

YOUR CHILD; OUR FOCUS

Business Plan 2023-2027

MAKING A DIFFERENCE
THROUGH QUALITY EDUCATION
AND SUPPORTING STUDENTS WELLBEING



Donnybrook District High School
Knowledge and Progress

Our school

Donnybrook District High School is a combined rural school (Kindergarten-Year 10), situated on two sites that lie 1.5kms apart. Donnybrook District High School services the communities of Donnybrook, Kirup and Balingup. 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.

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 Kindergarten-Year 10 school. Through careful planning and innovative thinking, we are able to capitalise on points of difference and offer our students a truly unique and advantageous educational experience.



Donnybrook District High School recognises a need to support the social and emotional learning of our students. There is an increasing need to assist them to acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. A strong focus on Social and Emotional Learning throughout Kindergarten to Year 10, provides overall support for our students, families and school community.

Understanding of, and developing relationships with, students and parents and carers is our core business. Our student numbers allow us to support the learning needs of each and every student. We have a deep understanding of where students are at and where they need to go.

Donnybrook District High School is a Positive Behaviour Support School, where over the past 6 years we have successfully implemented Tier 1 strategies that support the academic and behavioural needs of our students. As we move into Tier 2 through this Business Plan cycle, we will enhance our capacity to further support our students.

This school is a learning community, where student needs are placed at the forefront of every decision made. Our commitment to this includes implementing evidence-based programs that pursue excellence to ensure that all students achieve and strive for greatness at the level of which they are capable. At Donnybrook District High School, we are inspiring our students towards limitless possibilities for progress and achievement through our 2023-2027 Business Plan and subsequent Operational Plans.

As a combined school, we are provided with an opportunity to link our students Primary and Secondary schooling. Our K-6 programs, structures and practices are designed to lay the foundation for years 7-10, where within these lower secondary years, the focus shifts to providing an individual pathway plan for each and every student. Our role is to personalise the learning to support each student to successfully enter Year 11, TAFE or employment in an area that suits their interests and capabilities.

As a school community, we recognise the need to increase our focus on sustainability, linking concepts and principles to student-centred, action-based learning experiences and critical and creative thinking projects. Knowledge, skills and understanding will be further enhanced through day to day operations and sustainability initiatives.

At Donnybrook District we know we can make a difference through quality education and supporting student wellbeing. We have laid a strong foundation through a challenging period of education and are confident we are well positioned to address the needs of our school community

FOCUS AREAS 2023-2027

HIGH PERFORMANCE IN LITERACY AND NUMERACY

Every student with our support, can achieve high performance in Literacy and Numeracy. In using our Agreed Approach, teachers will plan, teach and assess ensuring every student has well established Literacy and Numeracy skills to be successful lifelong learners.

SUPPORTIVE AND INCLUSIVE ENVIRONMENTS IN WHICH STUDENTS THRIVE

Through supportive and inclusive learning environments, students have the ability to grow into the people they wish to be. Supported by our focus on Social and Emotional learning, students are free to thrive and learn.

TARGETED INTERVENTION TO SUPPORT ALL STUDENTS

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.

ONE SCHOOL WORKING IN PARTNERSHIP WITH ITS COMMUNITY

Build on our one school approach with parents, carers and the broader school community. Through these connections, student opportunities are strengthened and supported, creating a culture of pride for our school and wider community.

High Performance In Literacy And Numeracy

Strategies

- Continue to build a culture of teaching excellence where staff analyse and use student data to:
 - inform and improve teaching and learning
 - measure impact and engagement in teaching and learning; and
 - ensure targeted intervention and extension opportunities are identified and implemented

- Staff are engaged in targeted professional learning in Literacy and Numeracy, addressing areas identified through classroom and whole school data.

- Continue to develop and implement an evidence-based, consistent, whole school approach to Literacy and Numeracy.

- Continue to build teacher capacity through Professional Learning Communities (PLCs) with staff engaging in an ongoing goal setting, data reflection, and observation and feedback.

