



Wagin District High School

Strategic Plan

2020-2022



Aim High

Our Purpose

Staff at Wagin DHS strive to provide a safe and nurturing environment where students are provided opportunities to learn the skills that will enable them to become well rounded, resilient and independent members of society.



Our Vision

To provide an empowering environment for life-long learning.



Our School

Nestled in the fertile farmland of the Great Southern Region, 228kms south east of Perth, is the historic town of Wagin.

Established in 1892, Wagin District High School's main building brings that touch of heritage to an otherwise modern and thriving school. The nature of our Level 5, Kindy to Year 10 school affords us the best of both a primary and secondary schools. As strong focus on pastoral care, shared responsibility and meeting the individual child's needs are first and foremost.

Wagin DHS has an ICSEA (Index of Community Socio Economic Advantage) of 960, with the average across Australia being 1000. When 'like school' comparisons are referred to in the document they are made against schools with similar ICSEA.

Our dedicated and committed staff continuously strive to ensure our students embrace our motto of ***Aim High*** in order to achieve their potential. Our school vision is ***to provide an empowering environment for life-long learning***. In order to ensure we meet our goals, Wagin DHS supports a culture of continuous self-reflection and improvement cycles across all aspects of the school.

Wagin DHS is fortunate to have a supportive community and parent body in which the School Council and Parents and Citizens Association are proactive participants in many of the schools'

activities and decision making processes. The 2020-2022 Strategic Plan has been developed through collaborative and consultative processes. In the development of this plan, staff, students, parents and the community were provided opportunities to highlight what was working well, what needed attention and the future direction of the school.

The 2020-2022 Strategic Plan is a blue print for fostering current success, building strength and capacity in identified areas and striving to ensure that Wagin DHS is the school of choice for the local and surrounding community.



Our Values

RESPECT AND RESPONSIBILITY

- **SELF**

Students and staff are supported to develop an awareness and appreciation of personal wellbeing, self-reliance and personal responsibility.

- **OTHERS**

Students and staff are supported to show mutual respect, compassion and conflict resolution skills with each other and the wider community.

- **KNOWLEDGE**

Through an engaging curriculum and positive relationships, students will develop a love of learning and commitment to excellence.

- **SOCIAL AND CIVIC**

Staff will encourage students to explore and develop their social and civic responsibilities at a local, national and global level.

- **ENVIRONMENTAL FOOTPRINT**

Students will develop an appreciation of the human footprint and their part in ensuring a sustainable future.



Strategic Alignment

We are committed to ensuring our whole school practices are aligned to the Department of Education's expectations, policy and procedures. The Department of Education's Strategic Plan 2020 outlines the following areas as priorities:



PRIORITY 1: SUCCESS FOR ALL STUDENTS

PRIORITY 2: HIGH QUALITY TEACHING

PRIORITY 3: EFFECTIVE LEADERSHIP

PRIORITY 4: STRONG GOVERNANCE AND SUPPORT

These areas along with the areas outlined in the School Accountability Framework and the Australian Institute for Teaching and School Leadership standards have been used to direct our school planning.



Our Key Focus Areas

Creating a culture of:



SUCCESS FOR ALL



SAFE AND SUPPORTIVE LEARNING ENVIRONMENT



POSITIVE PARTNERSHIPS

Wagin DHS staff believe strong relationships between students, staff, parents/carers and the community form the foundations of creating a positive culture and learning environment.

We believe that shaping the learning experiences for our students and fostering a culture of engagement and wellbeing will ensure every student feels a sense of connection and belonging. We encourage our students to be ENGAGED, show MANNERS, develop UNDERSTANDING and STRIVE to reach their potential. Building on this platform high quality teaching and leadership create a culture of high expectations of success for every student, every day.

Success for All



CONSISTENTLY IMPROVE AND MAINTAIN NUMERACY & LITERACY ACHIEVEMENT EQUAL TO OR ABOVE LIKE SCHOOLS.



MAINTAIN AND TRACK THE ACHIEVEMENT TRAJECTORY OF ALL STUDENTS OPERATING ABOVE NAPLAN NATIONAL AVERAGE FROM YEAR 3 TO YEAR 5, 7 AND 9.



100% OF STUDENTS WHO DO NOT MEET THE BENCHMARK ON STANDARDISED TESTING WILL BE PLACED ON AN INTERVENTION PROGRAM.



ALL STAFF TO BE TEACHING USING AN EFFECTIVE EXPLICIT INSTRUCTIONAL MODEL BY 2022.



MEET ALL AREAS OF THE NQS BY 2022

ENGLISH

We will:

- Implement a school wide pedagogical model with focus on explicit teaching.
- Deliver structured literacy blocks across the school appropriate to developmental stages.
- All learning areas will utilise a consistent set of English teaching strategies/conventions.
- Utilise a common approach to English teaching strategies as outlined in all learning area guides.
- Provide research based intervention strategies to assist those students not achieving at required levels in English.

MATHEMATICS

We will:

- Implement a school wide Mathematics pedagogical model with focus on explicit teaching.
- Ensure all staff evidence the delivery of quality programs that cater for individual student need.
- Review and embed school-wide collection and analysis of quality data to guide teaching and learning focus.
- Provide opportunities for quality play-based and investigative Mathematical learning in the Early Years.
- Adopt a scope and sequence and pedagogical approach to explicit instruction in Problem Solving Strategies.
- Empower teachers to plan, deliver and assess a mathematics program effectively and with confidence.
- Explicitly teach mathematical vocabulary.
- Plan Professional learning to support the delivery of an effective mathematics program.



