



Morawa District High School

Growing Good People

Business Plan 2022-2024



An Independent Public School



Growing Good People

Endeavour and Achieve
Respect, Responsibility and Achievement

National Framework: Nine Values for Australian Schooling

- *Care and Compassion • Doing Your Best • Fair Go • Freedom • Honesty and Trustworthiness •*
- *Integrity • Respect • Responsibility • Understanding, Tolerance and Inclusion •*

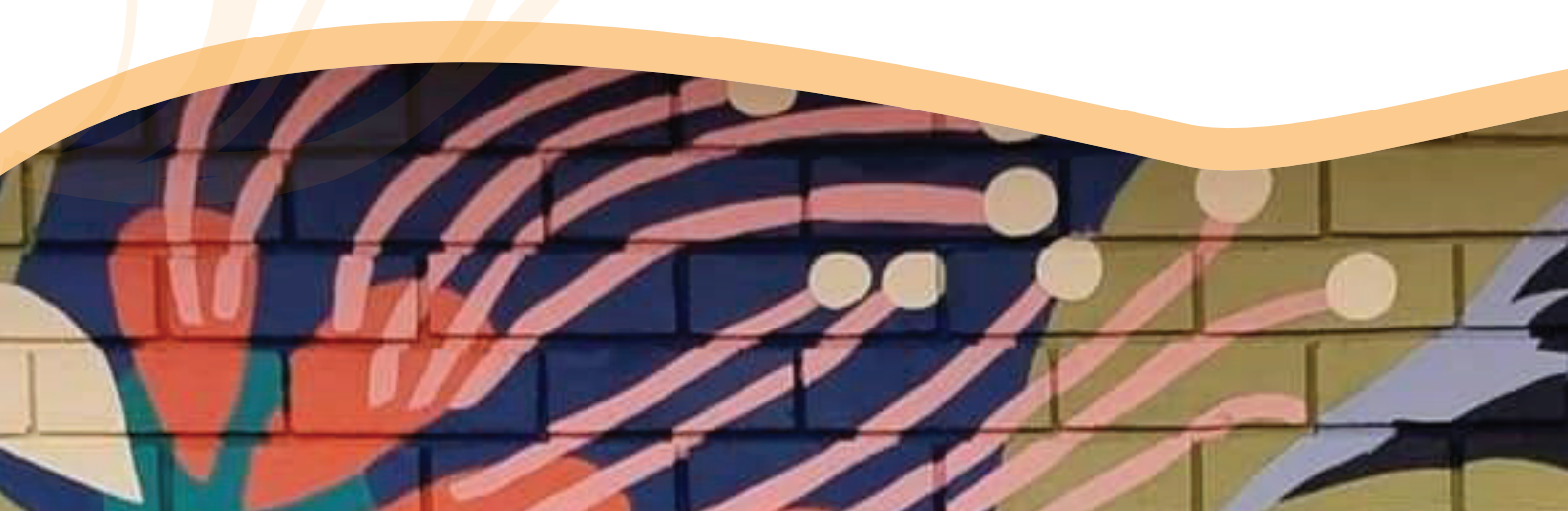
Acknowledgement of Country - *We would like to respectfully acknowledge the Yamatji Peoples who are the Traditional Owners and First People of the land on which we learn. We would like to pay our respects to the Elders past, present and future for they hold the memories, the traditions, the culture and hopes of the Yamatji Peoples.*

Set in the beautiful Midwest, Morawa District High School was established in 1922 and currently has 190 students enrolled. Our school has been an Independent School since 2013. We value community involvement and welcome our parents as partners in education, to increase student opportunities and maximise their potential. Rich in community spirit, our school provides an engaging curriculum, where staff tailor learning to meet the needs of each individual child. Clear aspirations for every student, from Morawa, and secondary students from Mingenew, Perenjori, Three Springs and Yalgoo, have been set through the Department of Education's Strategic Direction for Public Schools 2020-2024 – every student, every classroom, every day. To thrive, we need to be fully engaged academically, psychologically and socially; be intrinsically motivated and possess a growth mindset.

