WONGAN HILLS DISTRICT HIGH SCHOOL

STRATEGIC PLAN
2024 - 2027

CULTIVATE

PURSUING EXCELLENCE

Pursuing Excellence

At Wongan Hills District High School our vision is to be an integral education partner within the Wongan Hills community. We are committed to ensuring that every student is provided with high quality learning within a rigorous and challenging curriculum. Our students are placed at the centre of all decision making and initiatives, with an emphasis on individual progress and achievement.

Valuing parents as our partners in this journey is critical to achieve the best outcomes for all of the students at Wongan Hills DHS. Parent involvement in our school and engagement with their child's learning is welcomed and encouraged. Parenting is the single most powerful influence on the learning and development of young children, and a continuing and significant influence thereafter. The best results are achieved when parents and teachers work together on their child's 'team'.

Our committed, passionate and enthusiastic staff provide quality teaching and learning experiences to engage our students within a supportive learning environment to achieve their personal best academic, social and emotional outcomes. Students are continuously provided with opportunities in a range of contexts to become confident, independent learners and critical thinkers where technology is embedded into the curriculum.

Positive student health and wellbeing is essential for student success and wrap around support for all students is paramount at Wongan Hills DHS. Our school size enhances our capacity to deliver quality and differentiated academic, social and emotional outcomes for students. Students experience a friendly, inclusive and caring environment where they are supported to be their personal best. At our school, every student matters.

As a school we have a responsibility to be a professional learning community of staff who are continually reflecting on our performance and constantly striving for improvement. The 2024-2027 Strategic Plan is a visionary document that defines our focus and expectations for the ensuing years. Strong community partnerships serve to enhance students' learning experiences.

OUR BELIEFS

We believe in **BUILDING AND SUSTAINING POSITIVE RELATIONSHIPS WITH THE COMMUNITY**

This means:

- Staff value building strong and positive working relationships with all parents and caregivers and view parents as partners for the benefit of students.
- Staff recognise that forming partnerships with the wider community is beneficial for all parties.

You will see:

- Improved and planned opportunities for the building of parent – teacher relationships.
- Continued development of a strong public relations and parent engagement campaign.
- Community partnerships and collaboration, including accessing and use of community resources and facilities to enhance student learning experiences.
- Staff, parents, students and the wider community having a shared understanding of the respectful interactions required at/for school through the Department's Connect and Respect campaign.

We believe in **A SCHOOL CULTURE OF HIGH EXPECTATIONS**

This means:

- Staff and students will be supported to achieve the high expectations set, and clearly communicated, within the school.
- We have an expectation that all students will work towards, and be supported by staff, to achieve their personal best in all aspects of their schooling.

You will see:

- Staff consistently model, reinforce and encourage the expectations set out in school documents and policies.
- The development of a school culture focused on improvement that incorporates student voice
- Staff and students following ***The Wongan Way***.
- High achievements of staff and students being recognised on a regular basis.
- Roles and responsibilities of school leaders and the student leadership team are clearly communicated and understood.
- Individualised goal setting established in classes for all students to support personal mastery and independence in their academic and social pursuits.

We believe in **ENSURING A SAFE AND SUPPORTIVE SCHOOL ENVIRONMENT**

This means:
School is a place where all students and staff feel socially and culturally safe and supported. Staff, students and parents have a shared responsibility in ensuring this happens. This includes staff creating and maintaining a positive and caring classroom environment.

You will see:

- The Wongan Way expectations being explicitly taught and reinforced through staff interactions with students.
- All staff committed to developing positive relationships with all students as a key to improved student engagement.
- Respectful and professional relationships between staff, students and parents, with staff pivotal in modelling, developing and maintaining positive relationships with all students.
- Social and emotional learning programs accessed at class and individual level to support students as required.
- The Circle of Courage principles of belonging, mastery, independence and generosity being used to support students to thrive in our school.
- Collegial support and mentoring of staff by their peers.
- Staff wellbeing and care being respected and acknowledged.
- Correct Occupational Safety and Health practices adhered to and promoted by staff.

