



2021-2024

# Strategic Plan



# DALWALLINU

## District High School

*Educating students from Kindergarten to Year 12*





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## Our Vision

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*Dalwallinu District High School will provide a holistic educational experience that empowers and enables all learners to positively contribute and succeed in a global society.*



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## Acknowledgement of Country

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*We would like to respectfully acknowledge the traditional custodians past, present and emerging on who's land we work and live. We acknowledge the stories, traditions and living cultures of Aboriginal and Torres Strait Islander peoples on this land and commit to building a brighter future together.*

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## Our Context

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The traditional owners of the land, the Ballardong Badimaya people, called the area 'Good Land' or 'Place to wait awhile'. Dalwallinu is situated 250kms north east of Perth on the Great Northern Highway

Dalwallinu District High School is proudly a public school. catering for approximately 210 Kindergarten to Year 12 students and was opened on the current site in 1964.

Dalwallinu District High School prides itself on its positive and inclusive learning environment and the committed and motivated educators who work collaboratively. High quality teaching and learning, and a quest for academic excellence is valued by all. Our staff are approachable and maintain open communication in their relationships with students, parents/carers and each other.

The school population is made up from an increasingly diverse range of cultures and backgrounds which are embraced and celebrated. A strong student services team, including administration, school psychologist, chaplain, year coordinators and student councillor coordinator ensure the needs of all students are met.

We aim to build resilient, life-long learners who are excited about the opportunities and choices ahead of them.

**Mindfulness   Organisation   Respect   Excellence**



# Our Beliefs

Our beliefs guide our thinking and planning which influence the strategies we use to improve student learning

Our beliefs are:

- All students are capable of, and deserve, achievement and success
- Safe, supportive and engaging environments are essential for student success
- Quality teaching is crucial in a student's achievement and success
- The mental and physical health, of students and staff is a priority
- Effective learning occurs where the school and community have a common goal and are mutually supportive of each other
- Diversity is respected and celebrated

# Our Expectations

At Dalwallinu District High School, we expect: -

- High quality teaching
- Engaging programs
- Positive behaviour
- Respectful relationships
- Open and transparent communication
- Successful, happy learners
- Access to up-to date resources including technologies
- A holistic, child-centred approach to teaching and learning





# Our Priorities



**1** Provide every student with a pathway to a successful future.

***By the end of 2024, you will see: -***

- Strengthened links between education, training and work to promote pathways for transition
- Embedded evidence-based social and emotional programs to enhance student well-being
- Improved attendance, achievement and retention of all students with a focus on Aboriginal students.
- Students deemed as 'at-risk' being supported with actioned referrals
- High expectations being modelled, recognised and celebrated



**2** Strengthen support for teaching and learning excellence in every classroom.

***By the end of 2024, you will see: -***

- Staff who have sufficient capacity, resources and support to deliver effective programs for school and system wide priorities
- Teachers collecting data that is relevant to their teaching, and reflecting on this data using disciplined dialogue and moderation practices
- The embedding of a clear school assessment policy, outlining expectations and support for making fair and valid judgments
- Professional learning opportunities for school leadership teams, teachers and allied professionals
- Aboriginal Islander Education Officers (AIEO's) working alongside families to support student well-being and achievement
- The sharing and celebration of successful outcomes between schools and across the region
- Respectful relationships between students, parents and staff



**3** Build the capability of our principals, our teachers and our allied professionals.

***By the end of 2024, you will see: -***

- Teachers actively using the
- Australian Institute for Teaching and School Leadership (AITSL) standards to reflect, evaluate and improve their practice so they can meet the learning needs of their students
- School leaders employing a continuous performance management cycle targeting school initiatives and personal development
- Collaborative processes in place to support staff planning and assessment practices
- Increased distributed leadership opportunities for all staff at a school and network level
- Teachers participating in collegiate networks
- Development and implement a Reconciliation Action Plan (RAP)
- Attraction and retention of high quality staff
- Opportunities created for staff to deliver Professional Learning (PL) and chair meetings
- Mentor teachers provided when/where necessary



**4** Support increased school autonomy within a connected and unified public school system.

***By the end of 2024, you will see: -***

- School Council represents the diversity of the community
- A comprehensive adoption of the school review process with a focus on responses to findings
- Continued interaction between network schools for moderation, networking, professional learning, collegiate discussions, data analysis
- Continued student interaction and strengthening of relationships between the community and the school e.g. Shire, Liebe group, local businesses, volunteer organisations
- Surveys canvassing the community and parent groups to strengthen cohesive relationships