EXCELLENCE IN TEACHING AND LEARNING

We will:

- Disseminate Leadership with staff nominated to lead in key areas identified for strategic improvement.
- Invest in and build capacity of emerging and lead teachers.
- Utilise Lead Teachers to support curriculum and pedagogical development of all staff.
- Continue and expand peer observation and feedback as a preferred method of staff development.
- Refine Coaching roles and support teachers to implement evidence based programs in classrooms.
- Induct all new staff into the school policies, procedures and whole school instructional approach.
- Plan professional learning opportunities structured to expand staff knowledge and skills.
- Ensure professional learning knowledge is shared across the school.
- Embrace technology and innovation and enhance our skills to improve work practices.
- Build teacher capacity around the use of data to drive targeted teaching programs.
- Develop highly skilled Early Childhood staff that demonstrate continuous improvement in addressing all areas of the NQS.

Safe and Supportive Learning Environment



INVEST IN SCHOOL FACILITIES, FITTINGS AND GROUNDS TO CREATE AN ENVIRONMENT THAT IS WELCOMING, AND ADAPTIVE TO THE CHANGING NEEDS OF OUR SCHOOL COMMUNITY.



DEVELOP THE PERSONAL AND SOCIAL ATTRIBUTES THAT FORM THE BASIS FOR FUTURE HEALTH AND WELLBEING.



IMPLEMENT A HEALTH AND WELLBEING STRATEGY TO SUPPORT STAFF AND STUDENTS



PROMOTE AND ENGAGE WITH INITIATIVES TO SUPPORT STUDENTS, FAMILIES AND COMMUNITIES

BEHAVIOUR AND CULTURE

We will:

- Review bi-annually the PBS Strategy.
- Provide regular PBS focus in social media to ensure a holistic approach with the community.
- Implement a whole school social and emotional learning program.
- Encourage high expectations and common language within the school and community environment.
- Build self-belief in student capacity to aim high, set goals and strive to reach their potential.
- Whole school approach to Classroom Management Strategies.
- Whole school Social Skills Program.

HEALTH AND WELLBEING

- Foster a culturally responsive environment that reflects the community aspirations for their children.

To foster student wellbeing we will:

- Acknowledge and celebrate student success.
- Increase opportunity for the student voice to be heard and considered in shaping school programs, policy and directions.
- Review and strengthen SAER policy and procedures.
- Train core staff in trauma – informed practice to improve outcomes for our students.
- Actively teach protective behaviours and self-regulation skills.

To foster staff wellbeing we will

- Develop a clear, documented communication strategy.



- Acknowledge staff workloads and strategically map the dates of meeting and staff development days to best support planning.
- Develop a strategy that acknowledges and utilises the support available to maintain positive health and wellbeing.
- Recognise the 'goodwill' of our staff with acknowledgement and affirmation.

PHYSICAL ENVIRONMENT

We will:

- Develop 21st Century learning spaces that support the 4C's of critical thinking, creative thinking, communicating, and collaborating.
- Refurbish a school centre for Aboriginal students and families to access.
- Implement a maintenance and grounds development plan to include areas of outdoor play and technology.
- Offer natural and enriched play experiences for all K-2 students.
- Provide age-appropriate outdoor spaces for middle and upper school students.

Positive Partnerships



**PARENTS RECOGNISE WDHS
AS A SCHOOL OF CHOICE FOR
THEIR CHILDREN.**



**P & C AND SCHOOL COUNCIL
OPERATE EFFECTIVELY AS AN
AVENUE FOR PARENT
PARTICIPATION IN THE
SCHOOL.**



**PARENT EVENT ATTENDANCE
IMPROVES EACH YEAR.**



**SUSTAINED ENROLMENT
FROM YEAR 6 INTO HIGH
SCHOOL.**



**IMPROVED ATTENDANCE
RATES FOR ABORIGINAL
STUDENTS.**

COMMUNITY ENGAGEMENT

We will:

- Develop a marketing strategy to ensure positive information is provided to parents and community in a timely manner.
- Host a minimum of 4 community engagement opportunities each year.
- Provide and celebrate internal and external opportunities for diverse successes.
- Provide development and information sessions to engage parents and community in topics relevant to school, child and community needs.
- Develop effective transition and orientation processes for students and families.
- Strengthen the 'Volunteer Program' across the school

SUPPORTIVE NETWORKS

We will:

- Seek, sustain and promote partnerships with agencies and other providers to assist students with complex needs.
- Staff engage in leadership and networking opportunities through the Great Southern

Schools network (GSSN).

- Work with community service groups to provide a greater range of opportunity for our students.
- Value and promote the role of School Council and the P and C in the governance of our school.

ABORIGINAL ENGAGEMENT

We will:

- Promote cultural responsiveness aligned to the Aboriginal Cultural Standards Framework.
- Work with Aboriginal students, their parents and families to establish shared expectations and responsibility for attendance, behaviour and engagement.
- Build the capacity of the AIEO through networking and professional learning opportunities.
- Increase Aboriginal student attendance in the three-year old Kindy orientation program.
- Provide culturally appropriate opportunity for Aboriginal families to support their students in the school.
- Explore and promote further education and work ready pathways for Aboriginal students.



Glossary

AIEO: Aboriginal and Islander Education Officer

GSSN: Great Southern Schools Network

ICSEA: Index of Community Socio Economic Advantage

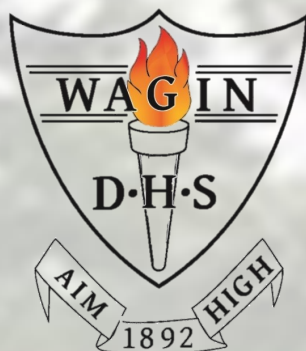
NAPLAN: National Assessment Program—Literacy and Numeracy

NQS: National Quality Standard

PBS: Positive Behaviour Strategies

SAER: Student at Educational Risk





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