We believe **THAT LEADERSHIP IS SHARED**

This means:

- Building the capacity of all staff, with the outcome of overall school improvement.
- Clarity of role statements and responsibilities for senior teachers, level three teachers, mentor teachers, curriculum, student and other leaders that are made available and known to all staff and students as applicable.
- Building student leadership capacity for identified and interested students, not just those with formal leadership positions.

You will see:

- Individual staff, who are the key ‘go to’ people for their specific expertise, are known and available to all staff.
- Allocation of time for collaborative meetings where possible and applicable.
- School processes embedded, to facilitate staff awareness and understanding of school operations.
- New staff to the school formally allocated a mentor for 12 months with clear guidelines of the role of the mentor.
- Leadership opportunities made available to staff, where possible, to support aspirant leaders or those seeking different roles within the school.
- Quality feedback provided to staff through performance management processes and when requested to support capacity building.
- Feedback provided to student leaders in their roles.

We believe In **A WHOLE SCHOOL APPROACH TO SUPPORT POSITIVE BEHAVIOUR**

This means:

- Staff building and maintaining strong and positive relationships with students.
- Staff applying the Behaviour Policy consistently, whilst acknowledging and following separate processes for students on Individual Behaviour Support Plans.
- Staff setting and communicating high expectations for student behaviour through the Behaviour Policy.
- The school working to create parent awareness and understanding of our Behaviour Policy and processes.

You will see:

- Staff modelling and teaching appropriate behaviour to students and periodic revisiting of the policy with staff and students to enhance understanding and consistency of the policy.
- Through teaching, all students understand the stages and consequences of the Behaviour Policy.
- Classroom Management Strategies (CMS) used effectively and consistently by all educators and training, where appropriate, made available for new staff.
- Zones of Regulation lessons provided to all classes, Zones practices embedded throughout the school and use of the zones room viewed as positive practice.
- A clear delegation of contacts communicated to staff for support when key personnel are not available.
- Individual behaviour plans developed for case management where required.
- Staff commit to a collective responsibility for behaviour management - don't walk past what you shouldn't accept.

We Believe in **A COMMITMENT TO ENVIRONMENTAL RESPONSIBILITY AND SUSTAINABILITY**

This means:

- Staff and students are responsible for minimising our environmental footprint by promoting and implementing sustainable practices where possible.

You will see:

- Conservation of resources by reducing, reusing, recycling and reclaiming materials (the 4 Rs) where possible. (Reducing use of wasteful products, reusing products more than once, recycling useful materials, reclaiming what else we can).
- Establishment of 4R processes that are thoughtfully set up, shared with staff and maintained.
- Conservation of utilities by establishing classroom and school practices for efficient energy use.
- Incorporating the use of the school garden to educate students about food production, sustainable practices, water conservation, composting and mulching.
- Allocating a staff member to lead sustainability practices in our school.

Our 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 expectations:

Be Respectful
Be Safe
Be Positive
Be an Active Learner

Priority Areas

Learning Environment	Behaviour: implement a new Behaviour Policy in 2024, with a focus on restorative approaches, ongoing use of Zones of Regulation and formal introduction the Circle of Courage philosophy (Belonging, Mastery, Independence, and Generosity) Attendance
Quality Teaching	Whole school approach to the implementation of high impact teaching strategies that create low variance teaching practice and consistent pedagogy across K to 10.
Relationships and Partnerships	All staff continue to build strong and positive relationships at class and school level with students, parents and wider Wongan Hills community. Develop strong and positive relationships with all of our Aboriginal families at class and school level and improve our cultural awareness and responsiveness as a school.

The next section of this document outlines our key strategies and actions during the life of this plan to improve the outcomes for students at Wongan Hills DHS.

Our targets specify goals that are set to be achieved within a certain timeframe and are outlined at the end of this document. Milestones represent significant events that marks progress towards our targets, they are included in the actual plan.

We also aim to adopt a whole school and efficient approach to data collection that is aimed at minimising workload for teachers whilst ensuring quality data is collected regularly and used to inform school, classroom and IEP planning.

