



WAROONA
DISTRICT HIGH SCHOOL

BUSINESS PLAN

2022-2024

CONSIDERATE

ASPIRING

RESPONSIBLE

ENGAGED

SAFE

Our School Context

Waroona District High School is a small yet distinctive school environment that places the needs of our students at the centre of all that we do.

At Waroona District High School we pride ourselves on our unique and supportive learning environment. Being a District High School we are in the unique position of being able to offer students an educational journey that commences in Kindergarten and continues in the same school until the end of Year 10. Our school is highly supportive and safe for students to be able to form quality relationships with staff and their peers over their K-10 educational journey.

The size and nature of Waroona District High School provides the ideal caring environment for students to learn. We are fortunate to be able to offer small class sizes, experienced and dedicated teachers, education assistants and support staff that cater to individual academic and pastoral care needs. As students reach secondary school, our curriculum is designed to prepare students for upper secondary schooling pathways. We are committed to achieving the best possible outcomes for all students at Waroona District High School and beyond.

We strive to not only achieve optimum academic results for every student, but also instil in them the necessary values, beliefs and skills to contribute effectively to the community. Our comprehensive educational program is supported by our core values that encourage students to be Considerate, Aspiring, Responsible, Engaged and Safe.

These values set the expectations for positive behaviour from K-10. Our fortnightly focus on one aspect of these values aims to encourage our students to incorporate these into the context of their daily practise. Our expected behaviour matrix is based directly on Positive Behaviour Support (PBS) principles.

Our wider community shares the school's high expectations for our students' education and for our school as a whole. We are supported by an active P & C, an elected School Board and value our long standing relationships with local business and industry.

Waroona District High School is proud to have run the Bush Ranger Cadets program since 2005. Bush Rangers is a nature conservation program for young Western Australians where students have the opportunity to take part in personal development training and actively participate in nature conservation projects specific to our local area. We are actively expanding our programs in STEM (Science, Technology, Engineering and Mathematics), Specialist Sports and the Arts. We offer an academic focus for those students that wish to pursue an ATAR and Tertiary pathway post Year 10 via a partnership with the University of Western Australia (UWA) ASPIRE Program.

Our school is situated in a beautiful garden setting close to the town centre and adjacent to a modern recreation and aquatic centre. Although classified as a South Metropolitan School; Waroona District High School still has a wonderful country feel.





Our Vision

Our vision is for Waroona District High School to be the school of choice in the local community.

Our vision will be realised through:

- leading an improvement focussed culture
- delivery of high quality, evidence based instruction and a curriculum that engages all students
- provision of a high care environment that develops individual student's social and emotional wellbeing, within a framework of positive behaviour support
- development of mutually supportive and valued relationships between students, staff, parents and the wider community

Our Mission and Values

"Waroona **CARES**" encompasses our mission and strong community values which focus on developing our students to become:

Considerate **A**spiring **R**esponsible **E**ngaged **S**afe

Our Priorities

- High Quality Teaching and Learning
- A High Care Environment
- Effective Relationships & Partnerships

2022 – 2024 Priority Areas and Targets

Priority 1: High Quality Teaching and Learning

Delivery of high quality, evidence based instruction and a curriculum that engages all students

- 1.1. Implement an evidence based approach to teaching reading in years K-2
- 1.2. Implement our whole school Teaching & Learning Framework and gradual release pedagogical model
- 1.3. Implement curriculum, assessment and reporting requirements in accordance with SCSA and Department of Education directives and guidelines
- 1.4. The proportion of students achieving A-C grades will equal or exceed like schools
- 1.5. In NAPLAN 3,5,7,9 comparative performance will equal or exceed Like Schools in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy
- 1.6. In NAPLAN 3,5,7,9 the percentage of stable cohort students at or above National Minimum standards (NMS) will be equal to or exceed Like School averages
- 1.7. Implement strategies to increase the percentage of students achieving Band 8 in Reading, Writing and Numeracy in NAPLAN 9
- 1.8. Percentage of students satisfying Online Literacy and Numeracy (OLNA) requirements in Year 10 will equal or exceed Like Schools
- 1.9. Create culturally responsive classrooms with specific monitoring of the engagement and performance of our Aboriginal students
- 1.10. Literacy, Numeracy and ICT committees will implement whole school and phase specific improvement initiatives
- 1.11. Staff, students and parents will effectively and responsibly use ICT to improve learning and communication, including the ability to pivot to remote and online learning
- 1.12. Implement initiatives that increase opportunities for students to participate in Science, Technology & Engineering (STEM) related courses, programs or activities
- 1.13. Implement initiatives that increase opportunities for students to develop new work capabilities: team work, critical and creative thinking, innovation and entrepreneurship
- 1.14. Develop the capacity of all staff through performance development processes, observation and feedback processes and targeted professional learning
- 1.15. Refine strategic planning and review processes through whole school operational planning, annual self-assessment and review processes and mid cycle review processes
- 1.16. Embed data review and improvement planning processes on a biannual cycle for all teaching staff



2022 – 2024 Priority Areas and Targets

Priority 2: A High Care Environment

Provision of a high care environment that develops individual student's social and emotional wellbeing, within a framework of positive behaviour support

