

*An Independent Public School*

# Morawa District High School

## Business Plan

### 2013 - 2015

#### VISION

*To provide a strong public school that earns the respect of the community for the quality of the education that it offers:  
every public school is a good school  
every teacher an effective teacher  
every student a successful student.*

#### MISSION

*As an Independent Public School, Morawa District High School is committed to providing a positive, safe, inclusive and innovative learning environment for students and staff. We strive, in partnership with parents and the school community, to develop lifelong learners who are prepared for the changing and challenging world.*

#### PURPOSE

*To ensure students are provided with the opportunity to maximise educational experiences in order to achieve their academic, social, creative and physical potential thus enabling them to be positive contributors to society.*

#### FOCUS AREAS, STRATEGIES & MILESTONES

*The 2013-2015 Business Plan brings together system expectations as described in the "Excellence & Equity Strategic Plan for WA Schools 2012-2015" and the "Focus 2013: Directions for Schools". Our Business Plan identifies four key areas, which are integral to our day-to-day work. It outlines and describes the school's actions and intent in relation to addressing future directions and working towards the school's vision.*

*To deliver these we will implement a series of strategies (We Will) and milestones (Measure of Success) that will be monitored using a range of indicators. A detailed annual Operational Plan, outlining budget and school resource allocations, will complement the 2013 - 2015 Business Plan.*

*We shape futures by developing:  
success for all students,  
a distinctive school,  
high quality teaching and leadership, and  
a capable and responsive organisation.*





SCHOOL PRIORITIES 2013-2015

- Literacy
- Numeracy
- Student Health and Wellbeing

OUR EXPECTATIONS  
**Respect** - We treat others with consideration and respect.

**Responsibility** - We are accountable for our own actions, resolving differences in constructive, peaceful ways; we contribute to society and we take care of the environment.

**Achievement** - We have high expectations of students and staff and endeavor to achieve our best.

CONTEXT

Morawa District High School (Morawa DHS) is a unique Independent Public School (IPS) providing a seamless education from Kindergarten to Year 12 (K - 12) within the Mid West, with over 240 students enrolled. Morawa DHS is known for its outstanding Brass Music program and Band as well as its strong partnerships with Western Australian College of Agriculture - Morawa (WACOA - Morawa) and surrounding schools, providing unique educational pathways for students. We are committed to the Classroom First Strategy: making every student a successful student, every teacher an effective teacher and Morawa DHS a good school. Staff provide a teaching and learning environment that is safe, responsive to, and supportive of the learning needs of all students in the school. The Morawa DHS school community promotes excellence in teaching and learning through positive relationships with students, staff and parents. Strong and clear leadership is provided to promote involvement and pride in our school.

Morawa DHS staff believe students learn best when they are actively engaged in their learning with relevant curriculum, are respected, and in a safe and supportive environment. Teachers have clear guidelines, high expectations and teach using a variety of teaching pedagogies to cater for diverse learning styles and differences. We believe that positive relationships between staff, students and community and the use of feedback are essential to effective teaching and learning. Student feedback is highly valued to the school and is essential to the growth of students and staff. Morawa DHS staff work collaboratively to provide better outcomes for students.

MORAWA INDEPENDENT PUBLIC SCHOOL CLUSTER

The Morawa District High and the WA College of Agriculture - Morawa are an integrated K – 12 learning community. Both schools maintain their unique personalities but by combining a well-structured learning environment for students that is multifaceted and involves a range of teachers, subjects, community development and support, the Morawa Cluster is able to offer diverse opportunities for our students success.

Within the Morawa Cluster, students have the opportunity to follow an extensive range of subjects within peaceful rural, school and farm campuses. Students may transit between campuses, classes and programs to further education with ease, maintaining continuity in their career pathway.

The IPS Boards at both the College and the District High School are keenly aware of the myriad of opportunities that exist in mining, agricultural and business industries throughout the Mid West and Murchison regions. With this in mind, the Morawa Cluster provides students with a broad range of career prospects offered through study at TAFE, university and other tertiary institutions.

Collaboration between both schools by pooling a wealth of practical, academic, cultural and industry experience ensures that Morawa Education Cluster education to achieve goals for students.