Relationships and Partnerships

Strategies/actions	Outcomes/what you will see
Staff-parents -continue building strong and positive staff/parent relationships through opportunities for personal interaction, including an improved parent/teacher meeting schedule -more effective use of our AIEO to help build strong relationships with our Aboriginal families -Teachers to communicate any negatives or concerns regarding students to parents by phone call or face to face as the first option. If not contactable only then can email be used -explore an opportunity for an annual social parent/ teacher event under the umbrella of P&C or School Board -encourage parents through P&C and School Board to 'plus one' for school events that involve parents -formalised parent reading rosters in Koolbardi to Yaakan 3 to support parent involvement and improved student reading ability -create more opportunities for parents to be involved in class activities, school events, excursions and camps. Eg guest speakers, reading help, maths roster, veg garden, PE, secondary student mystery bus tour for careers, use staff knowledge of locals with a great story/background to share, special events/days in classes to get parents in eg all dads/special others/spares, covering library books -ensure well in advance notification of events to make it easier for parents to be present for school events/help -continue to provide staff with clear expectations on maintaining professional boundaries with parents re contact out of hours -explore a thank you opportunity for volunteers late Term 4. Eg morning tea, slide show of parents/community volunteering in the school at presentation assembly, honour roll of volunteers -increased and improved school follow up on parent concerns: do what we say we are going to do, but also being clear about what cannot be changed	An increased number of parents: -involved in our school and classes (collected annually from form lists provided to staff at the start of the year) -engaged with their child's education at home -sharing positive word of mouth stories Greater engagement by local businesses and community groups with our school Greater understanding by parents of how our school operates (from School Board based on their feedback from parents)
Staff-student -improve staff understanding of the hierarchy of needs of students with Tier 2 and 3 concerns and implement strategies as recommended by supporting agencies -staff building relationships with students, in and out of class (duty, school events), to learn more about their interests and aspirations through conversation -all staff employing best practice strategies to show care for students to support belonging and connection -staff gesture or worded acknowledgement of students passed in the corridor or yard to improve belonging -known list of socially at risk students for duty staff to have a conversation with to build sense of belonging, including 'are you ok' check ins for students with mental health concerns -staff continue to take the opportunity for 'check and connect' as students enter classes to gauge individual mood to support learning	Improved staff/student relationships (from National School Opinion Survey) Improved student engagement in class Improved sense of student belonging at school (from Wheatbelt SEL survey)

Learning Environment

Strategies/actions	Outcomes/what you will see
Refine our Students at Educational Risk Policy to include: -clear identification processes -explicit expectations and responsibilities of staff -when an IEP will be required versus quality differentiated teaching practices -documentation of student support provided -collaboration with parents -an online SAER management system to support quality processes to share student information	Consistency of processes for identification, procedures and implemented support to meet student needs
Implement a revised Behaviour Policy that complies with new DoE Policy, including: -staff professional learning on restorative approaches and the new policy -parent awareness of the new policy via School Board, P&C, newsletter, website and opportunity for parent information sessions -staff going through the policy with students at the start of each semester -staff to have restorative approaches modelled, with observations to improve practice, if required -Individual Behaviour Plans developed and implemented promptly for identified students then provided to all staff. Identification to circulation period less than 2 wks unless outside agency collaboration for that individual is required	Consistency of Behaviour Policy implementation across the school, although at times it will be phase or situation specific Recognition and understanding by staff, students and parents that students on Individual Behaviour Plans operate outside of the standard Behaviour Policy Milestone: Behaviour Policy is embedded (well known by staff, students and parents) Milestone: Circle of Courage concepts are embedded in classroom practice
Circle of Courage will be implemented across the whole school and the concepts of Belonging, Independence, Mastery and Generosity explicitly taught to students: -Mastery to be supported by individual student goal setting in all classes and strategies used by teachers to enhance their belief in students -Independence encouraged, promoted and supported by educators -Belonging supported by relationship building with staff and peers -Generosity encouraged and supported at class level	
Zones of Regulation program is embedded across the whole school, including: -ongoing provision of Zones lessons to classes to deliver -Zones room continues to be available to students through self-identification or staff prompt -greater clarification for staff on the process to access the zones room -new students to the school upskilled in the Zones of Regulation program by Student Services deputy	-all students having increased awareness of their emotions -all students having a personal toolkit of strategies to support their self-regulation -Zones language used by all staff -over time, those students who use the Zones room use it with decreasing frequency -Over time, less students are needing to use the Zones room
Aboriginal Cultural Standards Framework used, as a whole staff, to reflect on and identify areas for improvement within the school to build cultural awareness of and responsiveness to our Aboriginal and families from other cultures. Targeted actions to be identified from this process to implement.	-improved NSOS and SCS ratings - each Aboriginal family, or from other cultures, engages with staff and our school more
Individual Attendance Plans (IAPs), with incentives, developed collaboratively with parents and students and in place for: -those students with 3 or more consecutive terms of unsatisfactory attendance (<90%) by Week 5 Term 1 2024 -those students with 2 consecutive terms of unsatisfactory attendance (<90%) by Week 5 Term 2 2024	Milestone: a documented process for monitoring and improving student attendance is implemented

