



MANDURAH  
PRIMARY SCHOOL

*Mandjoogoordap  
Kaadadjian Mia*

Motivate • Educate • Celebrate

# 2023 - 2025 BUSINESS PLAN







MANDURA  
PRIMARY SCHOOL  
Established 1872  
Mandurah - Educate  
Celebrate



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# OUR TARGETS 2023



70% of students will achieve a minimum of a "C" grade in Writing, Reading & Numeracy.



100% of students at or above the National Minimum Standard for Literacy and Numeracy.



On Entry results to match or exceed state performance summary comparison.



Maintain 70% regular attendance, whilst continuing to exceed state percentage for ATSI students.



Embed the use of digital technology into teaching practice as a tool to enhance student learning.



Improve the School National Opinion Surveys increasing the percentage of stakeholder responses.



All NAPLAN achievement will be at or above like schools (ICSEA alignment) trending towards the state average.



Foster a culture of inclusivity through the development of social and emotional wellbeing of students and staff.



Principal to maintain a rating of high or above across the 6 domains of the Principal Performance Improvement Tool.



100% of National Quality Standard areas met.



Technology devices, apps, hardware, software and infrastructure to be reviewed, updated and replaced as per ICT replacement schedule.



# SHARED BELIEFS & VALUES

## **RELATIONSHIPS & PARTNERSHIPS**

Foster an inclusive culture where students, staff and parents feel welcomed, valued, appreciated, supported and cared for.

## **LEARNING ENVIRONMENT**

Create a school-wide culture that values collaborative practice, builds a sense of belonging and engages all learners.

## **LEADERSHIP**

Build effective school leadership that leads by example, develops a culture of trust, high quality relationships.

## **USE OF RESOURCES**

Ensure a commitment to developing and applying the school's available resources in ways that maximise outcomes for students.

## **TEACHING QUALITY**

Embed a culture of collaboration, reflection and learning so that every student can make progress and achieve.

## **STUDENT ACHIEVEMENT & PROGRESS**

Maintain an unrelenting focus on improving student outcomes through effective classroom teaching, assessment and reporting.

## PBS VISION

To establish a positive behaviour support culture that promotes a common and consistent approach to behaviour that is supported by students, staff and the school community.

To improve, sustain, model and explicitly teach expected behaviour to promote a sense of belonging and acceptance in the school and the community that leads to improved academic achievement



# OUR MOTTO



MOTIVATE

Yirapkadak



EDUCATE

Kaadatj



CELEBRATE

Kayi





# RELATIONSHIPS & PARTNERSHIPS



Positive school climates, good relationships with communities and strong parent support are powerful influences in school success.

## 2023

- Have a strong, effective school board that works to support the school priorities.
- Community, student, and staff views are sought when reviewing school performance and effectiveness.
- All staff will have access where needed, to appropriate services to support their health and well-being.



## 2024

- Continue to build a strong school board and governance structure to ensure school priorities reflects community expectations
- NSOS survey data is analysed, achievements celebrated, communicated and actions to address areas of concern implemented.
- Staff Health and Well-Being action plan to be developed, implemented, and reviewed.



## 2025

- The Board fulfils its role in supporting school governance, and will be inclusive of a diverse range of members.
- Strong two-way collaboration with all stakeholders and the embracing of diversity within the school community.
- Implement aligned actions from the health and well-being framework, focusing on positive relationships, connectedness and fostering a sense of belonging and strong school culture.



# LEARNING ENVIRONMENT



Schools strive to establish a safe, positive and supportive learning environment for students and staff. They create programs to address student attendance, behaviour, engagement and retention and implement strategies to provide support for all students, particularly those at educational risk.

## 2023

- Student attendance data is monitored, analysed and acted on to support improved attendance, guided by whole school attendance plan.
- Develop effective processes to meet the needs of students at educational risk, including a differentiated curriculum and intervention.
- Student voice has a strong place in school decision making.



## 2024

- Redefine a case management approach for managing and improving student absences, with a focus on reengagement of non-attending students.
- Implement a case management approach to support student mental health, pastoral care and safety, inclusive of SAER, EALD, and Aboriginal students.
- Plan for and include leadership, decision making and participation activities for all student to have an increased impact on school direction.



## 2025

- An inclusive, safe, and engaging learning environment encourages students to attend school.
- Targeted intervention, inclusive of all stakeholders, to support student's at educational risk is embedded in operational plans and daily practice.
- Implement meaningful and relevant ways to capture student voice to influence school decision making.



# LEADERSHIP



School leaders are concerned with leadership practice and how it is exercised and transacted. They facilitate organisational change and growth, achieving alignment between management obligations, professional responsibilities and accountability.

