



# Gingin District High School Strategic Plan 2019 – 2021

## **OUR VISION**

*"Our vision is to lead in the provision of education within our community through relevant curriculum that embraces a balance between academic achievement and citizenship. We will create an uplifting positive environment in our school where all students, staff and our community feel a sense of belonging.*

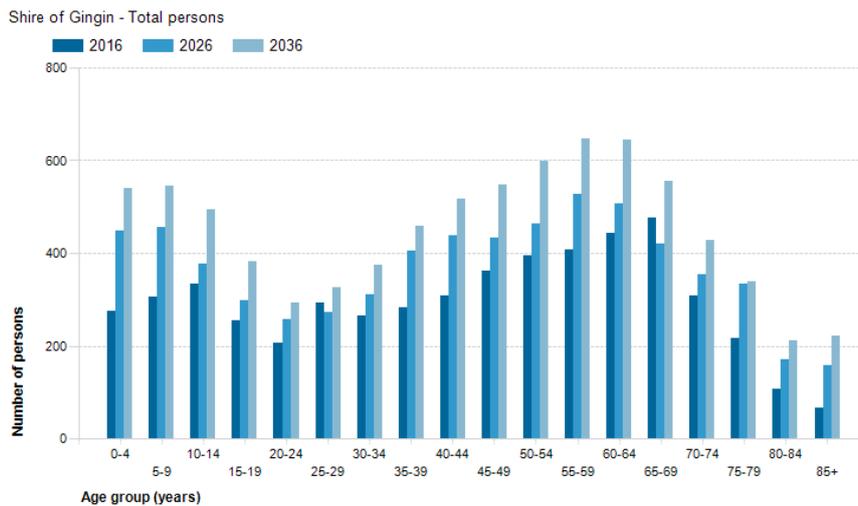
*We endeavour to work collaboratively to provide opportunities for all to reach their full potential and where achievements are celebrated with pride."*



Gingin has had a range of schools in the district stretching back to 1881. Gingin School was officially opened on the current site in 1964, and became Gingin District High School in 1981,

Gingin District High School is situated in the Shire of Gingin and draws students mainly from the Shire of Gingin with some students coming from the Shire of Chittering. The population of Gingin Shire shows an aging profile; however, this is expected to shift in the medium term as population growth in the shire reflects the stronger growth in the Northern suburbs.

### Forecast age structure - 5 year age groups

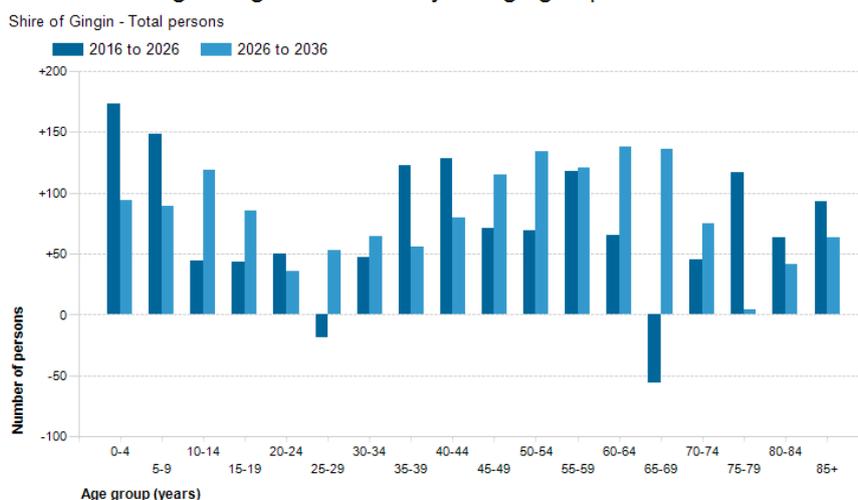


Population and household forecasts, 2016 to 2036, prepared by .id the population experts, November 2017.



In recent years there has been significant growth in population in the Northern suburbs of Perth, culminating in the opening of Yanchep College in 2018. Over time, this is expected to have a positive impact on the school-age population of the Shire of Gingin.