-those students with unsatisfactory attendance (<90%) for a term by Term 3 2024 To support improved attendance: -develop a documented process for identifying, monitoring and improving student attendance -student identification to occur through termly attendance data analysis with students and parents notified and a meeting held to discuss how the school can support the family to improve the student's attendance -greater parent promotion through the newsletter and assemblies of DoE expectations that missing 5 or less days per term is the standard, and normal -school wide emphasis on ensuring a quality academic program is provided on days/weeks when part of the class is absent (eg camps and interschool carnivals) -encourage parents to meet with leadership in advance of long term absences (>5 days) to gain an outline of the work missed.	Milestone: All attendance plans in place as required by the Department of Education for students not attending school regularly (<90%)

Leadership

Strategies/actions	**Outcomes/what you will see**
- Encourage more Senior Teacher and Level 3 Classroom Teacher applications -continue to explore opportunities for more distributed leadership roles in our school	More leadership roles with a title and/or time allocation within our school
- Greater alignment between the strategic plan, operational plans, classroom planning and staff performance management goals - a renewed focus on shared responsibility and teacher accountability for teaching and learning - leadership to ensure accountability measures are in place, as distinct from PM, to support improved implementation of school planning, programs and priorities - teaching staff to reflect against the AITSL standards to inform their performance management goals in line with school planning -staff professional learning to continue to be linked to school priorities and performance management needs -peer, not leadership, observations implemented, after training is provided for performance management within phases	Operational Plans strongly aligned to the strategic plan and school priorities and well known by staff Classroom practice better aligned to school planning and performance management goals Milestone: peer observations for performance management embedded school practice Milestone: teacher performance management goals aligned with AITSL standards and school planning
-Implementation of the refined induction processes for new staff to better understand school operations and school wide -Employee handbook shared with all new staff and, for 2024, gone through in detail with all staff early in the year to improve consistency of school operations - More check ins on individual new staff by leadership and their mentor person - Role statement developed for teacher and EA mentors to support improved clarity for both parties - Implement a mentor system for new support staff, not just teaching staff -explore creating a Lead EA type role in the school	Improved staff understanding of and compliance with DoE and school policies, systems and processes

Resources

Strategies/actions	Outcomes/what you will see
-through support from leadership, continue to improve the detail in budget submissions to ensure more specific and targeted funding in line with school planning and needs	Budgets more aligned with school planning
-continue to build staff and school board understanding of the student centred funding model and school financial planning	Improved staff and board understanding of school financial processes

