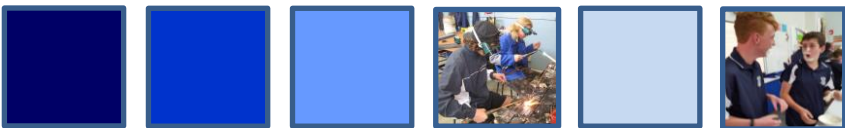


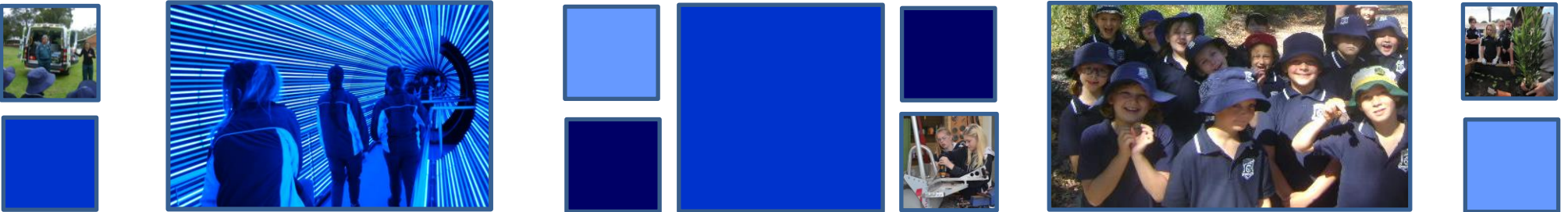


DONNYBROOK
DISTRICT HIGH SCHOOL
Independent Public School

Business Plan 2017 - 2019



Knowledge and Progress





DONNYBROOK

DISTRICT HIGH SCHOOL

Independent Public School

The 2017-2019 Business Plan was developed in collaboration with the Donnybrook District High School staff and the School Board following careful consideration of, and careful analysis of, all school performance data, reports and feedback.

The priority areas for 2017-2019 are:

- **Student Focused Learning**
- **Student Behaviour and Well Being and;**
- **School Community Collaboration**

The Business Plan is supported by Operational Plans in key areas including English, Mathematics, Science, Humanities and Social Sciences and Student Health and Well-Being. These plans provide fine detail planning and are the link between the teachers' classroom planning and the overall strategic direction of Donnybrook District High School.

The 2017-2019 planning documents are designed to support the achievement of the school's targets and milestones. The following targets have been set as a measure of the school's success during the three year period;

- Perform at or above like schools in NAPLAN Numeracy, Reading, Writing, Spelling and Punctuation and Grammar.
- The progress of our stable cohort is equal to or above the stable cohort of like schools in all NAPLAN areas.
- The percentage of students achieving in the Top 20% is equal to or above like schools in all NAPLAN areas.
- The percentage of students achieving in the Bottom 20% is equal to or below like schools in all NAPLAN areas.
- The percentage of Year 3 students achieving between Proficiency Bands 5-6 is equal to or above like schools in all NAPLAN areas.
- The percentage of Year 5 students achieving between Proficiency Bands 7-8 is equal to or above like schools in all NAPLAN areas.
- The percentage of Year 7 students achieving between Proficiency Bands 8-9 is equal to or above like schools in all NAPLAN areas.
- The percentage of Year 9 students achieving between Proficiency Bands 9-10 is equal to or above like schools in all NAPLAN areas.
- At least 60% of our Year 9/10 students meet all OLN expectations.
- Maintain Primary and Secondary Attendance above like schools.
- 80%+ Primary and Secondary students demonstrate consistently or often on all Attitude, Behaviour and Effort indicators.
- The National School Opinion Survey results are positive for Parents, Staff and Students (ie each item has a ranking of at least 3.8).

Student Focused Learning

Donnybrook District High School is committed to continuous self-improvement and the delivery of high quality, targeted and engaging teaching and learning programs for all students.

Strategic Focus	Strategies	Milestones
Use high quality instructional skills in curriculum delivery	<ul style="list-style-type: none"> ▪ Embed and consolidate whole school (K-10) approaches to the assessment and teaching of English and Mathematics. ▪ Refine whole school English, Mathematics and Science plans to ensure greater alignment to the school's Business Plan and Targets. ▪ Develop a whole school Humanities and Social Sciences plan. ▪ Provide targeted professional learning focused on enhancing whole school pedagogical approaches. ▪ Build the capacity of staff to support embedding evidence based instructional strategies. ▪ Use the AITSL's Australian Professional Standards for teachers and school leaders to support self-reflection and continuous self-improvement. 	<ul style="list-style-type: none"> ▪ Phase of schooling appropriate approaches are used consistently to assess and teach Reading, Writing, Spelling and Mathematics. ▪ Professional Learning displays a direct link to the school's Business Plan. ▪ Evidence based teaching driving learning programs in all classrooms and learning areas. ▪ All teachers and school leaders use the AITSL Standards in their Performance Management process.
Differentiate teaching and learning	<ul style="list-style-type: none"> ▪ Collect, collate, analyse and use individual student, class and whole school data to inform learning programs. ▪ Differentiate teaching to cater for the learning needs and abilities of all students. ▪ Develop and implement a whole school approach to supporting High Achieving students ▪ Students and teachers collaboratively negotiate student learning goals, based on the students' performance data and aspirations. 	<ul style="list-style-type: none"> ▪ All students on an Individual Education Plan or Group Education Plan are monitored and supported in their learning. ▪ An Academic Extension Program is implemented by teachers to provide challenging learning opportunities for identified students. ▪ Key Visible Learning features including; feedback, negotiated goal setting and making learning intentions explicitly known to students - We Are Learning To (WALT), What I'm Looking For (WILF) are used throughout the school.
Build staff capacity	<ul style="list-style-type: none"> ▪ Embed a team-orientated environment in which staff collaborate effectively to support student learning. ▪ Implement classroom observation and feedback practices to assist in targeting specific instructional strategies and driving school improvement. ▪ Provide opportunities for staff to share their Professional Learning. 	<ul style="list-style-type: none"> ▪ Early Close, together with the Action Learning Models, support collaboration within and between Professional Learning Communities and Networks. ▪ All teachers take part in classroom observation as part of their Professional Learning Community and Performance Management process. ▪ Targeted Peer Observation and Support enhancing student learning.
Use Information Communication Technologies (ICT) to enhance learning	<ul style="list-style-type: none"> ▪ Provide professional learning and support for staff to utilise ICT and deliver against the Digital Technologies Curriculum. ▪ Allocate resources strategically to ensure that our use of ICTs is sustainable and meets future needs. 	<ul style="list-style-type: none"> ▪ Staff are engaged in professional learning appropriate to their level of need. ▪ A detailed ICT plan that outlines what is required to meet current and future needs.

