WONGAN HILLS DISTRICT HIGH SCHOOL

2020 -2022

STRATEGIC PLAN

Pursuing Excellence

Wongan Hills District High School prides itself on being an integral element of the educational sector within the Wongan Hills community. The school has been operating since 1913 and throughout this time it has continually endeavoured to ensure that a high quality education has been delivered to each student. We cater for all levels of schooling from Kindergarten to Year 12.

We provide learning to engage our students and enable them to reach their potential. Our committed team of highly qualified and enthusiastic staff are supported by an active school community and we work together to pursue excellence in all facets of school life.

As a school community we have developed a set of core beliefs that underpin our actions. We place our students in the centre of all decisions and initiatives with a clear focus on improving their achievements. Developing life-long learning skills and those needed to be successful contributors in the 21st Century is a commitment of ours to prepare our students for their future.

Our vision clearly defines that we want each student to strive for excellence. Our expectations are high; they are challenging, yet achievable. We equip students to achieve their potential and contribute positively to society by providing relevant and engaging learning programs within a supportive and encouraging learning environment, preparing each student with the necessary academic, physical, social and emotional skills, understandings and values.

We understand that as a school we have a responsibility to be a professional learning community that is continually reflecting on our performance and we are constantly striving for improvement.

The 2020-2022 School Strategic Plan is a visionary document that clearly defines our focus and expectations throughout the next three years.

We believe

IN A SCHOOL CULTURE OF HIGH EXPECTATIONS

This means:

That we have an expectation that all students will try their best to achieve higher levels across all aspects of their schooling.

You will see:

School members following the PBS matrix encompassing The Wongan Way.

Staff consistently enforcing the high expectations set out in the school documents and policies.

High expectations being recognised and celebrated on a regular basis.

The development of a culture of high expectations across the school with a focus on student voice.

Use of the Positive Reinforcement and Recognition Policy, including;

- *Newsletter (Wongarette)*
- *Facebook shout out*
- *Reward days*
- *Certificates at assembly*
- *Celebrating staff success at meetings*
- *Zones of Regulation – students using self-regulation strategies*
- *Roles and responsibilities for Student Leadership Teams*

Wongarette

Aussie of the Month

We believe

IN ENSURING A SAFE AND SUPPORTIVE ENVIRONMENT

This means:

That the responsibility for ensuring a safe and supportive environment falls to both staff and students.

You will see:

Mental Health programs able to be accessed to support staff and students.

Zones of Regulation lessons being conducted throughout the school on a regular basis.

Wongan Way expectations being reinforced by staff interactions with students.

Correct Occupational Safety and Health practices reinforced by all members of the school community.

Respectful and professional relationships among staff (Code of Conduct).

Mentoring of staff by their colleagues.

People respecting not only their own health, but that of their colleagues.

Physical and Mental health being respected and time accessed when needed.

Social Club events.

Excursions and Incursions that include groups such as Zero2Hero, Headspace, and Black Dog Institute.

PBS and CMS practices applied by staff.

Group norms being implemented in meetings.

All staff to focus on developing relationships with all students.

We believe

THAT LEADERSHIP IS SHARED

This means:

Information sharing (where appropriate) for all.
Building the capacity of staff.

Clarity of roles and responsibilities shared amongst staff.

Role statements for senior teachers, level three teachers, mentor teachers and curriculum leaders.

You will see:

Allocation of time for collaborative meetings.

New teachers given a senior teacher to be their mentor with clear guidelines of their role.

A recognition that there are many different styles, types and levels of leadership.

Opportunities created for staff to chair meetings.

Every staff member having the opportunity to have feedback and support in their various leadership roles and aspirations.

Leadership opportunities being made available and staff having the opportunity to nominate for roles.

Handovers to be conducted for new classes or staff roles.

We believe

IN A WHOLE SCHOOL APPROACH TO BEHAVIOUR MANAGEMENT

This means:

That all staff will follow the Behaviour Management Policy and Positive Behaviour Support Plan.

That all students understand the stages and consequences of the Positive Behaviour and Support Plan.

That staff create a positive and caring school environment. Consistency of behaviour management practices by all members of the school community.

You will see:

Positive Behaviour in Schools and Class Management Strategies are used by all staff.

Team Teach principles of de-escalation will be applied BEFORE physical intervention.

