



Condingup PS 2025-2028 STRATEGIC PLAN





Welcome to Our School

The 2025-2028 Strategic Plan is a creation of all stake holders at our school, students, staff, the School Council, parents and community.

Taking into consideration the Department of Education's direction and focus documents, the Goldfield's strategic plan and Esperance Network plan, we are striving for a successful pathway for all students. Our focus areas are Relationships & partnerships, The Learning Environment, Leadership, Use of Resources, Quality Teaching and Student Achievement & Progress. Our beliefs and Strategies are provided in more detail in our school's Operational Plans.

Condungup Primary School is in a small rural community 68 km east of Esperance.

The school is centrally located within the town in an attractive garden setting. It currently has 56 students enrolled from K-6. The school is well resourced and has a friendly and resolute community committed to the school. Most of the children travel to and from school by bus from outlying farms. The people in the community are very warm and friendly, offering the typical country hospitality.

The school is supported by a fantastic P&C committee who play a key role within the school and meetings and the School Council also plays a key role in the oversight of the school. The Condungup Playgroup operates from the school site to enhance transition to schooling opportunities for families. Pre-Kindergarten students are also invited to excursions before they start school.

Students attend a Swim Week annually with the four other Mallee schools. During years 5-6 they have access to a further two camps - one to Perth, Albany or Kalgoorlie and also one to Canberra combining with the other small schools in our Mallee region. Camps offer students the opportunity to interact with other students

and explore a range of activities and learning opportunities not available within our community. These camps are supported by the parents of our students.

The learning programs offered reflect the Western Australian Curriculum. The staff use tracking tools based on the WA curriculum and data received from Naplan, Brightpath, PAT and Phonics assessments. This monitors student progress and assists in the development of appropriate teaching and learning programs. Literacy and Numeracy blocks are implemented in all classrooms daily. Teachers use personalised teaching to cater to our small class sizes. We communicate with parents through Semester Reporting, meetings, emails, calls and Seesaw.

Why we are great:

- Condungup Primary School is the heart of a small farming town situated close to world-class beaches and national parks.
- Condungup Primary School is friendly and vibrant with quality teaching staff and a supportive P&C
- The children at Condungup Primary enjoy camps, excursions, incursions, sports days, which give them an opportunity to enhance their learning experience.
- Our school is an active part of the community, taking part in key events such as the Esperance Show, the Community Fair and fundraising events.
- Condungup Primary School is a valued member of the Mallee Network of schools. The Mallee schools participate in events that enhance the learning for students and staff.
- We value each other and what each individual brings to our school.

See what the students have to say about our school. You will see that Condungup PS is a wonderful place to learn.

Sasha Vooght-Simpson

School Motto

Strive for Success



Shared Vision

Condungup PS provides every child with a pathway to a successful future. We inspire students to achieve their personal best. We foster a strong sense of belonging, where mutual respect and support leads to students becoming resilient, independent, lifelong learners and positive contributors to the community.

Values

We are fair and kind.

We are honest, responsible and respectful.

At Condungup Primary School staff believe ...

Students

- Students are at the heart of everything we do.
- We can unlock the learning potential of every student.
- That we must be responsive to individual needs through on-going reflection.
- Student well-being and engagement are essential to student achievement.
- In a holistic approach which focuses on academic, creative, social, emotional and behavioural development of the individual child.
- Effective teachers prepare students to become their own teachers and successful life-long learners.



School

- High quality teaching and learning is based on research, evidence and data.
- Our learning environments are positive, safe, inclusive and foster creativity and curiosity.
- They have the responsibility to evaluate the impact of their practice and seek to improve.
- Inclusion, equity & reconciliation are vital, and they value student diversity.

Community

- Open, honest and transparent communication will develop relationships based on trust, fairness and integrity.
- We are like a family; we are kind and everyone looks after each other.
- All decisions are made as a community and based on evidence and the needs of the students.
- They share the responsibility for student success with schools, families and the broader community.



Student Voice



Overarching aim: ALL students achieve a WACE at the end of Year 12 OR be on a successful pathway to employment.



