



**Morawa District
High School**

Growing good people

Business Plan

2025-2027



An Independent Public School

Growing Good People

Growing good people

Endeavour and Achieve

Respect, Responsibility and Achievement

Code of Conduct Values

Integrity, Equity, Voice, Truth-telling, Teamwork, Care, Learning.

Located in the beautiful Midwest on Yamaji Country, Morawa District High School, an Independent Public School with approximately 200 students enrolled, was named the WA Education Week Award Winner in the Excellence in School Leadership Category and shortlisted in the Top 4 of the WA Education Week Awards Excellence in Teaching and Learning (Primary) in 2024.

As one of WA top 6 outstanding public schools, we exemplify leadership excellence through a united approach that creates a safe, inclusive, and culturally responsive school environment. Morawa District High School was honoured to be appointed as a 2025 Quality Teaching Strategy (QTS) lead school.

Strong leadership offers a clear vision that empowers staff to drive whole-school plans to enhance both student outcomes and community involvement. We have a dedicated focus on literacy and numeracy, and a strong Music and Brass Music program, with leaders sharing high impact teaching instruction, through coaching and classroom observation, across the school. A comprehensive student leadership strategy also provides meaningful opportunities for students to develop their leadership skills while contributing to a positive school culture.

We value community involvement and welcome our parents as partners in education and partner with the P&C and School Board 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.

With an emphasis on community involvement through its Aboriginal Cultural Reference Group of parents, Elders and stakeholders, allows culturally inclusive programs and initiatives to strengthen attendance and engagement, creating significant opportunities for Aboriginal students to maximise their potential.

This Business Plan sets the future direction for Morawa District High School, until the end of 2027. It continues to build upon the strengths and successes of our previous Business Plans, to provide quality education, in a caring and nurturing environment. 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 2023 we were deemed exceptional in our Public School Review with a 5 year return.

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.

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.

PRIORITY AREA 1 THRIVING STUDENTS

Targets: Non-academic

Increase and maintain student satisfaction surveys.

- 1.1 Increase the percentage of students represented in "often" and/or "consistently" for ABE data.
- 1.2 By 2027, the rate of regular attendance will be equal to or above like schools for primary schools, secondary schools, and Aboriginal students.
- 1.3 All students can demonstrate the school PBS expectations and articulate the meaning of these - PBS TIFI

Embed a sense of belonging and connection

Whole School Health and Wellbeing Strategy

- Evidence based whole school approach to social emotional learning
- Positive Behaviour Support in Schools
- Social & Emotional Learning
- Focus on school identity and school pride
- Focus on learning environments grounds improvement, print rich classrooms, cooperative learning/instructional strategies
- Cultural Responsiveness
- Wajarri language incorporated into our school environment and events

Whole School Attendance Strategy

Increased emphasis on positive attendance strategies

Learning Frameworks for students

Statements of pre-conditions for learning in classrooms

Support models for intervention

- Revised response to intervention – social, emotional learning
- Student support model - early intervention and support of students
- Trauma Informed practice

Student voice opportunities

Amplify student voice and feedback through the student leadership strategy with staff and students

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

Embed a positive high care, high expectation school culture



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PRIORITY AREA 2 THRIVING STAFF

TARGETS:

- 2.1** By 2027, 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.
- 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.

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, culturally responsive and compassionate learning environments as a critical pedagogical strategy for students to thrive

Embed a culture of reflection for practice improvement

Continue with the ethical and safe use of technology

High-Impact Teaching

Quality Teaching Strategy - QTS Lead School 2025

High Impact Instruction Handbook based on the shared understanding of what quality teaching looks like, outlining the expectations for teaching and learning

Consistent high quality and evidence based whole school teaching and learning approaches with clear expectations

Revised response to intervention – academic

Assessment and Reporting

- Data informed practice
- Moderation
- Improvement Targets

Revised curriculum scope and sequence 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) – removed 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, in-class coaching and reflections on classroom performance

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

Induction, coaching and mentoring model including:

- High Impact Instruction
- Growth Coaching
- Graduate Coaching

Communities of learning (collaborative planning)

School Leadership

Principal Professional Performance Review

Leadership Development Strategy to support the school improvement agenda

Change Management

Workforce Planning

School Improvement

School Accountability and Improvement Framework

Whole school self-assessment schedule

School Review

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

Financial and resource management practices to support school planning

Engagement

Team Performance Growth (collaborative planning, professional learning teams, leadership hub development)

Commitment to Quality Teaching Strategy and the High Impact Instruction Handbook

Commitment to Teaching and Learning Whole School Plans

Positive culture, positive workplace and positive experiences

Growth coaching with internal and external providers

Wellness practices

Consistency of practices withing the work place with clear goals and expectations

Maintain a culture of recognition and celebration



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PRIORITY AREA 3 THRIVING COMMUNITY PARTNERSHIPS

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

Culturally responsive classrooms

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

Continue to develop a local Aboriginal Cultural Standards Framework Scope and Sequence of integrated learning activities about local histories, language and culture relevant to Yamatji country

Sustainability Framework Caring for Country Together

Community partnerships to support children and their families

Staff, student and parent relationships are respectful

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 student services plan to assist with intervention and point of need support (curriculum, health and well being, disability, Aboriginal cultural awareness, mental health, family support)





We are proud to celebrate **100 years** of dedication, progress, and the enduring connections that have shaped our journey, honoring our rich history while looking ahead to a bright and inspiring future.

WA Education Awards 2024

Winner • Excellence in school leadership

Morawa District High School

WA Education Awards 2024

Finalist • Excellence in Teaching and Learning Primary

Morawa District High School





Principal: Tonia Carslake
Deputy Principal: Tracy Tapscott
Deputy Principal: Terrence McGann
MCS: Linda Jenkins and Jayme Tapscott
LSC: Narelle Knox

School Community Leaders

School Board Chairperson: Helen Walter
P&C President: Jas Collins



About the Artist

Loretta Egan was born in Carnarvon on the 4th of January 1964. She is a proud Yamatji woman and speaks the Wajarri language. She attended primary school in Geraldton and High School at St. Norbert's College, Queen's Park Perth.

In 1981, she moved to Alice Springs, Central Australia, where she was given permission to do dot painting. Loretta acknowledges that she learnt the art form and received permission to practice from traditional landowners.

Throughout the 90s and into the new millennium she has worked extensively with various Art Galleries around Perth, as well as having been part of numerous Exhibitions around Australia.

About the Art

At the heart of the image is Morawa District High School, symbolizing the central meeting place for all students. The four outer circles represent the towns of Three Springs, Mingenew, Perenjori, and Yalgoo, which are the home communities of students who journey to Morawa DHS for their education.

Footprints connect each outer circle to the central school, illustrating the paths taken by students. The circles along the sides represent the farming towns that have since faded, such as Gutha, Koolanooka, Merkanooka, and others.