



Mundijong Primary School

An Independent Public School



Business Plan 2025 - 2027



Our 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.



Our Story

Mundijong Primary School is proudly situated on the Gnaala Karla Booja country.

MPS first opened in 1897 when Mundijong was a fledgling township. Since then, the school has been in three locations, with the current site established in 1972. The significant history of the school means that many generations of local families have attended and have fond memories of MPS. Our school is a hub of our community and receives incredible support from families and community organizations.

Our current student population is 230, with that number expected to grow rapidly over the term of this business plan due to local infrastructure developments. Mundijong is located 54 km south of Perth. We are a member of the South Metropolitan Region and work closely with our network schools in the Serpentine Jarrahdale Network.

Our school staff are committed to building positive relationships, with the motivation to pursue excellence. Our dedicated and professional teachers maintain an environment that supports every child every day to achieve their personal best. 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 culture that fosters a strong commitment to respect, responsibility, and resilience. It is this culture and our unrelenting school-wide focus on continual improvement that is represented in our school vision.



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.





Our Expectations



Business Plan Purpose

Our business plan is a collaborative effort by key stakeholders to set the strategic direction for the next three years. By reflecting on gathered data, received feedback, and identified priorities, this plan outlines our priorities for the next three years. It is aligned to our school's operational plans that provide finer details and support the achievement of this Business Plan's Targets.

Teaching and Learning

'Our students are the centre of the school improvement and accountability framework. All our priorities connect to and focus on the standard of student achievement, both academic and non-academic. Our school operations are the practises, processes and procedures that enable us to ensure improvement in the standards of student achievement. We provide engaging learning opportunities whilst enhancing student achievement through whole school evidence-based teaching practises.'



Our Targets



We will continue to ensure a rigorous and cohesive cycle of school improvement with a focus on year-on-year student academic progress and a celebration of student achievements.

- School based academic data will show a steady upward trend and demonstrate year on year growth.
- NAPLAN results will be at or above 'Like Schools' in all assessed areas.
- We will decrease the proportion of students identified as needing extra support through NAPLAN and school-based assessments.
- We will increase the number of stable cohort students making high and very high progress between On Entry Testing in Pre-Primary and Year 3 NAPLAN, and between Year 3 NAPLAN and Year 5 NAPLAN.
- We will increase the proportion of stable cohort students in the Strong and Exceeding NAPLAN categories between Year 3 and 5.
- Student attendance will be at or above the level of 'Like Schools'.
- Annual National School Opinion Survey results for parents, students, and staff will average 4 out of 5 or above.



Priority 1: Quality Teaching and Learning



Priority 2: Engaging Learning Environment



Priority 3: Relationships & Partnerships



Priority 4: Shared Leadership for Impact



Priority Area 1:

Quality Teaching and Learning

We are dedicated to providing a high-quality, evidence-based, and targeted teaching program aimed at maximising student achievement.

What are we going to do?

- Foster quality teaching practices through a robust professional development culture, engaging in a continuous professional learning cycle that targets school focus areas.
- Consolidate shared pedagogical beliefs and instructional framework to ensure the implementation of evidence-based, low-variance, high-impact teaching strategies aligned with the Teach for Impact resources.
- Continue to refine and develop our multi-tiered Response to Reading Intervention strategy.
- Enhance staff capacity to analyse and utilise responsive literacy and numeracy data to track student progress and plan to meet individual and group student needs.
- Develop and utilise internal Instructional Coaches to work alongside staff to deliver low-variance, high-impact, evidence-based classroom practices throughout the school.
- Continue to develop connected classroom practices with consistent implementation of Literacy and Numeracy Daily Reviews.
- Refine our whole-school student progress data platform to ensure systemic and school-based data is collated in one location and used to assess, track, and monitor student achievement and progress.



1



Priority Area 2:

Engaging Learning Environment

We provide a safe, inclusive, positive, and supportive environment where we unlock our students' full potential. Our goal is to foster an atmosphere that promotes resilience, respect, responsibility, connection, and confidence.

What are we going to do?

- Continue to develop and utilise Positive Behaviour Support (PBS) to teach and promote positive student behaviour.
- Ensure that the mental health and wellbeing of our students and staff remain a high priority. Measure the effectiveness of our strategies for creating a mentally healthy community.
- Utilise increased School Psychologist and Chaplain time to assist in addressing the social-emotional needs of our students.
- Incorporate student voice to provide feedback on our classroom learning environments.
- Further upskill staff in developing consistent behaviour management processes within the context of restorative practices.

2



Priority Area 3:

Relationships and Partnerships

We work collaboratively to foster strong, effective, and productive relationships with all key stakeholders to ensure student outcomes are enhanced. We will also focus on implementing strategies for building a mentally healthy school community.

What are we going to do?

- Utilise our local community to continue to embed Aboriginal and Torres Strait Islander perspectives in our school.
- Actively seek opportunities to engage our local community in our students' education to promote community connectedness.
- Consult with our P&C, School Board, and wider community to develop school improvement plans.
- Provide opportunities for our parents/carers and families to actively engage in the education of their children.
- Work collaboratively with the Serpentine Jarrahdale Network schools to sustain best educational practices in our region and to facilitate smooth secondary transition.
- Develop clear school communication protocols and practises to keep our school community informed and engaged.



Priority Area 4:

Shared Leadership for Impact

The school leadership team works towards building and supporting the capacity of staff and students, utilising their skills to drive a strong improvement agenda for Mundijong Primary School.

What are we going to do?

- Continue to create a culture of performance development with self- reflection, observation, and feedback on classroom practises.
- Continue to develop and support internal leadership opportunities for staff with support from administration.
- Collaboratively build on our suite of instructional checklist for key aspects of our school to ensure low variance, high impact explicit teaching in all classrooms.
- Build upon our student leadership practises. Include students in authentic leadership roles and opportunities.
- Create a focus on building highly functional and effective staff teams, with staff supported to take leadership roles.



Every student, every classroom, every day



**Mundijong
Primary School**

An Independent Public School

Livesey Street MUNDIJONG WA 6123
Phone: 9526 7150
Email: mundijong.ps@education.wa.edu.au
Website: mundijongps.wa.edu.au

Office Hours: 8am to 4pm Monday to Friday



Mundijong Primary School

An Independent Public School

Livesey Street MUNDIJONG WA 6123

Phone: 9526 7150

Email: mundijong.ps@education.wa.edu.au

Website: mundijongps.wa.edu.au

Office Hours: 8am to 4pm Monday to Friday