



Business Plan 2021-2023

Cunderdin District High School

'Strive to be your best'



Our School

We are proud to present the Cunderdin District High School Business Plan 2021-2023, our third as an Independent Public School. We believe that this plan reflects the school's vision and values whilst staying true to our rich history and local context.

Having been established in 1948, Cunderdin DHS is a vibrant country school in the Wheatbelt with a proud history and a strong community spirit. With around 100 primary students and 50 secondary students, we cater for children from Kindergarten to Year 10 with excellent facilities for students of all ages.

We are committed to excellence and the relentless pursuit to 'strive to be your best'. We have dedicated and reflective teachers and support staff who are responsive to the needs of our children. Our staff have high expectations and are innovative in their teaching practices. We are proud of our 'learning family' and the achievements we have made.

This Business Plan is built on four priority areas: Success for All Students – Academic; Success for All Students – Social and Emotional Wellbeing; Excellence in Teaching and Leadership, and; Positive Partnerships. As a result, we have built a plan that supports and nurtures the whole child. Through these priority areas our aim is clear – students are at the centre of every decision we make as a whole school.

Since the implementation of Positive Behaviour Support (PBS) throughout the school, we have seen our students develop into wonderful, respectful human beings. Our school values, defined by the community, guide the behaviour of everyone in our school; staff, students, parents and community members. This is achieved by developing proactive systems to define, teach and support sound student behaviour.

Cunderdin DHS values the engagement and involvement of parents and our wider school community, and many of our targets and milestones are a reflection of their feedback. Our School Board has a pivotal role by informing strategic directions, ensuring alignment of resources to priorities, and providing governance to the school. Our proactive and committed Parent and Citizen Association (P&C) promote our school by connecting parents, teachers, students and the community through effective fundraising, school support, and fostering community engagement.

The Department of Education's Future Directions *Building on Strength*, and the Strategic Directions 2020-2024, *Every student, every classroom, every day*, acknowledge that there has been strong improvement in place over recent years, and this has been reflected at Cunderdin DHS. This Business Plan reflects these system priorities, and allows Cunderdin DHS to further strengthen for the betterment of our students.

Jonathon Arnott

Principal

Frank O'Hare

Board Chairperson



Our Vision and Values

Our Motto

'Strive to be your best'

Our Vision

We aim to assist and encourage students to develop to their full potential and strive for excellence whilst preparing them for a challenging world.

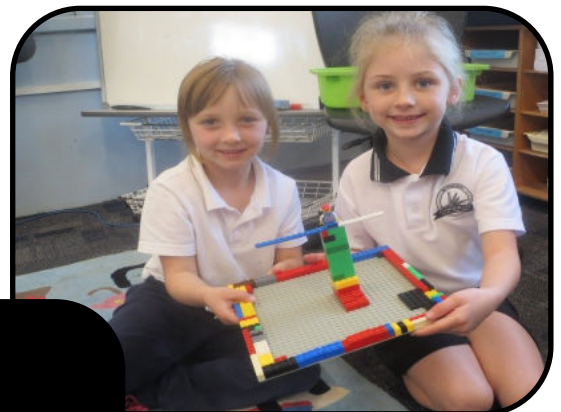
Our Values

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

Our Stakeholders

The traditional African proverb, 'It takes a village to raise a child' is well-known within the education community. Children now live in a fast paced world and the support and guidance from our 'village' is more important now than ever before. Our students are faced with a myriad of both challenges and opportunities and the stakeholders at CDHS are vital to the successful growth and development of our students. Our key stakeholders are identified as being:

- Students
- Staff
- Parents
- School Board
- Parents and Citizens Association
- The local community



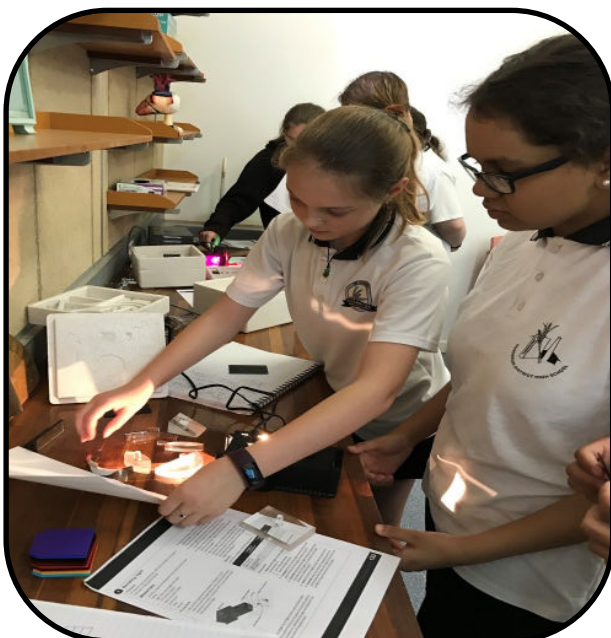
CDHS is a lovely little school
- Parent Survey Comment