- 2.1. Train all staff in Classroom Management Strategies (CMS) and develop a sustainable approach to observation and conferencing
- 2.2. Reduce the percentage of students suspended through implementation of case management processes
- 2.3. Deliberately teach and promote Positive Behaviour Support (PBS) values to all students
- 2.4. Increase rate of regular attendance and aspire to equal or exceed Like School regular attendance rate
- 2.5. Primary and Secondary attendance rate to be equal to or above Like Schools
- 2.6. Attendance rate of Aboriginal students to equal or exceed Like Schools
- 2.7. School will monitor the health and wellbeing of students and implement a range of preventative and responsive programs to address health and wellbeing issues
- 2.8. Maintain or increase student satisfaction in areas related to behaviour management, belonging and safety in the National School Opinion Survey (NSOS)
- 2.9. Maintain or increase staff satisfaction in areas related to job satisfaction and wellbeing in the National School Opinion Survey (NSOS)
- 2.10. Move from Cultural Understanding to Cultural Competence in all domains of the Aboriginal Cultural Standards Framework (ACSF)



Priority 3: Effective Relationships & Partnerships

Development of mutually supportive and valued relationships between students, staff, parents and the wider community

- 3.1. Increase student population to between 250- 300 students
- 3.2. Maintain or increase parent satisfaction in areas related to parent and community engagement and parent satisfaction with the school in the National School Opinion Survey (NSOS)
- 3.3. Maintain or increase parent satisfaction in areas related to school improvement in the National School Opinion Survey (NSOS)
- 3.4. Parent engagement in extra-curricular events indicates increasing participation
- 3.5. Increase positive publicity via newsletter, website, social media and local media

Target Achievement

How will we know?

- We are targeting equal to or higher than Like School performance in NAPLAN. We will see yellow or green flags in our comparative performance for NAPLAN
- We are targeting equal to or higher than Like School performance against National Minimum Standards in NAPLAN. We will see students in higher proficiency bands than our Like Schools
- We will see an increase in Band 8 Achievement in Year 9 NAPLAN
- We are targeting equal to or higher achievement of OLNA in Year 10. We will see higher rates of qualification in our Schools Online data for OLNA Current Student Standing
- We are targeting higher than Like School attendance rates for Primary students, Secondary students and Aboriginal students. We will see higher than Like School attendance rates in our Schools Online Attendance Overall data
- We are targeting equal to or higher rates of regular attendance than Like Schools. We will see equal or higher rates of regular attendance in our Schools Online Attendance Categories
- We are targeting increased student population. We will see increased student numbers in our student census and Schools Online Student Numbers as at Semester 1 each year
- We are targeting increased student, staff and parent satisfaction. We will see average ratings above 3.0 in targeted areas in our National School Opinion Survey data
- We are targeting higher grades than our Like Schools. We will see more A-C grades in our teacher judgment data on the Student Achievement Information System



School Self Review Categories

How we will measure our effectiveness

Learning Environment

- Attendance and punctuality are promoted through explicit whole school strategies
- Student wellbeing is supported with a range of interventions and programs
- There is a safe, orderly and inclusive learning environment
- Positive behaviour management approaches are applied consistently across our school
- The Aboriginal Cultural Standards Framework informs culturally responsive whole school planning

Use of Resources

- There is a clear link between school budgeting and areas of strategic priority
- Student characteristic funding is used to implement appropriate teaching and support
- School budgets are transparent and endorsed by the School Board and Finance Committee

Teaching Quality

- There is a culture of high expectation for student achievement and progress
- There is a shared understanding of effective teaching
- We have a whole school pedagogical framework that is embedded in teacher practice
- Classroom planning is aligned to our Business and Operational Plans
- Assessment and reporting is supported by moderation processes
- Our staff interrogate whole school and class level data to better understand student performance and use it to inform planning and practise
- Performance development of staff is designed to promote self-reflection and professional growth
- Our teachers set goals that are aligned with the Australian Professional Standards for Teachers

- Our staff engage in classroom observation and feedback as part of a professional learning community
- Teacher professional growth is supported through quality professional learning and performance management processes
- Quality teaching is recognised and celebrated

Leadership

- There is a shared and unifying vision and direction for our school
- We create effective distributed leadership structures and opportunities for aspirants
- We recognise and celebrate staff efforts
- We have a comprehensive induction process
- Leaders set high expectations and standards, hold staff accountable and support staff to meet expectations
- The Business Plan drives school development and teacher practice
- Operational Plans and Performance Development Plans are highly aligned to the Business Plan

Relationships & Partnerships

- We provide opportunities for parents to actively engage in their child's education
- Effective partnerships are built with local community and external stakeholders
- We seek school community views in reviewing school performance and effectiveness
- The School Board is representative of our community, is active and effective in governance and support of the school
- Staff are actively engaged in school improvement processes
- Staff and student relationships are respectful and positive



Waroona District High School respectfully acknowledge the past and present traditional custodians of this land on which we learn, the Bindjareb Noongar people. It is a privilege to be learning on Bindjareb Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

WAROONA DISTRICT HIGH SCHOOL

55 Millar Street
PO Box 220
Waroona WA 6215
Tel: 08 9782 7000

www.waroonadhs.wa.edu.au