

YOUR CHILD; OUR FOCUS

**BUSINESS PLAN
2020-2022**

**MAKING A DIFFERENCE
THROUGH QUALITY
EDUCATION AND
SUPPORTING STUDENT
WELLBEING**

CONSIDER ASPIRE RESPECT ENGAGE

ABOUT

Donnybrook District High School is a combined rural school (Kindergarten - Year 10), situated on two sites that lie 1.5 kilometres apart. Donnybrook District High School services the communities of Donnybrook, Kirup and Balingup. In spite of our distance, we are very much one school.

The Junior Campus at Mead Street caters for Kindergarten to Year 6, while the Senior Campus at Bentley Street caters for Year 7 to Year 10.

In recent years, there has been a united effort to strengthen the links between both campuses by an increasing focus on sharing staff (and facilities) and combining for whole school events. This has been particularly successful and well received by the Donnybrook school community.

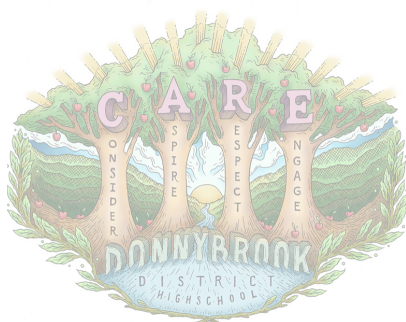
A key objective of our school is to take advantage of the very fact that the school isn't a traditional Primary or Secondary school, rather a combined K-10 school. Through careful planning and innovative thinking, we are able to capitalise on some points of difference and begin to offer our students a truly unique educational journey. Understanding of, and developing relationships with, students and parents is our core business. Our student numbers allow us to ensure individualised pathways and learning for each and every student. We have a deep understanding of where students are at and where they need to go. We have recently been recognised by as one of the top 5 Kindergarten facilities in the state in our National Quality Standards Review and our Early Years (K-3) and shows that we are establishing early literacy and numeracy concepts which set students up for a successful educational journey.

In 2020, we are establishing an enrichment program in our Upper Primary to provide opportunities focusing on rigorous, relevant and engaging learning opportunities that acknowledge their learning needs, strengths, interests and goals.

The Year 6 Option program takes place on the Senior Campus and ensures a year-long transition from Primary to Secondary. This diversity of curriculum, and access to subject specialists and facilities for our Junior Students, is innovative and ensures a seamless transition from Primary to High School.

Our Secondary Campus offers a diverse curriculum where we employ creative ways of teaching our core curriculum to transform the learning experience of our students. This helps to prepare them for the opportunities and careers of the 21st Century. It helps our students collaborate, challenge, discover, fail, grow, think and reflect. An intensive Literacy and Numeracy Support class is also available for Year 7s and 8s.

We provide the unique opportunity for all Year 9 and 10 students to complete a Certificate I course in Hospitality, Business or Sport and Recreation, or a STEM course focusing on Metals and Engineering. This ensures a clear pathway for students to Upper School Vocational courses. For our ATAR bound students, not only do they complete Certificates, but a specialised extension pathway is offered in core subjects. Senior Campus staff have established networks with large High Schools in Bunbury to provide additional support around preparation for the Upper School curriculum.



**CONSIDER
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WHERE WE'RE AT TODAY

2017-2019 was a period of significant change for Donnybrook District High School. Change should always be viewed positively as it is an essential part of education that is required to shift and broaden the scope of what a school already does to meet the needs of its school community. During these three years, the school underwent a deep self-reflection of where it was at and where it needs to go to ensure our students are supported and able to progress well on their individual learning journeys.

During the implementation of our previous Business Plan, we started to lay a solid foundation that will play a key role in supporting our journey to address our identified priority areas. This foundation centred around a distributed leadership model. The model utilises the system, curriculum and teaching knowledge, and the skills of the Administration team as essential to improvement. It also relies heavily on building the capacity of our classroom and specialist educators who are essential parts of our existing Professional Learning Communities.

The foundation also focuses on establishing and maintaining a positive and engaging learning environment through the implementation of Positive Behaviour Support (PBS). This program is based on strong research and seeks to raise both academic and behavioural expectations

Donnybrook District High School is confident that with this foundation and the other structures and programs that have been put in place, the impact on student achievement and progress will be highly visible in the years to come.

WHERE WE'RE GOING

"Every student, every classroom, every day" (Strategic direction for public schools 2020-2024). This highlights the need to put our students at the forefront of all our decision making. With this in mind, Donnybrook District High School needs to shift its focus to five key priority areas, which are outlined within this plan.