- **NQS-** Improve and ensure Early Childhood practices by meeting all seven quality areas of the National Quality Standards (NQS). Focus on Quality Area 3-the Learning Environment.
To achieve NQS status, through a validation visit that determines that all 7 quality areas are met by the end of 2027.
- **On entry data**-80% of students to reach a development point of:

	T1	T4
Reading	471-480+	551-560+
Maths	341-360+	431-445+

Progress from **On-Entry** to Year 3 Naplan to be moderate to high.

- **Naplan**- Students make moderate, high, or very high progress from Year 3 to Year 5 starting in 2026.

90% of students to achieve a Strong or Exceeding in Year 3 and in Year 5 **Naplan** for Reading and Maths.

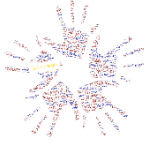


- **Brightpath** - Maintain and improve the individual performance of students in each year level in writing using the Brightpath Assessment tool. 90% of students make a points progress of 60 from PP-Y2 and 30 in Years 3-6.
- **PAT**- in the ACER PAT (Progressive Achievement Tests) Reading comprehension, and Maths through 2025-2028 we would like to see an improvement so that 90% of students reach Stanine 4 or above and 80% students to reach a Stanine 5 or above.
- **Attendance**- Ensure that the school is a place where children want to be. Increase attendance rate by 5% and then another 10% 2027-2028.
Regular attendance increased to 70% in 2025, 75% in 2026, and 80% in 2027.
- For the school to be heading towards **Cultural Competency** using the ACSF and incorporate Two-Way Science.
- **Student wellbeing** to be reflected by the Students' Attitude, Behaviour and Effort (ABEs) and to be above 90%.
- Maintain a positive trend in the **National School Opinion Survey** for parents, staff and students throughout 2025-2028 (mean scores above 4 for each).



Relationships & Partnerships

Building a Culture of Learning for all

Aspirations	Strategies
Community Maintain and improve relationships with families, partners in the community, local organisations, ESHS, Tjaltjraak and outside agencies. Ensure that community events are held at the school and are well attended. 	• Maintain and enhance community events held at the school, or in conjunction with the school. Assemblies, EOY concert, fundraising a, BBQ, invites to NAIDOC events, participating in excursions. • Build and develop relationships with all families, including incoming and outgoing families to ensure continued support for the school. • Student Leaders work with P&C to plan community fundraisers. • Through the network, develop relationships with Tjaltjraak and Dabungool. • Promote ESHS through newsletters, arranging activities and events at ESHS, invite past students to visit and support events, i.e., sports days. • Support parents when needing to access School Psychologist, Speech, OT and other Allied Health Services. • Maintain good relationships with all Allied Health Professionals and support implemented programs that may be put in place. 
Communication Maintain and improve current communication and positive and reflective feedback processes to ensure consistent practice across the school.	• Use Communication Policy- Newsletters each month (including mini overview of term for each class in the first one each term), term planner, assemblies, emails, phone calls, letters home & Seesaw to ensure that parents are informed. • Improve the school website-give it a higher value and focus. • Open door policy. • Continue to hold open classrooms after assembly each term. Beginning of the year, classroom meetings to encourage community involvement and celebrate learning. • Parent information booklets updated twice a year
School Council and P&C Raise the profile of the School Council within the school, all School council members to participate in the training offered by the Department of Education. 	• Encourage and nurture the P&C to be a viable fundraising committee by encouraging attendance-verbally, newsletters and assemblies. • Condé Fair (2026 and 2028) • Identify early needs and funding requirements of the P&C to ensure appropriate and timely fundraisers can be organised. • Ensure that the committees grow and keep strong-keep a robust record of each person's term on the school council. • Continue to build the capacity of the school council through department training opportunities and unpacking the school council modules. • Continue to develop and gather data through the bi-annual School Council developed OpinionSurvey.
Transitions Ensure smooth transition for all students at the key transition stages: Coming to Kindy, moving from juniors to senior room and moving to high school.	• Pre-K students to be invited to appropriate incursions and excursions, as well as 3 transition days in Term 4. • All students to participate in transition sessions in Term 4. • Teachers to hold a back-to-school information session. • Participate in the transition project-Foster relationships with principal, student services, library staff, office staff and teachers at ESHS. • Senior students/leaders to go to ESHS to do an activity once per term or 3-4 x per year. • When needed, arrange for Y6 students to have days at larger town schools and extra days at high school. 

Networks

Strong and connected relationships within school and beyond.