Collaboration opportunities for staff in relation to behaviour management.

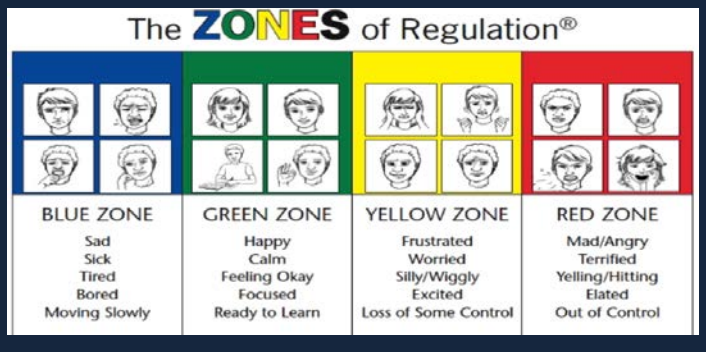
A clear “chain of command” for when key personnel are not available and expanded from the Administration.

Induction and revisiting the relevant sections of the Behaviour Management Policy.

Individual behaviour plans being developed in case management.

Collective responsibility for behaviour management - don’t walk past what you shouldn’t accept.

Links and collaboration across the school for all staff to know the students.



We believe

IN BUILDING AND SUSTAINING POSITIVE RELATIONSHIPS WITH THE COMMUNITY

This means:

Following a Code of Conduct for staff, parents and community members which has clearly defined expectations.

Working with the community which has benefits for all parties.

You will see:

Using Shire facilities and other resources (e.g. Museum) where possible.

Continued development of a strong PR program.

Communication and advertising of the community relationships and partnerships that are made with staff.

Knowing what community groups staff are members of and using these to broaden relationships.

Surveying the community about how the school may be able to become more involved with community groups and vice versa.

We believe

IN A COMMITMENT TO ENVIRONMENTAL RESPONSIBILITY AND SUSTAINABILITY

This means:

We take responsibility through our actions to minimise environmental impact by conserving resources and promoting and implementing sustainable practices where possible.

You will see:

Reusing, recycling, repurposing and reclaiming materials where possible.

Establishment of storage areas that are thoughtfully set up and maintained.

Staff utilising available resources before purchasing new ones.

Conservation of utilities by establishing classroom and school practices for efficient energy use.

Encouragement of a reduction in the use of disposable plates, cutlery and cups by replacing with reusable options where possible.

Incorporating the use of the school garden when established, to educate students about where their food comes from, sustainable watering practices, growing seasons, composting and mulching.

The use of a ‘Sustainability Team” consisting of staff and students to teach about sustainability practices and also monitor consumption and wastage to improve practices.

VALUES

Our school community has explicit expectations of behaviour for all members with a view to creating a school that is a safe and positive learning environment where our students are engaged and successful.

The Wongan Way

Be Respectful

Be Safe

Be Positive

Be an Active Learner

FOCUS AREAS

1.Supporting Positive Well Being and Health at Our School

2.High Quality Student Learning with an Emphasis on Literacy

3.Strong Sustainable Community Partnerships and Relationships

Supporting Positive Well Being and Health at Our School

FOCUS AREA 1

What we will do	What you will see
Continue to move towards cultural responsiveness as guided by the Department's Aboriginal Cultural Standards Framework.	• Collaborative relationships between staff, Aboriginal students, their parents and families, and communities to support student learning. • Aboriginal families provided with regular opportunities to engage with the school community.
Build respectful and trusting teacher-student relationships in every classroom and across the school in order to have to have greater student engagement.	• Staff who show a genuine interest in their students and demonstrate an understanding of students' personal situations and needs. • Open and honest communication. • Genuine relationships with mutual respect. • Students who are comfortable and engage in learning because they feel valued and a sense of belonging. • A reduction of referral forms of student misbehaviour.
Build resilience in our student body.	• Staff implementing the Zones of Regulation lessons and the whole school community using strategies to engage in this. • Students taking responsibility for their own actions. • Less catastrophising and more realistic responses to "size of problems" • Problem solving skills being used. • All students from K-10 to develop a "toolkit" for self-regulation strategies.
Support students identified as being at a moderate or severe attendance risk.	• Individual attendance targets in place for at-risk students. • Culturally appropriate home visits conducted by the deputy principal and AIEO. • Prompt and persistent contact regarding absenteeism. • Recognition processes for excellent attendance. • 0% Unexplained absenteeism.
Be considerate of time demands placed on students and staff.	• Library and Room 4 opened at various lunchtimes for access to network for homework completion. • Communication policy in place for Parent/Staff interactions to respect staff personal time. • Common DOTT time to be able to meet and reduce out of school meeting times. • High School term planners to be given to parents and students to ensure workloads and deadlines are communicated.