1.0 Academic Targets

CURRICULUM AREA	TARGET	ENABLING ACTIONS
1.1 Early Years	1.1.1 By Term 1, 2023, at least 80% of regular attending Year 1 students will be at the expected level or above in On-entry Assessment Reading Module 2 1.1.2 By Term 1, 2023, at least 80% of regular attending Year 1 students will be at the expected level or above in On-entry Assessment Writing Module 2 1.1.3 By Term 1, 2023, at least 80% of regular attending Year 1 students will be at the expected level or above in On-entry Assessment Speaking Module 2 1.1.4 By Term 1, 2023, at least 80% of regular attending Year 1 students will be at the expected level or above in On-entry Assessment Numeracy Module 2	<ul style="list-style-type: none"> • Reading comprehension included in Kindergarten program • Parent information sheets regarding learning programs such as Sounds Write • Reading questions to be sent home with parents to encourage learning at home activities
1.2 Reading	By 2023, the NAPLAN Reading mean will be equal to or above the all WA public schools mean, for: 1.2.1 Identified Year 3 students 1.2.2 Identified Year 5 students 1.2.3 Identified Year 7 students 1.2.4 Identified Year 9 students 1.2.5 Annually, at least 80% of regularly attending students will achieve 12 months or more progress in PAT Reading 1.2.6 Annually, at least 80% of regularly attending students will achieve 12 months or more progress in Burt Reading Test assessments	<ul style="list-style-type: none"> • Ensure written text is consistently used across the school • Reiterate verbal instruction • The School Literacy Committee will implement whole school and learning area specific literacy improvement initiatives





Success for all Students

1.0 Academic Targets

CURRICULUM AREA	TARGET	ENABLING ACTIONS
1.3 Numeracy	<p>By 2023, the NAPLAN Numeracy mean will be equal to or above the all WA public schools mean, for:</p> <p>1.3.1 Identified Year 3 students</p> <p>1.3.2 Identified Year 5 students</p> <p>1.3.3 Identified Year 7 students</p> <p>1.3.4 Identified Year 9 students</p> <p>1.3.5 Annually, at least 80% of regularly attending students will achieve 12 months or more progress in PAT Numeracy</p>	<ul style="list-style-type: none"> • Explore whole school maths programs (such as Maths Pathway) and implement in all year levels • A numeracy vocabulary Scope and Sequence exists and is evident in all classrooms • The School Numeracy Committee will implement whole school and learning area specific numeracy improvement initiatives
1.4 SAER	<p>1.4.1 By 2023, identified SAER students will have achieved at least 80% of their individual learning goals during each reporting period</p> <p>1.4.2 By Term 4 of 2021, a definition of Academically Able will be formed in the context of CDHS</p> <p>1.4.3 By 2023, all identified Academically Able students will have an IEP with identified learning goals</p>	<ul style="list-style-type: none"> • School will monitor the academic performance and wellbeing of Academically Able students • Implement a Response to Intervention model to support and track students at or below the NMS in NAPLAN and as identified in On Entry Assessment to ensure satisfactory/good progress is achieved • Continued use of Sounds Write as intervention • All Individual Education Plans are clear, concise, and consistent with a new proforma





Success for all Students

2.0 Social and Emotional Wellbeing Targets

FOCUS AREA	TARGET	ENABLING ACTIONS
2.1 Social and Emotional Wellbeing Programs	2.1.1 For 2021-2023, student wellbeing will be maintained or improved from initial foundation survey results as measured at start of 2021 through Be You.	<ul style="list-style-type: none"> The Growth Mindset culture is maintained and students undertake goal setting as part of the continued Growth Mindset implementation Research and implementation of a Mindfulness-based program Zones of Regulation is implemented through the Health program across all year levels
2.2 Attendance	2.2.1 By 2023 the whole school Semester 1 attendance rate will be 92% or greater 2.2.2 By 2023, primary school student regular attendance will improve from 75% to 84% 2.2.3 By 2023, secondary student regular attendance will improve from 62% to 71% 2.2.4 By 2023, whole school Aboriginal attendance will be 85% or greater	<ul style="list-style-type: none"> Aboriginal and Islander Education Officer Implementation of an annual Attendance Improvement Plan



CDHS is a very caring school with wonderful teachers and staff members. They make you feel safe and happy. They believe in you as long as you believe in yourself.