- Maintain strong links with the Mallee and Esperance Network.
- Junior teachers to be part of early years PLC.
- 'Mallee Teacher Day' termly for each teacher to build relationships, improve practice and share their knowledge and skills.

Learning Environment

Positive school environments foster connection and belonging

Student engagement is directly related to student outcomes



Aspirations	Strategies
Student Engagement Ensuring that students are at school every day by including their voice and offering an enriched curriculum, including excursions, incursions, Two-Way Science, The Arts and community events. 	• Monitor student attendance. Follow the school procedures to promote, monitor, and intervene. • Enable student voice-student participation in decisions on their learning, excursions and the learning environment. • Ensure that the students are afforded every opportunity to participate in diverse ways of learning and to interact with other students-including online. • Leaders days, Mallee excursions and camps, Joint NAIDOC events, Walk on Country, Sporting opportunities-tennis, cricket, winter carnival. • Review and reflect on opportunities and programs utilised in the school to ensure we are evolving with curriculum demands and student interests. 
Student Well-Being Promote, maintain and improve student well-being as measured by student, parent and staff opinion surveys and <i>Smiling Minds</i> surveys.	• Continue to use Smiling Minds and trial 'Parachute' as an additional resource. • Consider using guest speakers and professionals to collaborate with us on different strategies to support our mental health and mindfulness (i.e., yoga teachers, Click coach, School Psychologist). • Community activities, like fundraising days, welcome back BBQs, Mothers/fathers Days, busy bees and assemblies follow the ethos of ABC, Act, Belong Commit.
Learning Environment Ensure that students do not fall behind and reach their personal best in Maths and Reading. Excellent case management processes are in place. 	• Intervention program to be implemented at point of need and ensure that we bridge the gap. • Identify using the SAER policy and seek support from allied services to ensure we support each student to reach their personal best. 
Physical Environment Reduce annual cost of school utilities through the installation of solar panel battery and explore other renewable energy sources. Ensure that the grounds are in good order so we can take pride in them. To be able to repair the astroturf so that it is a usable space for students to increase their physical activity. Update, move and revitalise the nature play area.	• Develop a Building Improvement plan for the school outlining the long-term process for ground and school building improvements. (Use BCA Report) • Rainwater harvesting-Increase the amount of water we can collect. • Gardener to have an annual checklist of what needs to be done to maintain the school. • Busy Bees to have community support-guttering and pipes for roof to tanks to conserve water. • Students maintain raised beds, growing food that can be eaten and taken home. • Apply for grants to support this area and work with the P&C to discuss fundraising efforts to support this.



Leadership

Build the capability of principals and teachers

Aspirations	Strategies
Leadership School to successfully participate in the Public-School Review process and achieve a 3-year repeat visit. (2026) Engage as a network of schools with the Quality Teaching Strategy to build the capacity of all staff to ensure high impact instruction is provided to all students.	• Use ESAT to collect evidence and note improvement and recommendations. • Mallee teacher days and SDD to ensure that we continue to learn and implement the QTS and TFI process. • Use of collegiate principal to support PSR and QTS.
Governance Decisions will be made by the whole school community when possible and will be based on evidence. The budget will be linked to the evidence. All decisions based on the best interests of the students. Ensure induction of new members of the School Council.	• Use data and evidence to plan the annual budget. • All decisions made will be about and for the students. • School Council members to have access to training and work through the 5 modules. 
Distributive Leadership Continuing to provide opportunities and support for the development of future leaders, including defining the roles of teacher leaders throughout the school.	• Ensure staff are aware of senior teacher 1 and 2 and level 3 processes. Including mentoring available in Esperance. • Staff will continue to have the opportunity to be the teacher in charge when the principal is absent. • Access Future Leaders Framework.
Student Leadership Continue to implement the attributes of leadership with the student leaders and allow for opportunities for authentic leadership.	• This will occur on student leaders' day. • Use of GRIT and cricket leadership program. • Ensure students have their JDFs for their positions. 