FOCUS AREA 1

Supporting Positive Well Being and Health at Our School

What we will do

Embed a high-care culture for staff throughout the school.

Implement a whole-school social and emotional program and the explicit teaching of expected behaviours.

Build the capacity of WHDHS student leadership programs.

What you will see

- All new staff members are provided with a thorough induction.
- Relief folders are kept up to date in Deputies office.
- Opportunities for staff to access appropriate services to promote their health and well-being.
- Staff expressing gratitude and appreciation to acknowledge the efforts of peers.
- Opportunities for staff to engage socially, including family-friendly staff events organised by the social committee.
- Acknowledgement of staff mental and physical health needs.

- The continued embedding of the Zones of Regulation, including parent education.
- Consistent expansion and embedding of the teaching of the Wongan Way expectations.
- See a reduction in negative behaviours forms.

- Clear roles and responsibilities for students in leadership positions.
- Students to be given opportunities to lead student-based activities.
- Student leadership to be given opportunities to connect with other school leaders and leadership programs.
- Greater emphasis placed on House Captains and opportunities for student leadership in other areas.
- Stringent processes for higher level leadership roles.

FOCUS AREA 2

High Quality Student Learning with an Emphasis on Literacy

What we will do	What you will see
Develop a whole-school approach to teaching English embedded in school practice.	• A consistent approach to teaching reading, writing, spelling and grammar. • Use of WHDHS supporting documents in English. • Purchase and implementation of relevant school-wide programs in spelling and grammar. • Observations and feedback given on a regular basis using disciplined dialogue.
A clearly articulated set of high expectations and standards for student and staff performance and achievement.	• A school handbook will be designed that clearly outlines what is to occur in classrooms. • Standards will be visible in all classrooms.
Embed an Explicit/Effective teaching model of instruction in all classrooms especially in English.	• Consistent use of school effective teaching model across all learning areas. • Warm ups used to begin lesson sequence. • Observations and feedback given on a regular basis using disciplined dialogue. • Consistent lesson design used a shared with colleagues during collaborative DOTT.
Collaborative planning, programming and evaluation processes are in place to allow staff to work together to achieve common outcomes.	• Common DOTT for all teachers on a weekly basis. • Format and structure for meetings consistent across the school. • Planning documents for Common DOTT to be decided on at the beginning of each term.
Teacher judgements will be consistent within the school with moderation across year levels.	• Consistent use of moderation across the school at least once a term. • Brightpath rules to be used during writing moderation. • Common Assessment Tasks developed and implemented across reading and writing.
Cater for the academic needs of all students by developing analytical and evaluative practices to diagnose the impact of teaching and plan for adapting interventions.	• Personalised learning plans and associated learning adjustments for students working either below or above year level expectations. • Early identification and support for students working below the expected level, delivered one to one or in small groups. • Enrichment opportunities to extend students achieving well beyond their year level. • Consistent school wide approach and implementation of the SAER policy.

FOCUS AREA 3

Strong Sustainable Community Partnerships and Relationships

What we will do	What you will see
Build and maintain a strong connection with the traditional representatives of the land on which we teach and learn.	• Visible links between the school and Noongar Balardong community. • Noongar Balardong representatives invited to deliver Welcome to Country addresses at major school events. • Students delivering Acknowledgement of Country at school assemblies and events. • Running a successful NAIDOC week to involve community members in the school's activities.
Continue to strengthen the relationship between school staff and parents to create shared understandings of individual student progress.	• Teachers communicating with parents professionally, regularly and at point-of-need about their child's social/emotional development and academic progress. • Parents engaging with staff to ensure the relationship between home and school is conducive to student success. • Parents/Carers encouraged to volunteer in classrooms with a volunteer roster in years K to 6.
Work closely with our School Council and P&C.	• A School Council, consisting of staff, parents and community members, operating at a high level as the peak governance group for the school with an induction process for new members. • An active and dynamic P&C providing an opportunity for all parents to proactively engage with initiatives to support the school with a program for school improvement.
Establish connections with early years students and families prior to them starting Kindergarten.	• An orientation program run in the term before students commence Kindergarten. • Liaising with Cubbyhouse and Mainly Music to develop and support programs for students entering Kindergarten and Pre-Primary.