- Student Survey Comment



2.0 Social and Emotional Wellbeing Targets

FOCUS AREA	TARGET	ENABLING ACTIONS
2.3 Positive Behaviour Support	<p>In the 2022 National School Opinion Surveys:</p> <p>2.3.1 The percentage agreeing 'Student behaviour is well managed at this school' will improve, parents (74% to 83%), and students (58% to 73%).</p> <p>2.3.2 The percentage of staff agreeing 'Student behaviour is well managed at this school' will be maintained at 90% or higher</p>	<ul style="list-style-type: none"> • Re-focus on individual behaviour expectations • The continuation of Cheers for Peers and Great Expectations • Linking the Great Expectations to a whole school system where they become a form of currency • Relating the Great Expectations to the school factions • All staff trained in Classroom Management Systems (CMS) • The implementation of Be You across the school
2.4 Student Voice	<p>2.4.1 By 2023, the percentage of students nominating for the student council will increase by 30%</p> <p>2.4.2 By 2023, the percentage of students nominating for the faction captains will increase by 30%</p> <p>2.4.3 By 2023, the percentage of students nominating for the Wheatbelt Youth Council will increase by 20%</p>	<ul style="list-style-type: none"> • Promotion of Student Councillors – newsletter articles about them and by them • Introduce Student Council to Shire Councillors and give them the opportunity to discuss school/youth concerns • Give specific roles to Faction Captains

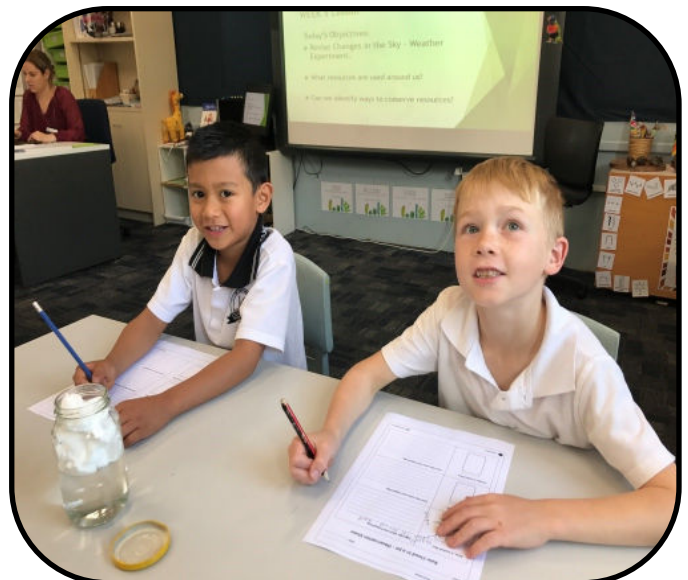




Excellence in Teaching and Leadership

3.0 Teaching and Leadership Targets

FOCUS AREA	TARGET	ENABLING ACTIONS
3.1 Explicit Instruction	<p>3.1.1 Throughout 2021-2023, all new staff are inducted in Explicit Teaching and the CDHS Common Lesson Paradigm</p> <p>3.1.2 By 2023, the CDHS framework for explicit teaching is embedded and implementation is monitored through student survey data.</p> <p>3.1.3 By 2023, formal classroom observations and Peer-to-Peer Classroom Observations is implemented.</p>	<ul style="list-style-type: none"> • The establishment and continuation of a partnership with other Explicit Instruction schools • Peer Observations are occurring throughout the school and an open classroom culture is present • Sounds Write continues to be delivered throughout the school • The implementation of the school's Explicit Instruction manual
3.2 STEM	<p>3.2.1 By 2023, authentic cross-curricular STEM learning integration will be developed and implemented for P-10</p> <p>3.2.2 Staff will effectively use identified ICT strategies and tools to improve learning, communication and reporting</p>	<ul style="list-style-type: none"> • Appropriate resourcing identified and implemented • Partnership with local schools • Digital Technology/ICT Scope and Sequence created and implemented for whole school linked to ASN • Upskilling of staff in ICT skills





Excellence in Teaching and Leadership

3.0 Teaching and Leadership Targets

FOCUS AREA	TARGET	ENABLING ACTIONS
3.3 Staff Wellbeing and Professional Growth	3.3.1 In the 2022 National School Opinion Survey, staff indicate “strong support” for 80% or more of identified positive statements related to job satisfaction and well-being	<ul style="list-style-type: none"> • Develop a whole school Health and Wellbeing Policy • Embed whole school program (Be You) to embed health and wellbeing • Professional learning application process built within school • Enhance the school’s professional learning culture by adopting a coaching model reflective of personal and professional self-awareness, reflection and development • Team building events occur regularly • Staff broaden their knowledge and improve practices in Aboriginal education.
	3.3.2 All staff will be provided with professional learning opportunities to develop their professional leadership skills, knowledge and understandings (as typified in the AITSL standards for teachers and principals) relevant to their role and aspirations within the school	
	3.3.3 Enable teachers to collaborate with other teachers in Professional Learning Communities and Curriculum Committees	
	3.3.4 The school will develop a comprehensive framework for planning and implementing a range of initiatives to support the health and well-being of all staff	
3.4 Leadership Opportunities	3.4.1 By 2023, all established staff are engaged in a coaching culture and new staff are mentored	<ul style="list-style-type: none"> • Aspiring, beginning, current and senior leaders are identified, nurtured, developed and supported as part of a school-based talent identification and development initiative • Each member of the executive team undertakes self-reflection against the new Principal Performance Improvement Tool to make judgments about own performance and to plan for improvement
	3.4.2 By 2023, clear structures are established for Distributed Leadership and full staff decision-making processes	
	3.4.3 Between 2021 and 2023, appointed school leaders will make progress against the AITSL principal standards	