What You Will See

- Performance Development meetings and PLC Action Learning Models reflect that staff are participating in scheduled data analysis and differentiating the curriculum in response to meet student needs and support student progress.

- PLC Action Learning Models provide evidence of teachers sharing their professional learning to build capacity of all staff.

- Operational planning demonstrates clear direction to improve Literacy and Numeracy.
- Our Agreed Approach is increasingly embedded school wide, as evident through classroom and peer observations.
- Literacy and Numeracy committees analysing data and providing feedback to PLCs on implementation of programs, interventions and student progress every semester.

- PLC Action Learning Models demonstrate clear evidence of collaboration, peer observation and coaching in line with the Operational Plans and Agreed Approach.

High Performance In Literacy And Numeracy

Strategies

- Improve the use of student goal setting and reflective processes throughout the learning and assessment cycle.
- Strengthen the use of explicit feedback to students regarding their goals and learning progress within all classrooms.
- Embed a whole school moderation cycle where staff use internal and external networks to:
 - develop fair, educative and purposeful assessments; and
 - ensure accurate reporting of student progress.
- Literacy and Numeracy skills are emphasised and embedded across all learning areas.
- Employ our Agreed Approach across the school, with a particular focus in Literacy and Numeracy

What You Will See

- Student voice is evident in classrooms and student work samples through goal setting, feedback and reflection opportunities.
- Evidence that feedback is providing students with opportunities to progress their learning.
- Explicit teacher feedback is used by students within the goal setting process.
- Performance Management plans and PLC Action Learning Models are evidencing internal and external networks to inform planning and assessment.
- The use of Literacy and Numeracy strategies are evident across all classrooms.
- Student feedback indicates that students see the relevance of Literacy and Numeracy across all learning areas.
- Dedicated Literacy and Numeracy time scheduled in every Primary classroom



Targeted Intervention to Support All Students

Strategies

- Implement evidence-based intervention programs
- Continue to drive whole school operational plans through Professional Learning Communities
- Utilise the Plan/Teach/Assess cycle across all learning areas
- Review current assessment policy and practices and provide professional learning opportunities for all staff concerning assessment
- Continue to seek opportunities with outside agencies to enhance support for students with learning difficulties and disabilities
- Identify and rigorously case manage students who are at risk due to compromised attendance
- Refine and implement our response and planning through a case management approach for students with suicidal and non-suicidal self injury

What You Will See

- Evidence-based programs linked to our Literacy, Numeracy, Health and Social and Emotional Learning Operational Plans
- Professional Learning Community Action Learning Models demonstrate links to our Operational Plans
- Refinement of the school's Assessment Policy and Schedule, outlining expectations and support for when and what to assess and how to make fair and valid judgements
- Regular, disciplined dialogue around student progress and achievement data within PLCs and Performance Development meetings
- Ongoing self-reflection results in a personal responsibility for developing an understanding of SEL
- Professional Learning Community Action Learning Models demonstrate evidence of a focus on SEL
- Evidence that the responses and planning is effectively supporting identified students

Targeted Intervention to Support All Students

Strategies

- Create conditions to support student achievement and progress
- Continue to use the Aboriginal Cultural Standards Framework as a planning guide to support cultural responsiveness
- Progress Social and Emotional Learning competencies through a school-wide approach
- Continue to monitor academic programs and interventions to ensure student improvement and sound resource allocation
- Implement an enquiry based learning approach throughout Primary and Secondary

What You Will See

- Staff experience and expertise developed and utilised to best support students
- Learning environments increasingly catering for the needs of all students
- Curriculum differentiation targeting the needs of all students
- Teachers regularly engaging with the Aboriginal Cultural Standards Framework
- Cultural responsiveness increasingly evident in all classrooms and throughout the school
- Opportunities for students to acquire and apply the knowledge, skills and attitudes reflected within the Social and Emotional Learning competencies
- Evidence based intervention programs targeting the needs of identified students
- Critical and Creative Thinking providing enrichment opportunities for high achieving students