Our priorities are as follows:

- High Performance in Literacy and Numeracy
- Targeted intervention to support all students
- Strong staff performance and development
- Supportive and inclusive environment in which students thrive
- One school working in partnership with its community

Our improvement will be driven by implementing the key strategies within these priorities, with ongoing self reflection against the milestones set.

Much of the change will centre on shifting whole school practices to ensure they are aligned from K-10 across all learning areas and importantly student focused. This is exciting and empowering as the school will embed 'Best Practice' and look to develop, and implement innovative techniques that will take the school to a new level.

Personalised learning is about tailoring curriculum, assessment and instruction to each students' unique needs and preferences, making certain their learning is purposeful, and highly relevant, to supporting their individual progress. Underpinning this is the belief that learning is possible for all students given the right conditions. The 2020 -2022 Business Plan is seeking to create the optimal conditions for our students to succeed, a learning environment where our students are well supported and included, allowing them to connect with their teachers and flourish in the opportunities provided to them.

Success in this area will hinge on student motivation and engagement, with staff thinking outside the box to capture their learning interests, whilst encouraging them to take more responsibility for their ongoing learning. The foundation for our school to achieve at a higher level has been laid; it is now time to capitalise on this and set about supporting each and every student on their individual learning journey. After all, this is your child and our focus.

HIGH PERFORMANCE IN LITERACY AND NUMERACY

LITERACY AND NUMERACY PERFORMANCE IS STRENGTHENED BY DATA-INFORMED TEACHING

Strategies

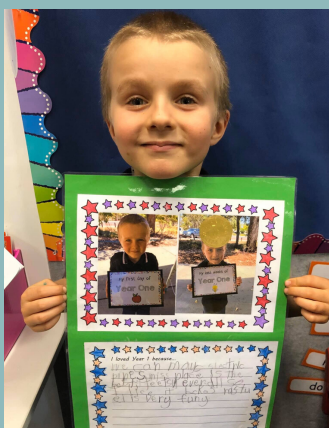
Build the capacity of our teaching staff through carefully established Professional Learning Communities (PLC's) that support high level collaboration, peer observation and coaching.

Analyse and use student data to:

- inform and improve teaching and learning;
- differentiate curriculum;
- identify trends at the whole school, classroom and individual level;
- implement improvement strategies; and
- improve progress in Literacy and Numeracy.

Embed the use of explicit teaching in all curriculum areas including the use of learning intentions, success criteria, goal setting and the provision of explicit feedback to students.

Improve whole school moderation, assessment and use of networks to ensure accurate reporting of student progress.



Milestones

Increasing trends in student and parent satisfaction as measured by the National School Opinion survey.

PLC Action Learning Model Reviews demonstrate clear evidence of collaboration, peer observation and coaching.

Performance Management plans and PLC Action Learning Models reflect that staff are analysing data and differentiating the curriculum in response, to meet student needs or support student progress.

A classroom observation schedule is set as part of staff performance management processes.

Feedback from formal peer and line management classroom observations indicate an increasing trend in the number of teachers effectively differentiating the curriculum.

The number of students at or below the National Minimum Standard (NMS) will decrease between Years 3-7.

The percentage of students achieving in the top 20% in all bands will increase in Years 5, 7 and 9.

The percentage of students making progress in NAPLAN results in Reading and Numeracy shows improvement in the three-year period.

Students identified as performing at or below National Minimum Standard in Spelling and Grammar show progress from Years 3-5, 5-7 and 7-9.

Agreed school wide assessment schedule is supported by PLCs and adhered to by all staff.

Scheduled reviews evidenced in PLC Action Learning Models of Brightpath, Progressive Achievement Tests (PAT), NAPLAN and OLNA data.

Staff are utilising the judging standards and assessment samples provided by School Curriculum and Standards Authority (SCSA) to help make valid judgements regarding Common Assessment Tasks.

Professional Management plans and PLC Action Learning Models are evidencing internal and external networks to inform planning and assessing.

HIGH PERFORMANCE IN LITERACY AND NUMERACY

LITERACY AND NUMERACY PERFORMANCE IS STRENGTHENED BY DATA-INFORMED TEACHING

Strategies

Develop a whole school Numeracy plan that can be implemented by specific learning areas in their learning contexts, focusing on progress in Numeracy.

Develop a whole school Literacy plan that can be implemented by specific learning areas in their learning contexts, focusing on progress in Reading, Spelling and Grammar and Punctuation.

Milestones

Planning clearly demonstrates linkage to improving Numeracy.

The number of students at or below NMS will decrease in Years 5 and 7.

Numeracy committee analyses data and provides annual review and feedback to PLCs on implementation of programs and student progress.

Planning clearly demonstrates linkage to improving Literacy.

The number of students at or below NMS will decrease in Years 5 and 7.