Use of Resources

Use evidence to drive decision making at all levels of the system

Aspirations	Strategies
-------------	------------

Physical Resourcing Resources will be aligned to strategic and operational plans. It will meet the needs of the students, ensuring engagement and wellbeing.	- Finance Committee ensure that resources meet the learning needs of the students-prioritising needs and using evidence. - Resourcing will be managed with replacement plans to ensure that students have what they need each year. - Ensure that the operational plan is updated and in use.
Staffing Staff expertise is valued and used well, as well as supporting the upskilling of other staff. Ensuring that the school recruits and deploys staff that suit the needs of the students.	- Ensure that staff have the opportunities to attend Professional Learning. Staff to share what they have learnt. - Look at the attributes of new staff and ensure that values, skills and attitude align with CPS. - Utilise the community support and social media, when seeking new staff.

Quality Teaching

When teachers work together to improve their practice students learn more



Aspirations	Strategies
Literacy and Numeracy Pedagogy, whole school approaches and programs based on latest research and evidence. Implement daily reviews, learning intentions and success criteria to increase students learning . Draw explicit links between individual student data and whole school targets, exploring the ways in which staff data literacy can support improvements in levels of student achievement and progress.	 - Continue to work on Teaching for Impact to ensure that the plan, teach, assess cycle is in place-with the Mallee and at a school level. - Create an excel sheet so that we can analyse data. - Consistently use data to support the plan, teach, assess cycle. - Use of SAIS and PAT data to explicitly target students for intervention. - Use of Sean Watt (John Hattie) to support the implementation of Learning Intentions and Success Criteria. - Put in place an up-to-date synthetic phonics program-Sounds Write.
Performance Management All staff to be part of PM, with 2 meetings over the year. Implement a process of formalised and peer observations allowing for feedback and self-reflection on the elements of quality teaching practice to develop teacher capacity Principal to undertake Professional Principal Review (PPR) as stipulated by the DOE (2026).	- Teachers are to ensure that they arrange meetings with their line manager each year. - Peer moderation-to ensure that this is budgeted and planned. - Increase staff feedback opportunities – documenting all verbal feedback in written form as well as through formal feedback in meetings and emails. - Continue to review and reflect on the current performance management processes within the school to ensure they are relevant and beneficial to improving staff practices. - Complete PPR ESAT.
Early Childhood All staff within the junior context will have a balance between structured and play-based learning by aligning planning with EYLF and NQS.  Staff will reflect on their practice using the National Quality Standards (NQS) reflection tool.	- Continue to reflect on NQS practices and expectations within the school operational plan – setting operational targets and strategies to improve practices. - Ensure Year 1 phonics assessment and annual audit for NQS is completed and achieve verification. - Discuss and develop as a staff a set of beliefs about play-based learning and what best practice lookslike. - All staff to complete Sounds Write training by end of 2025. Ensure new staff are trained. 
Professional Learning	- PL register to be maintained. - Build on staff accountability to share and implement learnt strategies – embedding them into classroom practices and sharing at a school and/or regional level.

Ensure all Professional Learning opportunities reflect the current school priorities and curriculum focus areas. 	• Peer to peer observation cycle to be drawn up. • Ensure that graduate teachers have a mentor.
Planning, Assessment & Curriculum • Develop the whole child by ensuring that the curriculum is engaging and enriching. • Ensuring that moderation occurs to ensure consistent judgements are made about student achievement.	• Ensure that sustainability, languages, STEM, The Arts and sports are a rich part of the curriculum. • Integration of curriculum areas- Projects, special days, incursions and excursions to support this area. • Mallee teacher days-moderation tasks each term. 

Student Achievement and Progress

Provide every student with a pathway with a successful future.

Aspirations	Strategies
Literacy & Numeracy To ensure that there is teaching and learning excellence in every classroom. All students can fulfil their potential. 	• Use the Science of Reading body of research to inform our planning. • Implement high quality teaching programs and use the TFI documentation. 
Data Draw explicit links between individual student data and whole school targets, exploring the ways in which staff data literacy can support improvements in levels of student achievement and progress.	• Ensure all staff are data literate and can access reports on SAIS and Pat. Use the data for planning. • Use PAT testing as a diagnostic tool to identify focus areas for individual student progression. • KAT and on entry in K and PP. • Use the excel sheet to track student progress.
Curriculum Continue to implement a continuous context specific delivery cycle for all other curriculum areas to ensure a differentiated program for a multi-age classroom setting.	• Use TFI document to support the planning and assessment cycle. • Sounds Write training for staff to be upskilled in the teaching of phonics.



