

CUNDERDIN DISTRICT HIGH SCHOOL



BUSINESS PLAN

2024-2026





FROM THE PRINCIPAL

We proudly present the Cunderdin District High School (CDHS) Business Plan 2024-2026, embodying our vision, values and local context. Established in 1948, CDHS serves approximately 100 primary students and 50 secondary students from Kindergarten to Year 10. With outstanding facilities and a strong community spirit, we are committed to excellence and the relentless pursuit of 'striving to be your best'.

Our business plan is anchored by 'The Quality Teaching Strategy', aligning with the Department of Education's strategic directions, Code of Conduct, Aboriginal Cultural Standards Framework, and other key documents. Cultural responsiveness is woven throughout the priorities to enhance the wellbeing, engagement and achievement of Aboriginal students. Central to our business plan is the recognition that teachers enhance their classroom practice within an environment conducive to their professional growth, fostering improvement at both the classroom and school levels.

At CDHS, students and their needs are at the heart of our school improvement efforts. We follow a continuous cycle of assessing performance, planning improvement and implementing action plans, using qualitative and quantitative data aligned with system directives. Consistency in teaching practices is essential for fostering student engagement and predictability in learning environments.

Our business plan is the result of a collaborative and consultative effort from students, parents, staff and the School Board. Data from various sources, including the 2023 National Schools Opinion Survey, informed the creation of this plan. Our teachers actively engage in school self-assessment, contributing to collective judgments about student achievement and school processes, and collaborate on planning and implementing improvement strategies.

As we embark on the journey outlined in our business plan, we remain steadfast in our commitment to excellence, fostering a nurturing environment where every student can thrive. With the collective efforts of our dedicated staff, supportive community and unwavering focus on student success, we are poised to achieve profound outcomes and uphold our legacy of educational excellence at Cunderdin District High School.

Paul Jasper

Paul Jasper

Principal

OUR SCHOOL

CDHS is a vibrant country school in the Central Wheatbelt with a proud history and a strong community spirit. Catering for Kindergarten to Year 10 students, our school is committed to providing high quality education for all students, supported by excellent facilities tailored to meet the diverse needs of students at every stage of their academic journey.

District High Schools provide unique learning environments that offer a wide range of opportunities for both Primary and Secondary students, fostering their academic, social and emotional development. As an Independent Public School (IPS), CDHS holds high expectations for both staff and students. Our motto, "strive to be your best," encapsulates our ethos of continuous improvement and personal growth.

The school prioritises a safe, caring, inclusive and culturally responsive learning environment where student voice plays an active role in the decision-making process. The staff form a cohesive team, collaborating to make a meaningful difference in the lives of our students and community.

Through a distributed leadership model, we ensure that all staff members have active involvement in the school's direction, fostering a sense of empowerment and influence.

Our positive approach to behaviour is another important aspect of life at CDHS. We believe that every child has the right to feel safe, respected and valued, and we work hard to create a supportive and inclusive environment that encourages positive relationships and behaviour. Through a multi-tiered system of support, we cater to individual learning needs, ensuring success for all students, while also prioritising the health and wellbeing of both students and staff.

School community partnerships are integral to the success of the school and are therefore a central focus of CDHS. We recognise the invaluable role the Parents and Citizens Association, the School Board and various stakeholders play in shaping the educational landscape of our school. CDHS has also established strong links with businesses within the local and broader communities that enhance the schools' programs and create opportunities for our students.





VISION

Cunderdin District High School creates an environment where every student is encouraged to pursue excellence, fostering a community of lifelong learners and leaders who thrive academically, socially and personally.



VALUES

- 'Be respectful'
- 'Be responsible'
- 'Be safe and caring'
- 'Be your best'



MOTTO

'Strive to be your best'

PRIORITIES

- Teaching Quality
- Learning Environment
- Relationships & Partnerships
- Leadership



PRIORITY ONE:

TEACHING QUALITY



PRIORITIES:

- 1.1 Embed whole school evidence-based, high impact teaching practices that are aligned with the Teaching for Impact tool and the Western Australian Curriculum
- 1.2 Foster a culture of collaboration among staff to plan, implement and assess student learning, ensuring differentiation to meet diverse learning needs
- 1.3 Utilise systematic and school-based assessment data to inform teaching plans, evaluate teacher impact and report on student achievement to students and parents
- 1.4 Strengthen our culture of professional learning to support continuous professional growth

STRATEGIES:

- Resources allocated to support the whole school teaching practices
- Refine and implement whole-school instructional model across K-10
- Implement whole-school approach to teaching Literacy and Numeracy
- Refine and implement Early Childhood pedagogy aligned with best practice in education
- Deliver high-quality, evidence-based early intervention programs to accelerate student learning in Literacy and Numeracy
- Allocate resources to reduce teacher and instructional leadership administrative workloads
- Establish a whole-school collaborative meeting schedule ensuring time for collaboration in curriculum planning, data analysis and moderation
- All staff participate in coaching, feedback and instructional rounds to support continuous professional development

TARGETS:

Student progress will be equal to or surpass like schools in all areas of NAPLAN testing

Majority of students identified as being at educational risk in Pre-primary On-Entry Literacy assessment will achieve above NAPLAN minimum standard for Reading in Year 3

By 2026, all learning areas implement the whole school instructional model, evidenced through class/peer observations and staff and student surveys