This Business Plan sets the future direction for Morawa District High School, until the end of 2024. It continues to build upon on the strengths and successes of our previous Business Plans, to provide quality education, in a caring and nurturing environment for students & staff to thrive. The school is recognised for its many achievements, including senior secondary pathways and partnerships, and highly commendable music programs (including award winning Brass Bands, guitar ensembles and class music programs). Morawa District High School aspires to grow good people.

Our Business Plan aligns with the Department of Education's strategic intent and yearly focus documents. In 2019 we were deemed effective in our Public School Review. These documents are found on our website: morawadistricthighschool.com

We have identified three priority areas for our school improvement agenda. These provide a secure learning platform for all students. In each focus area, a number of strategies have been identified, with markers of achievement (targets) over a three year period, that will guide our practice for the life of this business plan.



1 Thriving students

Provide every student with a pathway to a successful future.

Embed a sense of belonging and connection:

Whole School Health and Wellbeing Strategy

- Evidence based whole school approach to social emotional wellbeing
- Positive Behaviour in Schools to support process and engagement with learning
- Values education focus
- Focus on school identity and school pride
- Focus on learning environments
 - o Grounds improvement
 - o Print rich classrooms
 - o Cooperative learning/instructional strategies
 - o Wadjarri language incorporated into our school environment and events

Whole School Attendance Strategy with an increased emphasis on positive attendance strategies.

Learning Frameworks for students

Statements for pre-conditions of learning in classrooms.

Support models for intervention:

Revised response to intervention:

Student support model - early intervention and support of students with learning and behaviour needs.

Student voice opportunities:

Amplify **student voice and feedback** through strategy development with staff and students.

Student leadership:

Student Leadership Strategy:

Refine role clarity and determine responsibilities for development of student leaders (Student Council, House Captains, Year 6, Senior School) in leadership including peer support programs and activities during break times.

Pathways and transitions to meet aspirations and community expectations:

Whole School Student Pathways and Transitions Strategy:

Career and early pathway planning
Work capabilities development



Targets:

- 1.1 Increase and maintain student satisfaction surveys.
- 1.2 Increase the percentage of students represented in “usually” and/or “consistently” for ABE data.
- 1.3 By 2024, the rate of regular attendance will be equal to or above like schools for primary schools, secondary schools, and Aboriginal students.
- 1.4 All students can demonstrate the school PBS expectations and articulate the meaning of these - PBS TIFI.

2 Thriving staff

Strengthen support for teaching and learning excellence in every classroom and across the school.

Embed a positive high care, high expectation school culture:

Embed a sense of **connection and belonging** through warm relationships, student inclusion, the identification and encouragement of students' strengths, and equity and fairness.

Create **caring, supportive and compassionate** learning environments as a critical pedagogical strategy for students to thrive.

Embed a culture of **reflection for practice improvement**.

Continue to develop and implement the **ethical and safe use of technology**.

High quality teaching:

Pedagogical framework (outlining the expectations for teaching and learning within the school).

Quality teaching framework (shared understanding of what quality teaching looks like).

Teaching and learning handbook (consistent high quality and evidence based whole school teaching and learning approaches with clear expectations).

Revised curriculum scope and sequences reflecting WA Curriculum, SCSA Judging Standards, EAL/D Competency Framework, Early Years Learning Framework and National

Quality Standards to inform school and classroom teaching (including digital technology integration across the curriculum).

Student support model (explicit teaching of differentiated curriculum).

- Trauma informed practice

Integrated STEM Strategy (that extends the K-12 curriculum and develops the general capabilities).



Building staff expertise:

Targeted professional learning in focus areas.

Classroom observations and reflections on classroom performance.

Targets:

- 2.1 By 2024, NAPLAN numeracy, reading, writing, spelling, grammar and punctuation achievement will be equal to or above like schools for all students in Years 3, 5, 7 and 9.
- 2.2 All students will make year-on-year progress through evidence based approaches.
- 2.3 Annually, 80% or more of Year 12 students will meet the literacy and numeracy proficiency standards (OLNA) for the WA Certificate of Education (WACE) and meet C grade or better requirements.