Embed the Western Australian Curriculum in planning, teaching and assessment	<ul style="list-style-type: none"> Implement the PP-10 Western Australian Curriculum in accordance with SCASA's timeline. Engage classroom and specialist teachers in in-school and between-school moderation in line with appropriate timelines. 	<ul style="list-style-type: none"> Implementation of Phase 2&3 learning areas occur in line with SCASA timelines. Staff moderate within and between Professional Learning Communities and Networks.
Making the most of a District High School context and market its uniqueness and value	<ul style="list-style-type: none"> Continually look for avenues to make certain the school's split site context doesn't impact on opportunities students would normally be afforded in a traditional District High School. Promote the school and its associated programs and achievements. 	<ul style="list-style-type: none"> Expansion of the current programs and initiatives implemented in 2015/16. Student numbers reflect a growing trust and satisfaction in the educational programs offered at the school.

Behaviour and Well Being

Donnybrook District High School is dedicated to providing the learning conditions that are essential for all students to be successful learners.

Strategic Focus	Strategies	Milestones
Provide a safe, caring and inclusive environment	<ul style="list-style-type: none"> Create a student Health and Well Being Operational Plan to describe and monitor planned strategies and practices. Develop and embed a sustainable approach to managing and supporting Students at Educational Risk (High and Low Achieving). 	<ul style="list-style-type: none"> Development of a whole school Health and Well Being Operational Plan. Students at Educational Risk are benefitting from a well-structured and collaborative approach between all stakeholders.
Student behaviour	<ul style="list-style-type: none"> Continue with the implementation of Positive Behaviour Support. 	<ul style="list-style-type: none"> Positive Behaviour Support implemented
Student attendance and engagement	<ul style="list-style-type: none"> Refine the school's Attendance and Engagement plan. Monitor attendance as per Department of Education guidelines and expectations. 	<ul style="list-style-type: none"> An Attendance and Engagement Plan operating to the advantage of all stakeholders.
Staff health and well being	<ul style="list-style-type: none"> Survey staff to assess and monitor their health and well-being. Collectively monitor staff health and well-being. Ensure staff are pro-active in supporting health and well-being. 	<ul style="list-style-type: none"> Encouraging survey data. Staff feedback highlights work in this area is having a positive impact throughout the school.

School Community Collaboration

Donnybrook District High School works collaboratively and in partnership with all stakeholders in the school and wider community to achieve positive outcomes.

Strategic Focus	Strategies	Milestones
School Community play an authentic and valued role in school decision-making	<ul style="list-style-type: none"> Provide formal and informal opportunities for all stakeholders to have input into the future directions of the school. Survey the school community at least once every two years using the National School Opinion Survey. 	<ul style="list-style-type: none"> Parent National School Opinion Survey (NSOS) results are positive. Evidence parents are becoming increasingly engaged in the school.

Build and maintain positive school-community relationships	<ul style="list-style-type: none"> ▪ Work in partnership with the Board and the P&C to value add to the schools' programs. ▪ Form School Board and P&C working parties to lead and/or actively participate in key school initiatives. ▪ Expand our current partnerships and initiatives throughout the local and wider community. 	<ul style="list-style-type: none"> ▪ School Board and P&C feedback regarding their involvement and input into the school's priorities and initiatives are positive. ▪ Increase in the number of partnerships and initiatives that are in place at the beginning of 2017.
Grow the schools' Professional Learning Communities and Networks	<ul style="list-style-type: none"> ▪ Develop and utilise Action Learning Models that support staff working in partnerships to enrich student outcomes. ▪ Provide opportunities for Professional Learning Communities to work as combined groups. ▪ Develop and maintain networks that support Secondary and Specialist teachers. ▪ Continue to foster professional partnerships with local schools and associations. 	<ul style="list-style-type: none"> ▪ Action Learning Models reflect the needs of the school and the Professional Learning Communities. ▪ Ongoing and regular collaboration amongst Professional Learning Communities. ▪ All Secondary and Specialist staff are part of a network of support outside Donnybrook District High School.
Communication	<ul style="list-style-type: none"> ▪ Provide accurate, timely and purposeful communication to all stakeholders. ▪ Apply a range of effective means of communication with families that are appropriate to the contemporary world in which we live. 	<ul style="list-style-type: none"> ▪ Parent survey of the effectiveness of the school's communication strategies is positive.