100% of staff receive professional learning aligned with the schools' priorities, evidenced through observations and fidelity in program delivery



PRIORITY TWO: LEARNING ENVIRONMENT

PRIORITIES:

- 2.1 Continue to prioritise a safe, caring, inclusive and culturally responsive learning environment where student voices actively influence decision-making processes
- 2.2 Implement a multi-tiered system of support to enhance student learning and cater for individual learning needs
- 2.3 Student behaviour, attendance and engagement strategies enhance student learning
- 2.4 The health and wellbeing of students and staff is enhanced and maintained

STRATEGIES:

- Further utilise School Chaplaincy Program to build resilience and social skills for identified students
- Explore initiatives that celebrate the values and beliefs of students from different cultural and faith backgrounds and build to cultural competence of our school staff
- Positive Behaviour Support (PBS) whole school plan developed and implemented
- Multi-tiered system of support is embedded for all students and staff, enhancing the learning environment, student behaviour and engagement
- Continuation of Social and Emotional programs for students and staff
- Embed Circle of Courage model throughout CDHS to support the PBS Framework

TARGETS:

We aim to achieve and sustain an attendance percentage that equals or surpasses that of like schools

To increase student, parent and staff satisfaction by 10% annually that 'student behaviour is well managed at this school'

A multi-tiered system of support framework is developed to support all students at CDHS

90% of all students will achieve good standing at the end of each five week cycle

PRIORITY THREE:

RELATIONSHIPS & PARTNERSHIPS



PRIORITIES:

- 3.1 Collaborative relationships foster respectful, clear communication and responsive feedback, enhancing satisfaction across the school community
- 3.2 The school values the Parent and Citizens Association (P&C) as essential collaborators in education, with the School Board effectively supporting governance
- 3.3 Sustainable community partnerships are established, reflecting the local community's appreciation and support for its school

STRATEGIES:

- Two-way communication with families is a priority via individual and collective approaches
- Strong community connections are fostered resulting in respectful and valued relationships with all families
- Community feedback is valued by the school and reflects a positive outlook by students, parents and staff. This informs improvements to the school's processes and procedures
- Maintain and seek partnership opportunities with local businesses and industry with a view to support pathways for students, including mentorships, entrepreneurship, guest speakers, work experience and workplace learning
- Follow the Dream continued at CDHS, supporting our Aboriginal students to achieve their aspirations and successfully complete schooling

TARGETS:

Establish relationships and partnerships that ensure culturally responsive practices to empower Aboriginal youth to succeed academically and culturally

Program Kaartdijin investigated along with a better marketing strategy to deliver a modern integrated system allowing clearer communication with all stakeholders

Community partnerships promoted and feeder school relationships further developed with support from P & C and School Board



PRIORITY FOUR: LEADERSHIP

PRIORITIES:

- 4.1 Implement evidence-based planning that addresses the diverse learning needs of students, ensuring school planning aligns with the Department's expectations
- 4.2 Recognise and develop aspirant leaders in the school incorporating professional growth opportunities and imbed a distributed leadership model (pedagogical, pastoral and administrative)
- 4.3 Strong leadership structures are in place to ensure all staff have agency and influence through active participation in committees and clear equitable processes and communication
- 4.4 Student leadership opportunities are accessible and purposeful for students across the school

STRATEGIES:

- All committees utilise operational planning that align with the Business Plan and School Wide School Improvement Cycle. Plans are developed collaboratively and regularly reviewed and updated
- Opportunities to 'lead without title' include committee membership and decision making, senior teacher and level 3 teacher role, provide aspirational opportunities for staff to engage in enhancing their leadership capacity
- Leadership team to be coached to embed a classroom observation and feedback model across the school
- Actively involve students in decision-making processes related to school policies, events, and activities

TARGETS:

All school leaders to be trained in Instructional Strategies for Engagement and all teaching staff complete Foundation CMS program

All school leaders and aspirants deliver instructional workshops to staff at least once per year

Develop student leaders with a target of increasing the number of applications for positions by 10% annually, while ensuring satisfaction with the positions and titles

GLOSSARY & LINKS



Glossary:

CDHS - Cunderdin District High School

Circle of Courage - Model for creating positive school environments

CMS - Classroom Management Strategies

IEP - Individual Educational Plan

IPS - Independent Public School

K-10 - Kindergarten to Year 10

NAPLAN - National Assessment Program in Literacy and Numeracy

PBS - Positive Behaviour Support

P&C - Parents and Citizens Association



Additional Links:

Aboriginal Cultural Standards Framework - www.education.wa.edu.au/dl/jjpzned

CDHS Website - www.cunderdindhs.wa.edu.au

Department of Education, Behaviour Policy - www.education.wa.edu.au/web/policies/-/student-behaviour-in-public-schools-procedures

Department of Education Code of Conduct - www.education.wa.edu.au/dl/4noov3q

Department of Education Strategic Directions - www.education.wa.edu.au/strategic-directions

Department of Education Website - www.education.wa.edu.au

WA Curriculum - www.k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser

NAPLAN - www.naplan.edu.au/naplan

Polly Farmer Follow the Dream Program - www.pff.com.au/follow-the-dream

Quality Teaching Strategy - www.education.wa.edu.au/web/annual-report/teaching-learning-excellence





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