Regular Performance Development in line with AITSL standards, Corporate Services Managers Framework, Education Assistant Framework and school priorities.

Induction, coaching and mentoring model

- Growth Coaching
- Graduate Coaching

Communities of learning (collaborative planning).

School Leadership:

Principal Professional Performance Review

Leadership Development strategy –to support the school improvement agenda.

School Improvement:

School Accountability Framework

Whole school assessment schedule

School Review

Data driven decision making (examine impact of teaching strategies using a range of measures, through disciplined dialogue and moderation practices).

Engagement:

Team performance growth

- Collaborative planning
- Professional Learning Teams
- Leadership hub development

Commitment to pedagogical frameworks

Commitment to Teaching and Learning Handbooks

Positive culture, positive workplace and positive experiences:

Growth coaching with internal and external providers.

Wellness practices

Consistency of practices within the work place with clear goals and expectations.

Maintain a culture of recognition and celebration.

Workload Management



(Targets Cont):

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

2.5 Increase and maintain staff and parent satisfaction surveys.

2.6 NQS Verification meeting standards.

3 Thriving community partnerships

Continue to build strong sustainable partnerships with families, key stakeholders and the wider community to support the engagement of every student.

Culturally responsive classrooms:

Whole school reflection and improvement planning using the *Aboriginal Cultural Standards Framework*

Develop a local **Aboriginal Cultural Standard Framework Scope and Sequence** of integrated learning activities about local histories, language and culture relevant to Yamatji country (including Wadjarri language incorporated into our school environment and events)

Sustainability Framework *Caring for our Country together*

Community partnerships to support children and their families:

Effective School Board and P & C

Regular school community communication through a variety of platforms

Parent educational workshops including Triple P

Maintain effective and positive relationships with neighbouring schools and within the broader school community

Partnerships with local schools and networks through special events, cross school moderation, as well as maintaining our strong links with the WA College of Agriculture Morawa, Central Regional TAFE, local universities and Playgroup

Effective interagency partnerships including community groups to form part of students services plan to assist with intervention and point of need support:

- Curriculum
- Health and well being
- Disability
- Aboriginal cultural awareness
- Mental health
- Family support



Targets:

- 3.1 Increase and maintain parent satisfaction surveys annually.
- 3.2 Staff rating on each continuum within the Aboriginal Cultural Standard Framework demonstrates our school is at the capable level.

Every student, every classroom, every day: Strategic directions for public schools 2020-2024

Together we will:

1. Enable Aboriginal students to succeed as Aboriginal people
2. Ensure students are on track in the early years for continued success in school
3. Enhance student health and wellbeing
4. Progress student literacy and numeracy
5. Improve student attendance
6. Increase participation in STEM
7. Increase retention and achievement in students to Year 12
8. Ensure students gain the skills, qualifications and knowledge needed to experience success

Morawa District High School is a capable and responsive organisation that responds to and is shaped by community needs. The Principal, together with the School Board, complies with the Statement of Expectations and Funding Agreement. All school resources align with the school priority areas and targeted initiatives. The school implements all Department of Education policies and requirements and has an embedded cycle of review.

The school will regularly review and revise:

- Business Plan
- Operational Plan
- Classroom Planning
- Data in each priority area
- Whole school assessment and reporting schedule
- Annual report
- Resourcing to align with school focus areas

This self-assessment will include ongoing reflection in the following domains:

- Student achievement and progress
- Learning environment, and teaching quality (pre-requisites for successful students)
- Use of resources, leadership, relationships and partnerships (enablers of successful students)





About the Artwork

This vibrant mural was painted in 2021 by Artist Helen Ansell with the students of Morawa District High School. It depicts local flora & fauna, including the New Holland Honeyeater bird and Morawa's Floral emblem, the Grevillea Tenuiloba.

About the Artist

Helen Ansell is a regional Western Australian artist whose vibrant paintings capture the spirit of native Western Australian flora and fauna. Helen has strong ties to indigenous communities having grown up in Ululla, a remote aboriginal community in central Western Australia.



An Independent Public School

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