The Morawa Cluster will continue to work on a Hub Schools Project – developing Collaborative Learning Communities with Perenjori, Three Springs, Coorow & Beaumaris Primary Schools as well as with Mingenew Primary School.

Morawa DHS is an integral partner of the Morawa Education Industry and Training Alliance(MEITA). This alliance between the Shire Council, Morawa DHS, Durack Institute of Technology, the WACOA - Morawa and agriculture and mining industries has a goal to revitalise the community through an innovative and dynamic approach to education.



FOCUS AREA 1: SUCCESS FOR ALL STUDENTS

Morawa DHS believes that all students can achieve success; our job is to ensure every student has the opportunity to do so. For all students, teachers will identify areas requiring attention, put measures in place to address them and closely monitor progress so students achieve the standards we expect. Teachers will build on the strengths of students and extend their achievements.

WE WILL:

- Ensure the IPS Board, Principal, other school leaders and teachers are committed to and united and explicit about their core objective – to improve learning outcomes for all students in the school
- Ensure students have access to specialist teachers in all learning areas
- Maintain whole school approaches to literacy and numeracy, with literacy and numeracy blocks, explicit teaching and evidence based strategies and approaches according to the Improving Literacy and Numeracy Partnership Program (ILNPP).
- Ensure targets are monitored, and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance
- Establish better early identification and intervention strategies for at risk students, particularly Aboriginal and Talented and Gifted (TAG) students and students with disabilities
- Use students performance data to assist students to achieve their potential by differentiating the curriculum through case management and documented plans
- Ensure students leave school with an Australian Tertiary Admissions Rank (ATAR) score eligible for university or having completed vocational qualifications to a minimum of Certificate II standard
- Ensure all students attend school regularly
- Expand the use of 21st Century technology to enhance student learning
- Implement the Australian Curriculum (AC) for P-12, the Early Years Learning Framework (EYLF) and National Quality, Standards (NQS) in the early years
- Foster the health and wellbeing of students through programs such as Positive Behaviour Support (PBS) in Schools [explicitly teaching social skills & expectations, CHAT, Kids Matter and Mind Matter, Friendly Kids Friendly Schools, Bullying No Way]
- Continue to engage with university tertiary institutions e.g. Teach Learn Grow University of Western Australia (TLG), Aspire WA



MEASURE OF SUCCESS:

- Students having access to specialist teachers
- The use of integrated services provided for children and families in the early years
- Increase whole school regular school attendance to 55%
- Reducing the number of unexplained absences by 5% in 2013 and maintaining the improved trend throughout 2015
- Positive whole school data analysis e.g. On Entry, National Assessment Program in Literacy and Numeracy (NAPLAN), Western Australian Monitoring Standards in Education (WAMSE), Student Achievement Information System (SAIS), Year 12 Exit Data
- The way teachers demonstrate literacy and numeracy beliefs, engage in regular reflection on classroom practice and observe peers through Professional Learning Teams (PLTs)
- Individual attendance plans developed for Aboriginal students whose attendance is of concern
- Achievement of NAPLAN results which are at or above like schools in literacy and numeracy
- Documented plans are developed for Students at Education Risk (SAER)
- Case-managed students meet targets
- Year 12 students achieving an ATAR of 55+, sufficient for university entrance and/or a Certificate II or higher
- Student and parent surveys demonstrate positive feedback regarding safety and care of all students
- AC, EYLF & NQS are implemented
- Reduce number of behavior referrals and monitor through Student Information System (SIS), SAIS & Reporting to Parents (RTP)

FOCUS AREA 2: DISTINCTIVE SCHOOLS

Morawa DHS is a unique K-12 school. It strives to meet the needs and aspirations of its students as it helps to build strong communities in Western Australia. Morawa DHS is organised in diverse ways and has allocated resources to match local needs and has the autonomy it requires to respond to the needs of its students. Parents and community members, Parents and Citizens Association (P & C )and the School Board, will continue to play an integral role in the governance of our school.