**5 Partner with families, communities and agencies to support the educational engagement of every student.**

***By the end of 2024, you will see: -***

- Enhanced interagency partnerships to support students and their families, whilst focusing on early intervention
- Evidence of clear, available and responsive communication between the school, parents and community on a variety of platforms
- A stronger understanding within our community regarding the importance of regular attendance to improve learning outcomes
- Effective use of the Aboriginal Cultural Standards Framework to develop and implement a strategic plan that promotes community awareness and belonging
- Increased capacity of the School Council to support school self-assessment and planning
- Increased partnerships with Aboriginal Elders to ensure they are involved in the planning of activities



**6 Use evidence to drive decision-making at all levels of the system.**

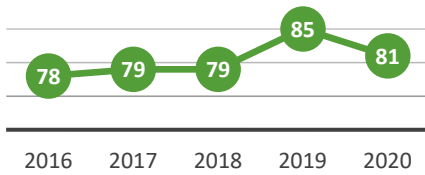
***By the end of 2024, you will see: -***

- An increased student voice
- Decision making having a strong, evidential basis
- A positive trend in the National School Opinion Survey (NSOS) for parents, students & staff
- A consistent approach to explicit teaching strategies and programs
- Moderation occurring between teachers and between networks
- A whole school assessment schedule that aligns with the Inland Lighthouse Network
- Whole school interrogation of data to inform future planning and practise



# Our Targets

Increase % of students gaining 'Consistently' or 'Often' in ABE reporting



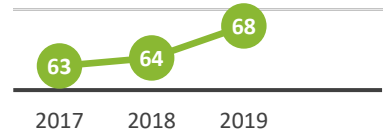
## Behaviour & Engagement

Personal responsibility for learning through a positive behaviour focus.

## Health & Wellbeing

A sense of belonging and well-being through an inclusive environment

Increase % of students achieving above NMS



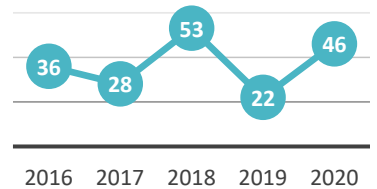
% of students regularly attending school



## Attendance

Increase the proportion of students in the 'Regular' attendance category

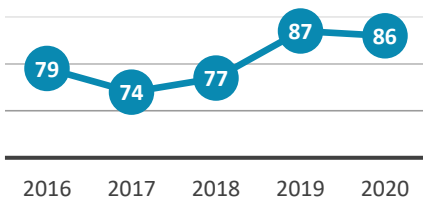
Increase % of students attaining OLNA



## Cultural Knowledge & Awareness

Embedded in our learning programs

Maintain/Increase % of Students receiving a C grade or better

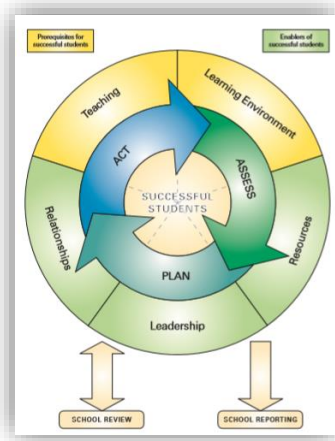


## Student Achievement

High expectations which will culminate in high achievement

# School Self-Assessment

## How we will measure our effectiveness



### Learning Environment

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

### Teaching Quality

- There is a shared understanding of effective teaching
- We have a whole school pedagogical approach that is embedded in teacher practice
- Classroom planning is aligned to our Strategic 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

### 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 Council is representative of our community, is active and effective in governance and support of the school
- Staff are actively engaged in the school improvement process
- Staff and student relationships are respectful and positive

### Use of Resources

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

### 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 Strategic Plan drives school development and teacher practice
- Operational Plans and Performance Development Plans are highly aligned to the Strategic Plan

### Student Achievement & Progress

- There is a culture of high expectation for student achievement and progress
- Implementation of strategic plans for Literacy and Numeracy that focus on evidence based approaches and connected practice
- Continued support of students to improve and maintain their social and emotional well-being through individual case-management
- Staff will effectively differentiate and cater for the needs of all students
- Consistent approach to explicit teaching including lesson design
- A clearly articulated set of high expectations and standards for student and staff performance and achievement
- Consistent use of moderation across the school
- Brightpath used for Writing, Maths and Science moderation
- Common assessment tasks developed and implemented
- Early identification and support for students working below the expected level
- Consistent school-wide approach utilising the SAER Policy
- Continue to move toward Cultural Responsiveness as guided by the Department's Aboriginal Cultural Standards Framework
- Continued integration of ICT & Digital Technologies across all learning areas and all year levels