Supportive and Inclusive Environment in Which Students Thrive

Strategies

- Develop and implement a clearly articulated case management approach for students with learning difficulties and disabilities

- Enhance the capability of our Student Services Team to support our students, staff and families

- Develop a case management model to identify and support the health and wellbeing needs of vulnerable students

- Commence implementation of the school's Social and Emotional Learning Plan to support the holistic development of our students

- Collect, analyse and utilise an increasing level and spread of evidence to support student engagement

What You Will See

- Development of a school-wide case management model
- Evidence that the case management model is effectively supporting identified students

- Targeted Professional Learning, structured meetings and networking strengthening the capacity of the Student Services Team

- Development of a school-wide case management model.
- Evidence that the case management model is effectively supporting identified students

- Foundational support for school-wide SEL established
- Adult SEL competencies and capacities strengthened
- Evidence-based programs and practices promoting SEL for students

- Our agreed school wide assessment schedule is supported by PLCs and adhered to by all staff.

Supportive and Inclusive Environment in Which Students Thrive

Strategies

- Implement (PBS) Tier 2 practices and systems with increasing fidelity to provide targeted support for students who are not successful with Tier 1 supports

- Develop a comprehensive framework for student leadership that incorporates CASEL's 5 broad interrelated areas of competency

- Enhance our Secondary students' connectedness to the school, staff and each other through Mindful Education

- Implement workplace health and wellbeing initiatives for all staff

What You Will See

- Consistent PBS practices promoting positive student engagement

- Tier 2 students supported through appropriate interventions

- Student leadership opportunities supporting the development of SEL competencies:
 - Self Management Skills
 - Responsible Decision Making
 - Relationship Skills
 - Social Awareness and Self Awareness
- Student leadership opportunities monitored and measured for effectiveness
- Student Leaders positively influencing school culture

- Individual Student Profiles are supporting the pathways of our Secondary students
- Participation in Curiosity Based Learning
- Greater sense of purpose, supporting where our students are 'going'

- Improved working conditions for staff, resulting in improved learning conditions for students



One School Working in Partnership With Its Community

Strategies

- Engage, communicate and collaborate to build respectful partnerships with families and the wider community to promote student success
- Continue to strengthen the relationship between staff and parents and carers to create a shared understanding of individual achievement and progress
- Promote culturally responsive approaches that utilise the diversity and strength of our community
- Build and maintain a strong connection with our Aboriginal families to enhance our culturally responsive approach
- Elevate student agency and voice within the local and broader community
- Promote community partnerships with a focus on Social and Emotional Learning
- Local and broader community enhance the curriculum offerings throughout the school
- Build community support and engagement of our Secondary students

What You Will See

- Evidence that partnerships with families and the broader community are improving student outcomes
- Survey evidence indicating that staff and parents and carers are increasingly working in partnership to support students
- Visible links between the school and our First Nations Peoples
- Aboriginal students well supported through a strong partnership between school and home
- Evidence that student agency and voice is influencing educational outcomes
- Evidence that relationships between community groups and agencies are supporting Social and Emotional Learning
- Evidence of increasing community engagement with the schools priorities and direction
- Evidence of an increase in partnerships with the broader community
- Increased connections and partnerships supporting students on their individual pathways

One School Working in Partnership With Its Community

Strategies

- Establish connections with early years' students and families prior to them starting school
- Involve Secondary parents and carers in goal setting and individual pathway planning
- Actively celebrate and promote the achievement of our students, staff and school community through formal and informal avenues
- Engage with colleagues, parents and carers and the local and broader community to increase sustainability initiatives and practices across the school.

What You Will See

- Orientation is strengthened through increased parent and carer communication and meetings
- Evidence that parents and carers are increasingly engaged in supporting students
- Achievements and successes regularly publicised and celebrated across our school and in the local community
- Implementation of school wide sustainability programs and projects
- Sustainability integrated into teaching and learning
- Partnerships with community groups