WE WILL:

- Provide a safe, caring and supportive environment learning for students and staff by maintaining a strong school culture that supports quality learning, promotes values education, builds resilience and encourages respect
- Further develop a K-12 school culture by promoting whole school events, incursions and activities along with the sharing of skills among staff and within the community, the cluster and the network
- Build partnerships with parents, P & C, families, local businesses and community organisations e.g. playgroup, including allied health, family support, and counseling services to improve opportunities and outcomes for students
- Support the Independent Public Schools Initiative by embracing autonomy and greater local decision making through the IPS Board. Continue to engage with the board thorough school assessment and accountability processes, and use this data to inform school improvement and be responsive to the needs, interests and aspirations of our students and community
- Create partnerships and work collaboratively with other schools and training providers in our cluster and network and through alliances with the MEITA to increase educational opportunities and student numbers
- Provide access to high quality education programs at our school e.g. Teach Learn Grow University of Western Australia interventions, Masters of Education, Practicum Teachers University of Western Australia and Edith Cowan University
- Promote the excellent and distinctive music program, including the School of Instrumental Music (SIM) Instrumental Program and the Brass Band (unique to Morawa DHS)
- Implement specialist programs distinct to local industry. e.g. Morawa DHS/ WACOA - Morawa Agriculture and Mining Academy
- Sustain strong educational leadership & sound school governance structures
- Implement the Australian Institute for Teaching and School Leadership (AITSL) National Professional Standards for Principals & Teachers
- Prepare for the smooth transition of Year 7s and Year 8s (2014 & 2015) to secondary school from Perenjori, Mingenew, Three Springs and Yalgoo Primary Schools
- Maintain and review a whole school approach to student health and wellbeing, through Classroom Management Strategies (CMS), Behavior Management in Schools (BMiS), PBS and Student Support Services with the engagement of the School Psychologist, student welfare & youth counseling services
- Implement efficient & effective school operation arrangements that encourage innovation and flexibility
- Offer Certificate I and II courses in Information, Communications and Technology; Hospitality, Resources and Infrastructure; Health and Physical Education ; Leadership ; Certificate I in Conservation and Land Management (CALM)

MEASURE OF SUCCESS:

- Implementation of the BMiS Policy, all staff to be trained in CMS and PBS
- Feedback through students, staff, parent, community, allied services and School Board surveys school leaders at all levels seek feedback in relation to performance as a basis for goal setting and coaching to improve performance
- School Board conducts audit and review of practices and operation to determine effectiveness
- Maintain an effective school website
- SAIS Data Review
- Principal's Performance Review – AITSL Framework
- Performance Management Review- AITSL Framework
- Implementation of the Three Springs bus service
- Implementation of the Residential Beds scheme at the WACOA - Morawa boarding facility
- To maintain and increase student numbers
- Meeting parent needs
- Middle school program
- Secure school bus services for secondary students from Three Springs and Yalgoo
- Residential beds with the WACOA – Morawa residential facility for isolated secondary students

FOCUS AREA 3: HIGH QUALITY TEACHING AND LEADERSHIP

The basis for improving student learning outcomes is high quality teaching and leadership. Morawa DHS creates an environment which encourages, supports and builds staff capacity for teaching excellence and adopts a personal approach to ensure each student strives to achieve their potential. The skill sets of staff will be better aligned to the needs of students and includes expanding investment in professional learning aligned to school priorities.

High quality and effective teaching in every classroom will be maintained across the school. Teachers will work collaboratively to monitor the progress of all students, using the information as a basis for future planning at classroom and school level. Explicit teaching opportunities and the adoption of strategies based approaches will be integral to the curriculum and classroom practice.



WE WILL:

- Ensure that high quality leaders and teachers are attracted, retained and developed
- Provide specialist teachers in appropriate learning areas
- The Principal and the leadership team develop staffing profiles and select and appoint staff suitable to our context
- Build a culture of high expectations and high performance, professional conduct and ethics
- Support high quality, innovative teaching, assessment and reporting practices amongst teachers
- Introduce new AITSL National Professional Standards for teachers and principals and align these statements with performance management
- Provide all staff with access to high quality professional learning opportunities that are coordinated, implemented and aligned to school priorities e.g. Classroom Management Strategies (CMS), Positive Behavior Support (PBS), Professional Learning Teams (PLTs), National Quality Standards (NQS), Early Years Learning Framework (EYLF) , Australian Curriculum (AC)
- Provide time for the establishment and maintenance of Professional Learning Teams. i.e. peer observation rounds and feedback
- Enable and support teachers to implement the Australian Curriculum
- Adopt a whole school approach to Literacy and Numeracy
- Deliver relevant WACE courses and/or VET courses by ensuring teaching staff have the qualifications and competencies to do so
- Support an upward trend in using 21st Century technologies to support teaching and learning

