

Cunderdin District High School

'Strive to be your best'



Business Plan 2018-2020

About Cunderdin District High School



Cunderdin District High School's (CDHS) purpose is to assist and encourage students to develop to their full potential and strive for excellence whilst preparing them for a challenging world. We are a vibrant country school in the Wheatbelt with a proud history and a strong community spirit. CDHS has seen significant growth and progress since our commencement as an Independent Public School in 2015. We boast excellent facilities that cater for all of our students from Kindergarten to Year 10.

This document summarises the School's strategic direction and our explicit intention to meet the challenges and opportunities that current and future generations of children will face over their lifetime of learning. We have established high expectations and standards for our teachers, students and parents alike and we are proud of our achievements to date.

Our Vision and Values

Our Vision

'Strive to be your best'

Our Values

- Be respectful
- Be responsible
- Be safe and caring
- Be your best

Our Stakeholders

The traditional African proverb, 'It takes a village to raise a child' is well-known within the education community. Children now live in a fast paced world and the support and guidance from our 'village' is more important now than ever before. Our students are faced with a myriad of both challenges and opportunities and the stakeholders at CDHS are vital to the successful growth and development of our students. Our key stakeholders are identified as being:

- Students
- Staff
- Parents
- School Board
- Parents and Citizens Association
- The local community

Achieving Our Vision

For the period of our Business Plan 2018-2020, as a school we have identified three key priorities to help CDHS achieve our vision. These are:

- Success for all students
- Excellence in teaching and leadership
- Positive partnerships

Underpinning our entire Business Plan is our commitment to strong governance and support. These vital components are mirrored in the Department of Education's Strategic Plan for WA Public Schools 2016-2019, High Care - High Performance document.



Academic Targets

CURRICULUM AREA	TARGET	ENABLING ACTIONS
Literacy and Numeracy	<ol style="list-style-type: none"> 1. By the end of Term 4, 2018 we will have a revised Whole School Student Data Collection Schedule in place 2. Literacy Scope and Sequence completed by 2019 3. Numeracy Scope and Sequence completed by 2020 4. Increase the number of students by 10% in the top proficiency bands by 2020 5. To have no red flags in NAPLAN and increase the number of green flags we receive 	<ul style="list-style-type: none"> • Creation and implementation of targeted Individual Education Plans (IEPs) • Staff planning for individual student needs this includes Students at Educational Risk (SAER) and Talented and Gifted Students (TAGS) • Common Lesson Paradigm is implemented in every classroom • Students undertaking goal setting as part of our Growth Mindset implementation • Create cross curriculum teaching opportunities • Professional Growth and Student Data will be monitored to identify the impact to student outcomes • Lessons are being taught through Explicit Instruction
Languages	Implement the KETAWA Online Indonesian Program from Years 3 to 8 by 2020, as per the DoE implementation schedule	<ul style="list-style-type: none"> • Follow the school's modified implementation schedule • Initial and ongoing Professional Learning for staff teaching KETAWA • Allocation of resources to ensure the school has the technology to run the program • Cross Curricular learning opportunities to maximise learning time
Technologies Curriculum	By the end of 2018 we will have fully implemented the Technologies Curriculum	<ul style="list-style-type: none"> • Build the knowledge and understanding of staff through Professional Learning from lead teacher and outside agencies • Prioritise school resources and time • Create collaborative links with like-minded schools • Implement a whole school Design Process • Create and implement an ICT Plan to ensure we have details of resources and when they require updating • Implement a school wide scope and sequence for Digital Technologies