### Forecast change in age structure - 5 year age groups



Population and household forecasts, 2016 to 2036, prepared by .id the population experts, November 2017.





Our school provides education for students from Kindergarten through to Year 10. Our Year 11 and 12 students have automatic access to Bullsbrook College or Yanchep Secondary College, depending on where they reside. Students east of the Brand Highway access Bullsbrook College, while students to the west of Brand Highway access Yanchep Secondary College.

At the start of 2019 there were 293 students enrolled at the school from Kindergarten through to Year 10, with approximately 90 students being of secondary school age. A total of 167 students are male, and 126 are female, and approximately 7% of the student population is Aboriginal. Over 5% of our students are identified as having a language background other than English, including a number who are on 457 visas. Approximately 24% of students at the school have an imputed learning disability as identified through the National Disability Survey.

The school has a National Index of Community Social Educational Advantage (ICSEA) of 959, placing us in Band 7 of schools nationwide. Gingin DHS is a rural school with a "Remoteness" factor of 2.3 as measured through the *Accessibility/Remoteness Index of Australia* (ARIA). Approximately 20% of students in the school transition throughout the year to or from another school, or come to Gingin from another school. This is described as our 'transiency rate'.

Gingin District High School is based around the four values of "Care, Respect, Try, and be Responsible". These abbreviate to our "CRTR Values" (pronounced 'critter') and they underpin our commitment to a positive school environment where students succeed academically, physically and socially.



Care



Respect



Try



be Responsible

Gingin District High School has had a great deal of success in the past. In 2018, the school won the prestigious Gold Award for Health and Resilience Education from the *School Drug Education and Road Award Program*. In 2012, Gingin District High School was awarded a Certificate of Recognition for our work in Pastoral Care from the *Australian Association for Pastoral Care in Education*. Our OLN results for Year 10 show that over 80% of Year 10 students achieve the required standard for Year 12 by the end of Year 10. In NAPLAN our students consistently outperform similar schools. In 2019, 11 students who were previously students at Gingin District High School achieved entry to University.

The school has a well-recognised and regarded teaching and non-teaching staff. A number of teachers and non-teaching staff members have been nominated for 'Teacher of the Year Award' and 'Non-Teaching Staff Member Award' through the Department of Education, including a number of finalists. As well, several of our staff have won substantive promotions, completed Post-Graduate university qualifications, or won the 'Highly Accomplished' Teacher qualification.



Consolidating processes over the next three years will be important, therefore, in building the capacity to address the learning needs of students into the future. Building learning outcomes for students, and ensuring school learning programs and operational processes are effective is thus critical for our ongoing success. This Strategic Plan is intended to lead the development of that capacity.

There are three key focus areas for planning:

- Academic Achievement;
- Positive Environment;
- Community Engagement.

## Key Focus Area 1: Academic Achievement

### Literacy

#### Targets

The mean performance of the stable cohort of students at Years 3, 5, 7, and 9 will be equal to or exceed National means in Reading and Writing:

- Year 3 – Band 5;
- Year 5 – Beginning of Band 6;
- Year 7 – Achieved Band 6;
- Year 9 – Band 7



#### Milestones

Literacy Plan, including the operational plan, curriculum overview and assessment grids is implemented in all classrooms from Term 1 2019.

All teachers will demonstrate the use of system assessment data such as NAPLAN, On-entry, OLNAs as well as classroom assessment data to inform planning, teaching and assessment cycle.

School endorsed explicit phonics program will be followed in PP – Year 3 and used as an intervention resource in Years 4 - 10.

School endorsed writing program will be implemented across the whole school.

Ensure opportunities for moderation of writing tasks occur at least once per semester

### Timeline – Literacy

#### 2019

- Literacy planning documents included in all classroom planning;
- Use of school and system assessment data incorporated into planning;
- Full use of explicit phonics approach;
- Begin moderation processes for moderation of writing task;
- Select school-endorsed writing program;
- Provide initial professional development for school writing program.