MEASURE OF SUCCESS:

- Use the AITSL National Professional Standards for Teachers and Leaders as a framework for improvement in the performance management cycle
- Professional learning undertaken by Principal and teaching staff including 21st Century Technology
- High quality leaders and teachers are attracted, retained and developed
- Increased autonomy and the available staffing flexibilities through IPS are taken up by Morawa DHS
- Staff meet teaching, assessment and reporting standards
- Performance Management/Development cycle in place
- Staff demonstrate high standards of conduct and ethics
- The proportion of teaching and support staff who have the appropriate qualifications and competencies
- The Australian Curriculum Phase 1 is implemented (Years 8, 9 and 10)
- Develop effective Professional Learning Teams



## FOCUS AREA 4: A CAPABLE AND RESPONSIVE ORGANISATION

As an Independent Public School, we use resources wisely and make open and transparent decisions, to build community confidence in public education. Performance will be managed against outcomes, priorities and targets; technology, research and innovation will be used to drive change.

### WE WILL:

- Provide equity, transparency and flexibility in school resourcing and implement the school improvement cycle
- Ensure students have access to specialised, contemporary learning facilities and equipment
- Ensure there are rigorous and transparent school accountability practices
- Develop and manage a one-line budget
- Effectively manage physical and financial resources
- Develop and implement an effective School Development Plan, aligned with school priorities and targets
- Implement and review Reserve Funding Plan
- Provide students and parents/guardians with timely access to current and accurate records of participation and achievement
- Respond promptly and effectively to stakeholder concerns

### MEASURE OF SUCCESS:

- Compliance with Department of Education and government policy and legislative requirements
- Compliance with audit standards
- Business and support systems, and operational management processes, meet required standards
- Planning, accountability and improvement processes are systematically managed and evidence driven
- Stakeholders are satisfied with the school's performance

## TARGETS 2013–2015:

The school aims to maintain and exceed current achievement in areas where performance is at or above that of like schools, and improve in those areas identified as requiring further development. Student performance will be monitored and reviewed regularly against like schools, state and national means for NAPLAN, WAMSE, and On Entry.

### STRATEGIC IMPROVEMENTS TARGET:

#### READING:

In 2015, our strategic targets are:

- Pre-Primary On Entry results will be the same as the State-wide Summary Report
- Year 3 NAPLAN Reading is to be better than Like Schools in the top two proficiency bands (5 and 6)
- Year 5 NAPLAN Reading will be above Like Schools
- Year 7 NAPLAN Reading will be the same as or above Like Schools
- Year 9 NAPLAN Reading is to be better than Like Schools in the top three proficiency bands (8, 9 and 10)

#### NUMERACY

In 2015, our strategic target for:

- Pre-Primary On Entry results will be the same as the State-wide Summary Report
- Year 3 NAPLAN Numeracy is to be the same as or above Like Schools in the top two proficiency bands (5, 7 and 9)
- Year 5 NAPLAN Numeracy is to be the same as or above Like Schools in the top two proficiency bands (7 and 8)
- Year 7 NAPLAN Numeracy will be the same as or above Like Schools
- Year 9 NAPLAN Numeracy is to be the same as or above Like Schools

#### YEAR 12

All Year 12 students will achieve an ATAR of 55+ for university entrance and/or a Certificate II or higher.

#### ATTENDANCE

- Reduce the number of unexplained absences by 5% and maintain improved trend throughout 2015
- Increase the number of students in the regular attendance category (90% or above)
- Decrease the number of students in the "at risk" attendance category
- Increase Kindergarten and Pre-Primary student attendance rates across 2013-2015, when

compared to 2012

- Ensure families have access to appropriate support services, and that attendance and/or well-being concerns are addressed promptly

### SAFE & SUPPORTIVE ENVIRONMENT (STUDENT HEALTH & WELLBEING TARGETS)

- Maintain a strong school culture which is positive and consistent. Positive Behaviour Support (PBS) program will be utilised to ensure consistent school-wide approaches
- Raise the number of students across Years 1-12 who achieve "consistently" or "often" in the work habit areas
- Maintain high standards of student behaviour and engagement by explicitly teaching social skills and the agreed expected behaviours as documented in the PBS Expectations Matrix (May 2014)
- Ensure that consistent school-wide behavior management processes are in place, continue to adopt a whole school approach to dealing with student health and wellbeing