Teaching Quality

Strategies/actions	Outcomes/What you will see
Implement our new pedagogical framework across K to 10 that includes shared beliefs, lesson design, gradual release, explicit instruction and success criteria that is evidence based, aligned to the science of learning and the programs being implemented in our school	Improved teaching quality across K to 10 Lower variance, higher quality teaching practice across K to 10
School based programs and approaches are implemented with fidelity. This will include: - Staff provided with professional leaning, where required -some collaboration sessions dedicated to monitoring and support for improved implementation -classroom observations by school leaders as part of the school accountability process	Consistency of teaching pedagogy to reduce cognitive load for students and more seamless transition from class to class Greater fidelity of implementation of high impact teaching strategies and programs in all classrooms
Continue to explore opportunities to reduce the cognitive load of students, including: -reducing the variance in practice from teacher to teacher -key visual print to support student learning for each learning area is placed in the same place within each classroom -review of school and classroom practice for improved consistency room to room	Milestone: a new pedagogical framework implemented with fidelity and used consistently by all staff
Continue the roll out of Teachwell to build capacity of teachers to implement high impact teaching strategies. This will be supported by collaborative sessions exploring DoE's Teaching for Impact resources	
Continue to explore opportunities to reduce the cognitive load of staff, including: -use of evidence based programs -whole school approaches (K to 10) to curriculum in all learning areas -provide staff with a WHDHS playbook that will outline programs, timetables, expectations etc for staff across all year levels	
Use of staff collaboration sessions to build staff capacity to implement school based planning, programs and approaches with fidelity. Eg Elastik, Planbook, pedagogical framework, Behaviour Policy	Strong staff capacity and knowledge that supports consistent implementation and embedding of school planning, programs and approaches
Ensure IEPs are developed and implemented and regularly reviewed for identified students in K to 10, as per DoE guidelines, in consultation with parents using the multi-tiered systems of support model to meet academic, social and behaviour needs	Milestone: Students (K-10) provided with work at their assessed and identified level, and curriculum differentiated to cater for their current academic levels to support their progress, achievement and independence
Implement the reviewed scope and sequence documents for English and Mathematics (K to 10). This includes the development of a suite of secondary planning, teaching and assessment resources for Mathematics to be shared with the ILN	Effective scope and sequence of curriculum taught with fidelity to students

Phonics: -continue with Heggerty in K to 2 and ensure it is implemented with fidelity. Staff professional learning to be provided where required -introduce Letters and Sounds in K to 2 to support improved phonic knowledge and the development of reading skills. This will be supported by professional learning for all relevant staff and collaborative sessions to support quality implementation	Improved results in students' phonics assessments across K to 2 Improved student results in Dibels reading assessments each year over P to 6
Reading: -Talk for Reading professional learning for all K to 10 staff early 2024 to support the whole school use of more effective reading strategies being implemented and consistency of strategies being used by all educators -observations for accountability by leadership -collaborative sessions to support quality and consistency of implementation -Formalised before school daily reading program in Koolbardi to Yaakan 3, using parent and community volunteers, and extended further for students with reading difficulties -parent workshops to support improved parent knowledge and use of best practice strategies to support students learning to read at home and in daily reading support at school	
Handwriting: -Maintain Peggy Lego in K and PP -Utilise the SCSA handwriting continuum for improved consistency	
Refine Words Their Way to ensure it is implemented with rigour, pace and challenge.	Improved results in writing assessment over P to 10 with time
Ensure Talk for Writing is embedded with fidelity using: -2 days professional learning for all new primary staff who have not completed the training -observations for accountability by leadership -continued development of planning supplied to teachers for Talk for Writing commencing with narrative and persuasive, to reduce workload for teachers and build consistency of practice across K to 6	
All K to 10 teachers using Planbook for lesson planning to reduce workload, cognitive load, show evidence of differentiation, enhance collegial sharing and to support succession planning due to staff turnover.	
Continue to implement individual student learning goals in all K to 10 classrooms to support the Circle of Courage pillars of independence, mastery, belonging and generosity.	Improved student self-confidence and belief in their ability Milestone: all students in all K-12 classes have individual learning goals in place that are reviewed at least each term for primary and semester for secondary