#### 2020

- School endorsed writing process implemented across all classrooms;
- Use of school and system assessment data for planning at all levels;
- Consolidated moderation process for writing across the school;
- Professional development for school-based writing program.

#### 2021

- Data interrogation shows areas of concern and areas for further investigation;
- Moderation processes for all Literacy areas investigated.
- Finalise roll out of school based writing program professional development.





## STEM and ICT

### Targets

80% of students will achieve a grade of 'satisfactory' or higher for ICT capabilities.

80% of students will achieve a grade of 'satisfactory' or higher for Digital Technologies.

All teachers incorporate devices and technology into teaching programs.

The school has clearly established processes that are effective in maintaining the quality and reliability of devices and technology.



### Milestones

Staff undertake necessary professional development as required.

Staff incorporate the SAMR model strategy into their teaching programs.

Procedures are developed to manage the updating and monitoring of devices and technology.

Devices and technology is updated, maintained and purchased when required.

The ICT budget needs to reflect the needs of the school.

The Digital Technologies Assessment Grids are developed;

The Digital Technologies Assessment Grids are used to identify student achievement.

The Digital Technologies Year Level Planning Documents and Scope and Sequences are updated;

The Digital Technologies Year Level Planning Documents and Scope and Sequences are incorporated into all teaching programs.

## Timeline – ICT

### 2019

- Staff professional development in ICT and Digital Technologies;
- Updating of devices and platforms for ICT and STEM;
- New ICT planning documents to be implemented and used by staff;
- Collection of data on staff use of ICT in the classroom.

### 2020

- Use of SAMR model included in performance management;
- Use of assessment grids for ICT informs planning documents;
- Maintain and develop equipment purchases and implementation.

### 2021

- Consolidation of SAMR model into classrooms;
- Collect student achievement data based on grids.



## Curriculum

### Target

K-10 Curriculum Plans will be established for all Learning Areas.

Student Progress and Achievement will be assessed at a whole school level against SCOSA standards

Students will have access to innovative curriculum practice linked to community resources.



### Milestones

LOTE will be taught, assessed and reported on effectively and sustainably as required by SCOSA and as determined by School Council.

Certificate 1 courses will be introduced for high school students.

A whole-school pedagogical approach for Gingin District High School will be developed and published.

The school will provide improved opportunities for students to engage with the Arts, especially in Performance Arts.

Review Physical and Health Education to ensure inclusivity and opportunity for all students.

Full use of SDERA, CHAT resources in health education.

## Timeline – Curriculum

### 2019

- Learning Area Plans established;
- Develop survey and information for whole-school pedagogical approach;
- Full use of SDERA/CHAT resources in Health;
- Investigation and development of Certificate 1 courses;
- Examine opportunities for the development of Arts education.

### 2020

- Develop and publish GDHS whole-school pedagogical approach;
- Implementation and further development of Certificate 1 courses;
- Implement LOTE across Years 3-6;
- Develop proposals for development of Arts education.

### 2021

- Implement Gingin DHS whole-school pedagogical approach;
- Consolidate the development of Certificate 1 courses in high school;
- Consolidate the implementation of LOTE across the school.



## Key Focus Area 2: Positive Environment

### Behaviour and Positive Culture

#### Target

Behaviour referrals and suspensions will decrease from 2018 levels.

Positive behaviour referrals will increase from 2018 levels.

Increase in PBS lesson delivery, PBS language use and free and frequent CRTR card distribution

Parent and community confidence, in the school's behaviour management

Parent and student surveys will recognise that the school has an effective policy and procedure in relation to behaviour and bullying (rated as better than 4.0 out of 5.0).



#### Milestones

Targeted PBS lessons are delivered in all classrooms.

Free and frequent rewards are provided by all staff members as the defined award for expected behaviour.

Staff Professional Development is provided in areas including Classroom Management Strategies and Team Teach.

A PBS lesson accountability mechanism is implemented.

PBS committee is continued to managed the implementation of PBS throughout the school.

The Behaviour Matrix and Behaviour Management Plan is revisited and adjusted to reflect the needs of the school climate.

