



Department of Education and Training Strategic Plan 2022-2025 Plan and School Review Framework

1. Strategic Plan for WA Public Schools 2020- 2024
2. Aboriginal Cultural Standards Framework



SCHOOL VISION (2022-2025)

Sharing Knowledge- This requires us as a school community to build relationships and work together with courage, diligence and strength. Our school understands that our strength comes from the empowerment of each other's stories and they are shared, valued and celebrated.

This is the “WHAT?”

Derby Strategic Plan 2022 Directives

Leading Teaching and learning

- Sustainable WSA to English – consistent Expectations for DR and EDI
- Whole School approach to low attenders
- Literacy/ Numeracy specialist across whole school
- Streaming of Lower school English classes
- Language delivery
- Engagement/ readiness classes across whole school
- Support teachers in all clusters
- Align Academy Programs with educational outcomes.
- Delivery of WACE Endorsed programs in Year 10.
- Offering GEELD in year 11 and 12.
- Moderating Year 11/12 courses with Kimberley schools
- Exam blocks starts in Year 10 to prepare students for Year 11/12.

Developing Self and others

- Increase access for staff to conduct Professional Learning aligned to Performance Growth plan.
- ACSF to become a part of Performance Growth
- What do we want people to be? – what influence do we/can we have? - Have a vision
- AIEO / EA training in MAQLIT/ KSP
- KSP training from Secondary school and EY program
- Academy support in classes- Timetabled.
- Whole school approach to Maths P.L
- Social and emotional learning program PS-HS

Leading Improvement, Innovation and Change

- Continued push on short courses (Certs1/2/3)
- Embedding SSPBS into HS
- Whole school approach to planning
- School assessment of collection of data
- Linking “on Country ” to all areas of curriculum
- Raising Expectations across the school
- Support teachers in Secondary School
- School Community partnership agreement
- Residential Learning Camp to provide students opportunity to achieve max learning outcomes.
- Introducing Drone program to upskill students for future employments within mining industries.

Leading the Management of the school

- Greater implementation of School Induction for staff and students.
- Clarify the role of leadership team and advertise to school.
- Classroom structures built around student needs.
- More Aboriginal staff involve in committee/ meeting representative.
- Consistent Behaviour Management across the school
- Operational planning for Literacy and Numeracy – Whole School
- Increase Student Counsellor advocacy power in school decisions
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Engaging and Working with the community

- Increase inter-agency exposure to staff
- Increase Family engagement
- Local Storytelling/ sharing stories in Nykina/Warrwa
- NAIDOC
- Increase visibility of School council and P&C
- International food day
- One big sport event each term and invite community
- Increase and direct home visits.
- Establishing a partnership with local community organization and mining companies such Rio Tinto.



This is the “HOW?”		School Improvement		
<p><u>Relationships</u></p> <ul style="list-style-type: none">• AIEO’s to show staff how to conduct home-visits.• Invite parents/community to share their knowledge in classes and school events.• Community members invited “on country “ excursions• Timetabled home visits- positive and negative• Parent involvement – Reading Kindilink style across the school• Mini- Expos for agencies• Time to build teacher/ students relationships• Information Sessions for parents and students 3 times per year.• Celebrating students success by inviting parents and community members• Social Medica advertising success stories	<p><u>Leadership</u></p> <ul style="list-style-type: none">• SALT committee promotions to staff and community about their role.• Invite Elders- through CDP• Revisit whole school BM policy• Reinvigorate Stronger Smarter learnings• Operational planning that develops scope and sequence documents• Leading area leadership roles – driving change (HOLA)• Literacy Specialist in both PS and SS• School assessment schedules align.• Year 10-12 Block Exams	<p><u>Teaching</u></p> <ul style="list-style-type: none">• Build a strategy to maintain KSP and PRIME programs post 2022• AIEO’s in every classroom• Relevant resources• Support staff trained to run programs• Academies timetabled in classes• LA’s to clarify Scope and sequence matrix• Multi-age classes for poor attenders• Gender based classes.• Year 11 courses runs an annual reporting system.• Offering Endorsed Program in year 10 to assist students cumulating WACE points prior year 11.	<p><u>Learning Environment</u></p> <ul style="list-style-type: none">• Local Languages – Signage and environmental print• SSPBS environmental print in all classrooms• Learning focus – WALT, WILF Vocabulary posters• Community learning spaces for break our classes.• Define what a classroom should look like and DDHS• What does good work look like? Hat are our work standards?• Effective Classroom strategies and explicit teaching– PBS	<p><u>Resources</u></p> <ul style="list-style-type: none">• What does excellence look like?• Teacher for Primary Readiness classes• Sustainable English program – time to learn, class visits, observations, video resources• Communication strategies• Outside classrooms• Hands on projects•
<p>Ongoing self-assessment/accountability and planning for improvement across the school</p> <ul style="list-style-type: none">• NAPLAN and OLNA Data analysis,, School based assessments (DIEBELS, WESTWOOD ETC) planning for student, class, school improvement to close the gap in Aboriginal student Achievement<ul style="list-style-type: none">• Performance management/ Principal/Teacher linked to Teacher/Principal Standards (AITSL)<ul style="list-style-type: none">• Parent Surveys• School Self Assessment Processes				