Social and Emotional Well-being Targets

FOCUS AREA	TARGET	ENABLING ACTIONS
Growth Mindset	By Term 2, 2019 a Growth Mindset culture will be embedded as whole school practice	<ul style="list-style-type: none"> • Common posters around the school modelling positive self-talk • Explicitly teach the Growth Mindset vocabulary • A Growth Mindset Guidelines document will be created to assist staff with the implementation and sustainability • Professional Learning provided to enable staff to provide meaningful and relevant feedback • Professional Growth and Student Data will be monitored to identify the impact to student outcomes • Program STEM and Technologies tasks that provide opportunities to fail, redesign and retry to build resilience • Students undertaking goal setting as part of our Growth Mindset implementation
Positive School Behaviour Program	Maintain the validity of the Positive School Behaviour Program	<ul style="list-style-type: none"> • Reinvigorate the Student Services Team • Maintain the Good Standing Policy and subsequent Great Expectations Tickets • Explicitly teach expected behaviours - revisit specific expectations as the need arises
Attendance	Maintain our 'Regular Attendance' category above 92% of our student population	<ul style="list-style-type: none"> • Phone calls and/or letters sent home to families each term • Attendance is monitored every 5 weeks • Attendance Officer addresses critical cases as they arise • Provide the right school 'culture' so that students feel a sense of belonging and want to come to school • Good Standing Policy is linked to attendance, so students whose attendance is being monitored by the Attendance Officer may not be eligible to participate in extra-curricular activities
School Chaplaincy Program	<ol style="list-style-type: none"> 1. Provide pastoral care to staff and students 2. Support the school to build engagement and positive relationships with families 3. Work as a key member of the Student Services Team 4. Model the school's vision and values 	<ul style="list-style-type: none"> • Chaplain to be a highly visible presence through; classroom attendance, social connections, duty and participation in school events • Formal and informal pastoral care sessions provided to staff and students • Deliver information sessions and guidance on relevant topics to families and students • Assisting in the coordination and running of the Breakfast Club program • Creation and delivery of food hampers for families • Provide encouragement, support and feedback to staff in a professional manner • Model and facilitate reconciliation and restoration practices • Model and promote healthy communication and team work amongst staff and students • Build the character of students through relational mentoring and coaching to helping them prepare for life after school • Demonstrate to families the unconditional caring nature of the school

Excellence in Teaching and Leadership

CDHS has high expectations of staff and students. 'Strive to be your best' is modelled right throughout the school by staff and this has created a consistent and positive school culture. We foster distributed leadership whereby staff are encouraged to 'have-a-go', take risks, try new ideas and lead in different areas of interest or expertise. Staff are provided the opportunity to grow through self-reflection, classroom observations, peer observations, Professional Learning and the Professional Growth process.

Our expectations of staff are guided by the Department of Education (DoE) 'Guiding Principles of Teaching and Learning' and Classroom First and Focus documents. As outlined in the Department of Education (DoE) 'Effective Teaching' document **we believe our teachers will have; high expectations, acknowledge individual differences, use a range of pedagogies, encourage student responsibility, have mastery of their teaching content, provide a safe environment, monitor progress and provide feedback and build positive relationships.**

Teaching and Leadership Targets

FOCUS AREA	TARGET	ENABLING ACTIONS
Explicit Instruction	<ol style="list-style-type: none"> By Term 1, 2019 the whole school will teach a minimum of three Explicit Instruction Lessons in both Literacy and Numeracy per week By Term 1, 2020 the whole school will have one Explicit Instruction lesson in HASS and Science per week 	<ul style="list-style-type: none"> Ongoing staff training of the Lets' Decode Program Professional Learning opportunities for new staff and refresher training for existing staff on a needs basis Peer observations used to consolidate the Explicit Instruction Methodology Annual Subscription for Educeri Create a shared bank of resources across the curriculum and year levels Professional Growth and student data will be monitored to identify the impact to student outcomes Common Lesson Paradigm is implemented in every classroom
Professional Growth	All staff will engage in the Professional Growth Process on an annual basis	<ul style="list-style-type: none"> Reflections and goals are built around the AITSL Teaching Standards and the school's priorities as outlined in the Business Plan Feedback is given both formally and informally Classroom observations are completed both formally and informally Strength and areas for improvement are identified to assist staff to build their capacity
Peer Observations	The staff will have one round of peer observations each semester	<ul style="list-style-type: none"> The school will provide the resources and time to release teachers to observe each other Confidentiality will be upheld Staff use the peer observation process to build on their Teaching and Learning expertise Observations are based around the schools' Common Lesson Paradigm and the AITSL Teaching Standards
Effective Data Collection	By Term 1, 2019 the school will have a succinct data collection profile to ensure consistency across the school and that data is being used to inform teaching practice	<ul style="list-style-type: none"> Analyse data each term so that teaching and learning programs can be altered Trial Progressive Achievement Tests (PAT) in 2018 and review in Term 4, 2018 to see if this will continue in future years Brightpath is part of the whole school assessment profile and two whole school moderations will be completed each year On-Entry testing will be completed annually Investigate a whole school student tracking system to retain and collate effective student data. This will also be used as part of a comprehensive handover process.

