to address the social and emotional needs of our students.

Utilising increased School Psychologist time and our Chaplain to assist in addressing individual students' social and emotional needs.

Developing and implementing an Attendance Plan that includes attendance management at whole-school, classroom and individual student/family levels.

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