It's a pleasure to work in a happy and cohesive environment
- Staff Survey Comment

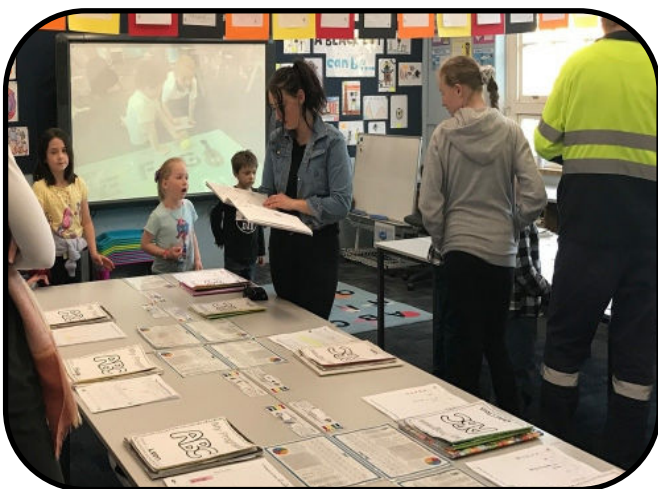




Positive Partnerships

4.0 Partnership Focused Targets

FOCUS AREA	MILESTONES	ENABLING ACTIONS
4.1 Avon Schools Network and wider Wheatbelt Network	<p>4.1.1 Collaboration opportunities exist between schools in the ASN as well as schools in other Wheatbelt networks and Perth networks</p> <p>4.1.2 By 2023, two moderation tasks within the ASN has happened</p> <p>4.1.3 Common Assessment Tasks exist for different year levels within the ASN</p> <p>4.1.4 Opportunities exist for students to compete against each other in both academic and non-academic fields</p>	<ul style="list-style-type: none"> • Further engagement with Connect across ASN schools • Avon School Network Principal meetings and Wheatbelt Deputy network meetings engage in discussion on these topics • Using WebEx to engage with other schools • Coordinating events such as Megaminds/Spelling bees • Continue to support East Avon Sport Association
4.2 Parent Engagement	<p>4.2.1 The School P&C is supported and has a strong presence across the school and community</p> <p>4.2.2 The P&C is supported to increase parent volunteering within the school, particularly secondary</p> <p>4.2.3 A parent skills register is developed</p> <p>4.2.4 A communication strategy is established</p>	<ul style="list-style-type: none"> • The school advertises the P&C and encourages parents to volunteer for positions • The school advertises past and future projects • The school Facebook page shares the CDHS P&C Facebook page and posts • Extend the use of CONNECT to enhance parent engagement in the delivery of programs





Positive Partnerships

4.0 Partnership Focused Targets

FOCUS AREA	MILESTONES	ENABLING ACTIONS
4.3 Enhance School Profile	<p>4.3.1 The Student Council is known and recognised by all staff, students, parents and community members</p> <p>4.3.2 The Wheatbelt Youth Council continues to build prominence and plan and coordinate community events</p> <p>4.3.3 Continue to build the profile of the School Board and communicate its role and decisions effectively in the school community</p> <p>4.3.4 The school remains engaged with the Avon School Network</p> <p>4.3.5 Recognition in the community is embraced and encouraged</p>	<ul style="list-style-type: none"> • Greater advertisement of different components of school governance • Advertising of school events in a variety of local media forms • School Board to have newsletter section each term • Improve communication with the Community Resource Centre
4.4 Aboriginal Partnerships	<p>4.4.1 Positive relationships with Aboriginal students, their parents and families are established and maintained</p> <p>4.4.2 Local Aboriginal community members and organisations are engaged professionally</p>	<ul style="list-style-type: none"> • Employment of Aboriginal and Islander Education Officer • Indigenous students are supported to feel a sense of belonging and connection to the school • Connections are made with local school programs such as Follow the Dream and Clontarf

I feel communication has been much more clear and concise... I hope this high standard continues

- Parent Survey Comment





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