Student Achievement and Progress

Strategies/actions	Outcomes/What you will see
Extend moderation to all learning areas within primary and secondary, using a combination of in school and across school moderation, and streamline school based assessments. This will include: -Judging standards for in school (as used currently) and across school moderation (secondary English and Maths to be across DHSs facilitated by the DHS HOLAs) -continue using PAT Reading and Maths yr 1-10 once per year to measure progress and achievement -use of Elastik for cadence reviews in Mathematics at least twice a term in Years 1 to 10 -use of Elastik for cold/hot task process in narrative and persuasive writing two times per year and brightpath moderation for other genres. -use of Sparkle kit to measure student competence in phonics based reading in PP – Year 2 or on an intervention program for phonics or reading -use of Dibels online for PP-Year 6 (paper for Year 7-10) to detect risk and monitor the development of literacy and reading skills. -use of some collaborative sessions to support in and across school moderation -implement the outcomes of the audit on primary student assessments in 2023 to have more online assessments that are time friendly and include data analysis to support planning	A more consistent, systematic and whole school approach to data collection Staff workload reduced through the implementation of more efficient and effective forms of online data collection that include built in analysis components Whole school, cohort and individual monitoring that can be used by teachers to better measure progress and achievement to inform future planning. Milestone: Elastik embedded as an assessment tool and used in Yr 1-10 for English and Mathematics Milestone: PAT data is shared routinely with students during the year. Milestone: end of year PAT data is shared with parents once an appropriate and parent friendly format can be developed
Ensure the Fast Facts Mastery program is being implemented with fidelity as a whole school approach in Years 1 to 10, with an online data base established to record student progress from level to level. Yr 1-10: 3 times per week (3 times per week for fidelity of the program)	Students in Year 1 to 10 having increased fluency in their basic Mathematics facts to support improved capacity to grasp Mathematics concepts and reduce cognitive load
Monitoring by leadership to ensure student data collected by staff as per the assessment schedule is uploaded a minimum of once per term	
Develop staff understanding of the new NAPLAN comparative measures to ensure staff can effectively interpret and use NAPLAN data to inform school and classroom planning	Staff skilled to analyse NAPLAN against the new metrics to compare our results (progress and achievement) to like and WA schools
To maximise the chance of students passing, students will only sit OLNA in the second and third windows each year	
Continued refinement of a support system for Year 11 and 12 SIDE students that includes face to face subject support, monitoring of assessment submissions, documented monitoring of how students utilise their time and ongoing liaison with SIDE teachers	More Yr 11 and 12 SIDE students achieving C grades or better and achieving their WACE, and university entry for ATAR students

Targets

Relationships and Partnerships

Target 1: Ratings of 4 or higher on National School Opinion or School Culture surveys on questions relating to relationships and partnerships

Learning Environment

Target 2a: A 10% reduction in high end behaviour consequences (suspensions, withdrawal, buddy class) from 2023 to 2025, then another 10% reduction from 2025 to 2027

Target 2b: A 10% reduction in high end behaviour consequences (suspensions, withdrawal, buddy class) from 2025 to 2027

Target 3a: 65% of students attending regularly (90%+) by the end of 2024

Target 3b: 75% of students attending regularly (90%+) by the end of 2027

Target 4: By the end of 2025, and then again by the end of 2027, a 10% reduction in the number of students in the severe attendance category for attendance

Teaching Quality

Target 5a: By the end of 2025 50% of students in each class from Koolbardi to Yongka 8 achieving the nights of reading standard of 50 nights per term

Target 5b: By the end of 2027 75% of students in each class from Koolbardi to Yongka 8 achieving the nights of reading standard of 50 nights per term

Target 6: 70% of students, with regular attendance, achieving their expected level for Fast Facts Mastery by the end of each year

Student Achievement

Target 7: 90% of students, with regular attendance, in each of Years 3, 5, 7 and 9 to achieve moderate or better progress in NAPLAN Reading

Target 8: 90% of students, with regular attendance, in each of Years 3, 5, 7 and 9 to achieve moderate or better progress in NAPLAN Writing

Target 9: 90% of students, with regular attendance, in each of Years 3, 5, 7 and 9 to achieve moderate or better progress in NAPLAN Numeracy

Target 10: The percentage of students achieving Category 3 in OLNA by the end of Year 10 and Year 12 matches like schools

Target 11: In partnership with SIDE, All Year 12 students, who are on a WACE pathway as determined in collaboration with parents and SIDE, achieve their WACE.

Data Collection

Data collection will take a range of forms for monitoring and measuring against our outcomes and targets. For many of the outcomes, qualitative data will be collected by feedback and/or observation by staff and/or leadership.
quantitative data to be collected each semester as ongoing evidence.