## 2023

- School leaders build staff capacity for effective teaching of Aboriginal students
- Leadership opportunities are evident throughout the school
- Leadership roles are clearly defined, all staff understand processes in place to access support and from whom.



## 2024

- School leaders work with students, staff, parents and families, and local Aboriginal community members on the development of a school vision and ethos.
- School structures and processes are specifically designed to provide leadership opportunities.
- Leadership is based on a distributive model which empowers staff to build their leadership capacity.



## 2025

- Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving educational outcomes for Aboriginal students.
- Aspirant leaders are encouraged to access targeted leadership professional learning, opportunities to lead and build relationships in the school, network, and system.
- Leaders work collaboratively to set the schools strategic direction, vision, and priorities, ensuring these align with the Departments strategic intent.





# USE OF RESOURCES



Schools manage resources in a targeted manner, maximising the learning outcomes for all students. Staff engage in systems and practices relating to financial and resource management by contributing to school-wide decision making.

Supplementary funding provided to the school is used to underpin targeted support programs and required teaching and learning adjustments.

## 2023

- The members of the finance committee work collaboratively to analyse, review and make recommendations for all financial planning
- Investment in school facilities, fittings and grounds to create an environment that is welcoming and adaptive to the changing needs of students.
- Workforce planning to be inclusive of all leave types, to ensure continuity of teaching and learning, value adding to the experiences of students.

## 2024

- Continue to build the capacity of staff to engage in the financial decision making of the school
- Implement a review of facilities and grounds, inclusive of previous capital expenditure. Prioritise and plan for the facilities upgrades for the future.
- Workforce planning to be inclusive of innovative strategies to ensure allocation of human resources is equitable and meeting student needs

## 2025

- SCFM targeted initiatives and student characteristics funding is allocated on evidenced based approaches and interventions, focussed on improving student outcomes.
- Innovatively manage all school funds to best meet the needs of the school's context. Decisions to be transparent, strategic, evidence based and aligned to the business plan.
- Workforce planning and management practices align with school context, student needs and strategic direction of the school.



# QUALITY TEACHING



Schools invest significantly in creating and sustaining the conditions under which quality teaching can prosper. Research shows that quality teaching, above all other influences, is the most important factor in supporting student achievement. An ethos of shared ownership for the success of all students defines schools where quality teaching is evident.

## 2023

- Support for staff to engage in professional learning to build knowledge and skills in line with strategic and operational planning.
- Develop a shared understanding of what 'Quality' teaching at Mandurah Primary School looks like.
- School leaders will facilitate reflective conversations with teachers about their classroom practice.



## 2024

- Initial implementation of quality teaching and learning programs with moderation, observational feedback and coaching for continuous improvement.
- Staff engage in disciplined dialogue, clearly articulating pedagogical expectations to ensure consistency of teaching practices across the school.
- School leaders will encourage and support staff to engage in professional learning to build knowledge, engage in performance management and self-reflection.



## 2025

- Quality, research-based programs are implemented across the school, with intervention, support and differentiation a key focus on improving student outcomes for all students.
- High impact teaching strategies are implemented, to improve student outcomes
- Whole school approaches to teaching English and Maths are embedded in school practice, ensuring continuity of curriculum and teaching & learning.





# STUDENT ACHIEVEMENT & PROGRESS



Communicating clearly about student progress, teachers can build parent confidence in their judgements about standards of achievement. While reassurance can be derived from the coherence of data analysis, equally telling information relating to student performance often comes from the insightful judgements teachers and support staff make from daily observations and school-based assessments.

## 2023

- A clear, whole school assessment framework schedule, outlining expectations and support for making fair and valid judgements.
- Teachers will utilise a variety of quality assessment tools to ensure the consistency of judgements and evaluate the appropriateness of teaching and learning programs.
- Induction of all staff to understand and implement assessment framework.
- Supports are being developed to ensure fair and valid teacher judgements.

## 2024

- Continue to engage all staff in consistent data analysis to further improve valid teacher judgements.
- Fully implement trial assessment tools, inline with assessment framework, future moderation and collaboration are being embedded where needed to ensure improved student outcomes.
- Collaborative planning, programming and evaluation processes are being developed and reviewed to allow staff to work together to drive school improvement.

## 2025

- There is a collective understanding and shared ownership of assessing student progress through targeted reviews, rigorous analysis of data and improvement planning.
- Quality assessment tools are embedded in operational planning, strategic direction is influenced by data interrogation and analysis.
- Assessment and Reporting cycles are valued and in place to support communication and collaboration between all stakeholders.



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## **Ngala Kaaditj Binjareb Moort Keyen Kaardak Nidja Boodja**

I/We acknowledge the Noongar people as the original custodians of this land.

I/We pay my respects to Elders both past, present and emerging.



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