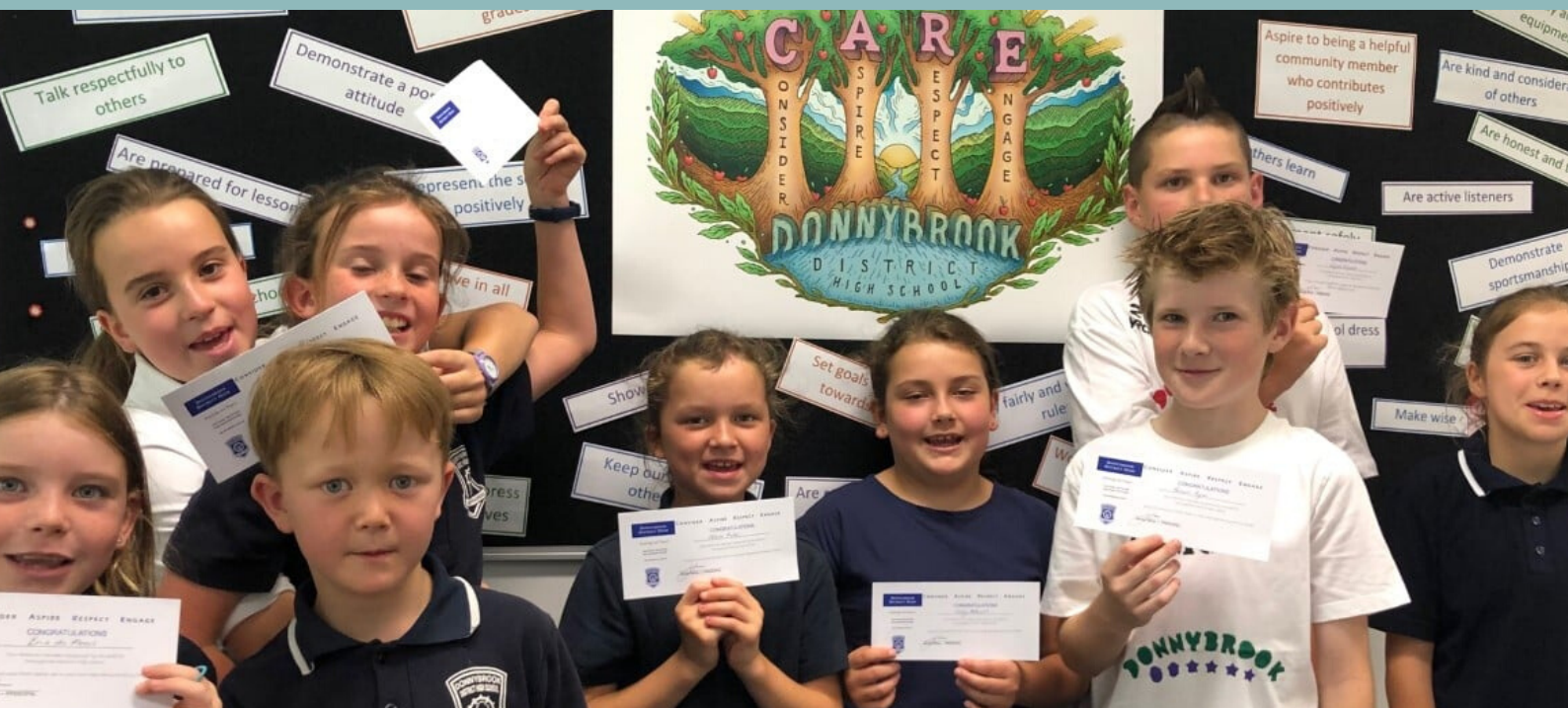
Scheduled reviews of PAT Literacy data shows evidence of progress over time in Years 4, 5, 6, 7 and 8.

Both higher achievement and higher progress evident from Years 3-5 and Years 5-7 in NAPLAN from 2020-2022.

The number of students pre-qualifying for OLNA by achieving BAND 8 will increase.

Library plan developed to demonstrate a whole-school approach to Reading.

Literacy committee analyses data and provides annual review and feedback to PLCs on implementation of programs and student progress.



TARGETED INTERVENTION TO SUPPORT ALL STUDENTS

TARGETED TEACHING AND LEARNING PRACTICES THAT SUPPORT ALL STUDENTS

Strategies

Develop a Professional Learning plan to upskill educators to develop individualised educational programs addressing specific learning difficulties.

Adapt programs to suit the needs of vulnerable students in Years 6-10.

Develop targeted intervention plans and processes to meet the needs of SAER and other vulnerable students, in partnership with parents and other stakeholders:

- Provide appropriate intervention in the Early Years to support the development of fundamental Literacy and Numeracy skills; and
- Provide a targeted intervention and remediation program in Years 7 and 8 through the Literacy and Numeracy support program.