Collaboration is the key to building an effective school culture that builds on the strengths of those in the school community and beyond. We will continue to build upon parent and community engagement and our success will be evident by the level of engagement and the number of families who participate in school events.

Parents

Education is a partnership between teachers, parents and students. It is through a strong partnership towards common goals our vision will be realised. Parents are a major stakeholder in ensuring our students are well-supported.

We will:

- Communicate student achievement and progress effectively and regularly
- Continue to build and uphold the CDHS culture
- Facilitate parent information sessions as required
- Seek regular feedback from parents and act upon it
- Provide additional opportunities for families to engage with the school

The School Board

The School Board is an integral part of the school's success. It also provides guidance, a voice from the school and broader community and is vital in the school's drive for constant improvement.

We will:

- Uphold the Vision, Purpose and Values of the Cunderdin District High School
- Promote the school as a safe, inclusive and positive learning experience for all children residing in the Cunderdin community and surrounding districts
- Access available skill sets to build positive partnerships throughout the education system and our local community to enhance the best outcomes possible for our students
- Support the Parents/Caregivers and associated members of our school community to foster the best environment for our children to learn and strive to be their best
- Provide positive guidance and governance to the school
- Assist in maintaining a high level of accountability within the school and participate in the self-review cycle
- Adhere to the Terms of Reference for the School Board and the Delivery Performance Agreement as set down by the Department of Education

The Local Community

CDHS is an integral part of the Cunderdin community. Strong links with local community organisations will enable the school to continue to be a valued part of the community, access expertise available and give back to the community through service.

We will:

- Aim to develop the involvement of community members who can enhance student learning and provide development opportunities
- Utilise the School Board to assist with the creation and maintenance of partnerships
- Look for opportunities for students and staff to give back to the Cunderdin community
- Encourage and support students to nominate for local grants and scholarships

The Education Community

CDHS is aiming to be seen as educational leaders within our local education community and we will continue to look for opportunities to broaden our level of influence.

We will:

- Continue to engage with the Avon Schools Network (ASN) and Wheatbelt Deputies Network
- Look for leadership opportunities within the Education Community to broaden our leadership influence
- Be collaborative with neighbouring schools

The Business Plan forms part of a group of documents including our Delivery and Performance Agreement, Operational Plans and classroom planning. Our school improvement cycle is ongoing and, as a school, we are committed to implementing changes to further support the growth of students at CDHS. Our review encompasses the performance of our teachers, the achievements of our students with the views of our community.

Self-Review Cycle

This is a process to ensure the school is accountable to the targets outlined in our Business Plan, as well as, the DoE policy documents. We are committed to being honest in our assessment of how we are progressing as a school and enacting changes to ensure our continual progress.

Our Professional Growth Process

Every member of staff will engage in a Professional Growth cycle with a Line Manager on an annual basis. Professional Growth is more than a once a year conversation and both is dynamic and ongoing. Reflection and review of teachers' performance is based on the DoE Strategic Plan, CDHS Business Plan and the Australian Professional Standards for Teachers.

Our Assessment and Reporting Policy

Assessment and Reporting provide the accountability instruments that underpin the Business Plan through the gathering and analysis of quality data. This analysis informs stakeholders of our process and enables future targeted planning. A cycle of review schedules the ways in which we gather data and engage in analysis and planning.

Parent, Student and Staff Surveys

These will be completed in 2018. Feedback from these will be used to improve the school's processes and performance. Action Plans will be created in collaboration with the School Board to ensure the feedback is utilised and changes are being made effectively.