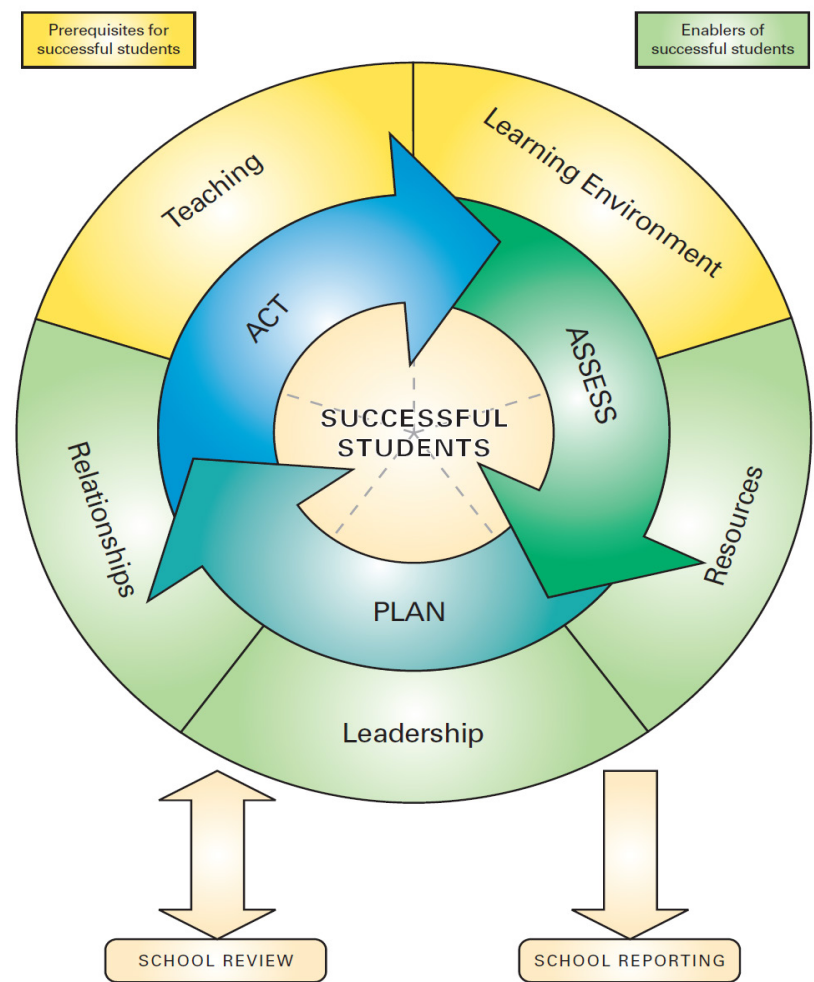
## SELF-ASSESSMENT

Morawa DHS has an evidence-based approach to self-assessment, and values teacher judgement. Effective data collection processes are established across the school and an agreed assessment schedule is in place, which maps student achievement levels and tracks individual progress. On-going teacher reflection, collaborative planning in relation to teaching pedagogy and the analysis of student data are integral to our school's improvement processes. Data is used to inform and direct whole school planning and classroom practice.

This Business Plan was developed in consultation with the School Board and staff based on this rigorous self assessment of data at a national, state and school level (academic and non-academic). The target and milestones in the plan are results of this analysis. The Business Plan is linked to the School Development Plan.

Being selected as an Independent Public School in 2011 and as a member of the Morawa Education Cluster for the start of 2013, has provided Morawa DHS with the ability to cement the school's ethos and to be proactive in shaping the future directions of our school in collaboration with our community. We look forward to the increased autonomy and operational flexibilities that are offered as part of the IPS initiative. The School Board and Parents and Citizens are integral to the ongoing success of our school and students.

The Morawa District High School website provides up-to-date information about our programs, policies and events; [www.morawadistricthighschool.com.au](http://www.morawadistricthighschool.com.au)



### School Accountability Framework

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