Specific enrichment extension program implemented in Year 6 and 9/10 to extend students who are achieving beyond their year level.

Milestones

Professional Learning evidenced in operational and PM planning addressing identified needs, and targeting specific students.

Differentiated learning and teaching adjustments for students working below or above year level expectations are evident in all classrooms and in planning documentation.

Students on Targeted Intervention Plans are monitored at regular intervals, to support student progress.

Education Assistants are part of case conferences to develop goals and activities and provide individualised support.

Student identification and referral processes are being reviewed regularly and targeted Literacy and Numeracy programs and practices are in place for students at educational risk, including those with poor attendance.

In Year 9 NAPLAN testing, the progress and achievement of the Year 7s from this class will be high.

High achieving students demonstrate higher than expected progress in standardised testing.



STRONG STAFF PERFORMANCE AND DEVELOPMENT

BUILDING A CULTURE OF COLLABORATION TRUST, FEEDBACK AND REFLECTION

Strategies

Provide support and opportunities for staff to strengthen their professional expertise.

Utilise student surveys and plenaries for regular student feedback on progress and understanding.

Strengthen the effectiveness of PLCs to focus on student progress and achievement.

Ensure the Leadership Team has the capacity to grow and to support the school community.

Milestones

Visible support systems in place including timetabled Professional Learning, collaborative meetings, mentoring, peer coaching and classroom observations across K-10.

Regular implementation of student feedback evident in all classrooms.

Parents and Carers seeking alternative schools to meet their children's needs decreases over the three year period.

PLC Peer observation cycle targets focus areas identified through data collection.

PLC Action Learning Models show evidence of reflection on progress.

A school wide leadership model is developed, promoted and used with staff and students.



SUPPORTIVE AND INCLUSIVE ENVIRONMENT IN WHICH STUDENTS THRIVE

STUDENTS ARE VALUED, SUPPORTED AND EMPOWERED TO SUCCEED. THEY ARE ACTIVELY CONNECTED TO THEIR LEARNING, HAVE RESPECTFUL AND INCLUSIVE RELATIONSHIPS AND EXPERIENCE A SENSE OF BELONGING

Strategies

Support staff to balance responsibilities and expectations with regards to student and staff wellbeing.

Build on our whole school Mental Health Action Plan to better support our whole school community.

Create opportunities for staff to share engagement strategies and best practice around curiosity.

Consolidate Positive Behaviour in Schools (PBS) Tier 1 interventions and processes, and build capacity to move to Tier 2.

Continue with the implementation of our school's PBS system and build the capacity of the PBS team to lead and advocate for PBS.



Milestones

All staff have completed appropriate Be You Modules.

Be You staff surveys indicate staff are confident in identifying students at risk and respond appropriately with regard to providing support.

Implementation of explicit teaching of mental health coping strategies in classrooms is evident.

Levels of Questioning evident in all classrooms.

Focus on engagement and curiosity evident in teaching programs.

Classroom behavioural referrals decrease over three year period.

Evidence of explicit teaching of school behavioural expectations in all classroom learning areas.

Teachers observed explicitly teaching school behaviour expectations.

Reduction in negative behaviours both in the classrooms and in the playground evident, as a result of a coordinated and consistent approach to shaping student behaviour.

Use of the Zones of Regulation is demonstrated by identified students.

Common language visible and evident in all classrooms.

National Schools Opinion Survey Behaviour Management data indicates an increasing level of satisfaction with the school amongst students and parents.

All staff utilise the school's agreed acknowledgement system to target Positive Behaviour.

All students reach faction point milestone 1 by the end of each school year.

ONE SCHOOL WORKING IN PARTNERSHIP WITH ITS COMMUNITY

BUILD ON OUR ONE SCHOOL APPROACH WITH PARENTS AND THE BROADER SCHOOL COMMUNITY

Strategies

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

Continue the monitoring of school attendance data to improve attendance.

Streamline and strengthen communication with all stakeholders.

Refine handover procedures and evidence from year to year to support student transition.

Milestones

Strong attendance at professional, well-run school events where parents and community members are invited.

Survey evidence indicates that Parent Forums are providing an appropriate avenue for communication and collaboration.

Decline in number of students who have moderate to severe attendance concerns.

Increasing trend of students attending regularly (>90%).

Newsletters and Facebook evidence indicates students involved in initiatives and activities that are coordinated in partnership with local government agencies, business/industry groups and community groups.

Handover information completed annually outlining vital information on each student to assist with smooth transitions.

New Teacher Induction program is implemented with surveys reflecting that the process provides new teachers with an understanding of the culture, processes, expectations and roles at DDHS.





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