The four CRTR values are visible and recognised within the wider community.

### Timeline – Behaviour and Positive Culture

#### 2019

- Continue to teach desired behaviours in all classrooms;
- Continue to support reward systems;
- Provide staff professional development on behaviour management;
- Implement a PBS accountability system.

#### 2020

- Review Behaviour Matrix and associated lessons;
- Consolidate accountability process for PBS through Performance Management and other mechanisms;
- Ensure an effective data collection system is implemented to review student behaviour.

#### 2021

- Collect data on the range of strategies developed by PBS Committee;
- Use the data to develop the next step in implementation of the PBS process.



## Student Services and Support

### Target

All SAER students are identified, and differentiation and record keeping is in accordance with the school's SAER Policy.

All students demonstrate resilience, empathy, responsibility and ability to adapt to change.

### Milestones

Staff utilise academic and behavioural templates for SAER record keeping.

Build staff capacity to manage internal and/or external support of SAER students.

## Attendance

### Target

Maintain attendance rates at the same level as like schools.

### Milestones

Review attendance policy and procedures.

Educate parents with regards to the Department of Education WA's attendance expectations.

## Timeline – Student Services and Attendance

### 2019

- Provide support and information for staff on the implementation of the Students at Educational Risk Policy;
- Incorporate SAER processes into staff Performance Management;
- Review Attendance Policy and Procedures.

### 2020

- Collect data on the range of SAER students and learning issues;
- Use the data to provide targeted staff support and professional development to support SAER students;
- Provide targeted support to highly at risk students based on attendance.

### 2021

- Reviews implementation of the SAER Policy based on collection of data;
- Review policy and practice on attendance based on interrogation of data.

## Staff Health and Well-Being

### Target

Staff demonstrate resilience, empathy, responsibility and ability to adapt to change.

Staff have an awareness and access to a variety of strategies and support services to maintain their own physical and mental health as this can have a significant impact on the classroom environment;

Staff capacity to manage internal and/or external support of SAER students is increased;

### Milestones

Staff have an awareness of and access to a variety of strategies and support services to maintain their own physical and mental health.

## Timeline – Staff Health and Well-Being

### 2019

- Build staff understanding of resources and services to support mental health;
- Survey staff health and well-being;
- Develop staff understanding of the SAER Policy.

### 2020

- Consolidate strategies across staff health and well-being;
- Investigate and implement effective practice in staff health and well-being.

### 2021

- Consolidate strategies across staff health and well-being;
- Investigate and implement effective practice in staff health and well-being.



## Key Focus Area 3: Community Engagement

### Community Engagement

#### Target

Parents will recognise Gingin DHS as a school of choice for their children (greater than 3.5 on a 5.0 point scale).

Positive Social Media communications will occur at least three times per week.

School Council will operate effectively as the key Strategic Planning body for Gingin District High School.

P&C will operate effectively within WACSSO guidelines as an avenue for parent participation in the school.

#### Milestones

Develop a marketing and social media strategy to ensure positive information is provided to parents and community in a timely manner.

Promote Senior School options for Gingin DHS students so that parents are aware of the articulation into Year 11 and 12.

Develop a marketing strategy for Gingin DHS.

Develop a homework policy for Gingin DHS.

Provide School Council training for all School Councillors.

Ensure induction processes for School Councillors are implemented effectively.

Ensure through training and communication that the P&C committee and P&C executive members are compliant with WACSSO guidelines.



### Timeline – Community Engagement

#### 2019

- Provide Module 1 training for all School Councillors;
- Maintain and develop Induction processes for School Council;
- Assist the P & C in development of a training program for members.
- Develop a marketing strategy document for the school;
- Provide timely and effective information on Senior Secondary options for secondary students;
- Initiate discussion on homework policy.

#### 2020

- Provide further training for School Councillors;
- Complete National Quality Assurance Surveys for parents, staff and students;
- Implement Marketing Plan;
- Develop and endorse homework policy.

#### 2021

- Review School Council operations and successes;
- Review marketing strategy.