FOCUS AREA 3

Strong Sustainable Community Partnerships and Relationships

What we will do

Communicate professionally and regu*larly to inform our parents and school community.*

Provide a variety of opportunities for families to engage with the school community.

Actively engage as a member of the Inland Lighthouse Network and the Wongan Hills Hub.

Continue to strengthen the relationship between the school and community organisations.

What you will see

- High quality communication with parents through a variety of mediums, including:

- Wongan Hills DHS Facebook page
- The Wongarette
- Our school website
- SkoolBag app
- Connect
- Wonga Balli Boomer

- Professional, well-run school events planned in advance to which parents are invited and encouraged to attend, such as:

- School assemblies
- Annual ANZAC service
- NAIDOC Week activities
- End-of-year presentation afternoon
- Interhouse and Inter school swimming, cross-country and athletics carnivals.

- Information session/s for enhancing parent understanding of effective reading skill development.

- The Principal representing the school at network and hub meetings and events.
- Participation in combined professional learning opportunities alongside staff from network schools.

- Cadets program will work with the local Emergency Services group to enable coordinator activities.
- Rotary engaging with the school in the Rypen program.
- The school will work with the community to enable work placements for our senior students.
- Continue strengthening relationships with scholarship providers and scholarship winners.

Targets and Self Assessment

Targets

All students from K-10 to develop a "toolkit" for self-regulation strategies using the 'Zones of Regulation' program.

0% Unexplained absenteeism.

See a reduction in negative behaviours by 7% annually.

Students' achievement in NAPLAN Reading, Writing, Spelling, Grammar & Punctuation, and Numeracy is at or above the expected range relative to ICSEA.

The mean progress of our Year 3, 5, 7 and 9 stable cohort in all NAPLAN domains is above that of WA public schools.

A to E grade allocations for English, Maths, Science and Humanities will be at or above the expected range relative to ICSEA.

The National School Opinion Survey results are positive for Students, Parents and Staff (mean scores of at least 4 out of 5 for each survey type).

Self Assessment

The school will use the Department's Electronic School Assessment Tool to self-assess annually against the following 6 domains:

> Teaching quality

> Learning environment

> Leadership

> Relationships and partnerships

> Use of resources

> Student achievement and progress

The school will host a Director, Public School Accountability and a peer reviewer for a validation visit within the duration of this business plan. The report from this review will be published on our school website.

Jargon Buster

ACARA - Australian Curriculum, Assessment and Reporting Authority

ACSF - The Department of Education's Aboriginal Cultural Standards Framework

AIEO - Aboriginal and Islander Education Officer

AITSL - Australian Institute for Teaching and School Leadership

CAMHS - Child and Adolescent Mental Health Service

CPFS - Department of Communities: Child Protection and Family Support

CMS - Classroom Management Strategies

ICSEA - Index of Community Socio-Educational Advantage: A scale which allows for fair and reasonable comparisons among schools with similar students. The mean value is 1000.

IEP - Individual Education Plan

Like Schools - Statistically and demographically similar schools within the Western Australian public school system, based on ICSEA

LOTE - Languages Other Than English

NAPLAN - National Assessment Program for Literacy and Numeracy

NSOS - The National School Opinion Survey which is deployed with parents, students and staff on a biennial basis

PBS - Positive Behaviour in Schools

SAER - Students at Educational Risk

SCSA - School Curriculum and Standards Authority

SSEN - School of Special Education Needs

SSPBS - Stronger Smarter Positive Behaviour in Schools Program

Stable Cohort - The group consisting of students who sat NAPLAN at the same school both in Year 3 and Year 5 or Year 7 and Year 5 or Year 9 and Year 7

WAC - Western Australian Curriculum

WACHS - Western Australian Country Health Service, including the child development domains of speech pathology, occupational therapy and physiotherapy.

The Wongan Way - Be Respectful, Be Safe, Be Positive and Be an Active Learner

PR - Public Relations

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Inland Lighthouse NETWORK Lighting the way