



TOODYAY

District High School

Strategic Plan 2021-2023



Be Respectful / Be Safe / Be a Learner

Our Vision

Toodyay District High School will develop resilient, life-long learners who respect individual difference and STRIVE to reach their full potential.

Our School's Context

The traditional custodians of the land are the Ballardong Noongar people who called the area *Duidgee*, meaning 'place of plenty' and from which the word Toodyay is derived.

Toodyay District High School caters for approximately 320 Kindergarten to Year 10 students. The school is situated 85 kilometres east of Perth in the historic Avon Valley. The original school, Newcastle, was opened in 1885 on Duke Street. The school was renamed Toodyay in 1910 and moved to its current position in Drummond Street in 1952. In 1967 enrolments into Years 8 – 10 commenced. The school was destroyed by fire in 1993 and rebuilt eighteen months later. Students used a variety of buildings throughout the town as classrooms in the interim.

Toodyay District High School has a strong ethos of providing a warm, friendly and caring community, where every child is treated as a valued individual. We celebrate student success through our school wide expectations and special reward assemblies, where our students are acknowledged for their best efforts both in and out of the classroom. Through a comprehensive transition program students move easily from Year 6 into Secondary School.

Students are provided with a rigorous and challenging curriculum, including Primary Extension in Mathematics, English and Science. We offer a diverse range of Learning Areas including DFES Cadets, Sporting Schools Program and District High Schools' Country Week. Our positive and challenging teaching program allows all students to develop the necessary knowledge and skills to become independent learners.

The school draws from an increasingly diverse population representing agricultural, tourism and related service industries. There are a growing number of families who live locally and who commute daily to Northam or Perth for work.

A strong student services team comprising members of administration, school psychologist and chaplain ensures the needs of all students are addressed. This is also assisted by our Year Co-ordinators and Phase of Learning Teams who support students in their daily school life.

Parents, carers, families and the broader community play a vital role in supporting successful learning outcomes for our children. We engage parents and the community to work with us to maximize student learning outcomes.

Our Expectations

STRIVE

Toodyay DHS is part of the Positive Behaviour Support (PBS) program. Positive behaviour rewards are given to students and the school wide positive behaviour expectations are:

Be Respectful; Be Safe; Be a Learner.



We implement **The Zones of Regulation** across the school (K-10) as a part of a whole school approach towards self-regulation.

This approach is designed to help students learn to identify their feelings and emotional reactions and learn strategies to encourage better self-regulation across different situations. A simple colour-coded, four-zone format encourages learning, with optimum learning happening when students are in the Green Zone. Students also learn how to use strategies or tools to stay in a zone or move from one zone to another.

The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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School Self-Assessment

Successful students are at the core of school improvement and accountability, with all other components connected to and focussed on the standards of student achievement.

The school improvement cycle, where schools **assess** their performance, **plan** for improvement and **act** on their plans, is a continuous process that is central to effective school improvement and accountability.



Student learning, health and well-being are central to our planning. We measure our performance against the extent to which our students achieve academic success and are well informed individuals, who are resilient, socially responsible and possess a sense of self-worth.

Toodyay District High School maintains a reflective self-assessment process involving the School Council, our administration team, teachers, support staff and the wider school community.

The self-assessment process involves gathering appropriate data within agreed timelines and making judgements about our performance. The process considers a range of data and information. This includes: comparisons of student performance with State and National achievement levels, program effectiveness, staff performance as well as feedback from parents/caregivers, staff and students. The analysis of this data informs our strategies for improvement in the priority areas outlined in this plan. The self-assessment process enables the school community to respond to the dynamic and evolving needs of Toodyay District High School.

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges

the achievements of the school and gives feedback to support the principal and staff with their improvement planning. In 2020 Toodyay DHS underwent a Public School Review process. This process identified that Toodyay DHS was operating as an effective school.

The following aspects of Toodyay DHS's school's self-assessment process were commended:

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context, strategic and operational foundations and planned directions.
- Preparation for the Public School Review was aligned to procedures being established for self-assessment and improvement processes at the school.
- A range of evidence regarding school practices and performance was selected for analysis.
- A significant proportion of staff provided input relating to evidence in the ESAT submission.
- During the validation visit, a cross-section of school staff, students, parents and community members elaborated on the evidence and planning intentions described in the ESAT submission.
- There is alignment between performance evidence, judgements and plans for improvement.

Teaching and Learning Beliefs

Our beliefs guide our thinking and planning, which influence the strategies we use to improve student learning.

Our beliefs are:

- All students are capable of achievement and success
- Quality teaching is a crucial factor in a student's achievement and success
- Safe, engaging and inclusive environments are essential for student success
- A critical factor in a student's success is when a student's home, school and community strive to develop positive relationships and achieve common goals
- We support young people to be open about who they are



Our Priorities

Toodyay District High School's (TDHS) priorities shape our core business. To deliver these priorities the school will implement targeted strategies, the effect of which will be measured by specific performance indicators.

Priority 1: **A commitment to academic excellence:**

- High expectations of all students
- Provide opportunities for students to achieve their full potential and strive to achieve their best
- Differentiate the curriculum to suit the needs of all students
- Focus on (Science Technology Engineering Maths) STEM education and students developing STEM capabilities
- Develop student self-efficacy, including goal setting opportunities
- Provide timely and effective feedback

Priority 2: **A commitment to high quality teaching and learning:**

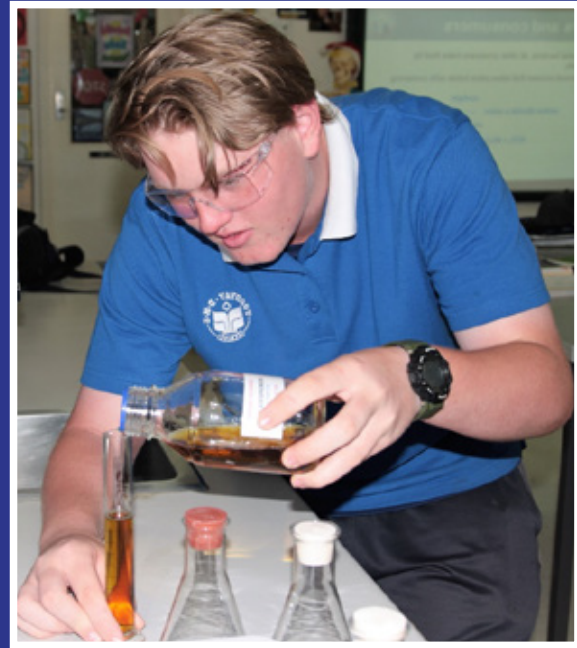
- Plan and implement effective teaching and learning opportunities through the use of visible learning
- Focus on student engagement in lessons through the use of technologies
- Provide opportunities for teachers at TDHS to moderate in order to make consistent judgements about student achievement
- Work more closely with local schools with regards to moderation, professional learning and sharing expertise of staff
- Engage in reflective feedback processes through peer observations
- Implement case management plans and strategies in order to progress students who have the potential to achieve at a higher level
- Effective collaboration between committees and Phase of Learning Teams (PoLTs)

Priority 3: **A commitment to building a positive and inclusive learning environment:**

- Maintain a predictable classroom environment that focuses on student learning and engagement
- Maintain a safe and orderly school environment
- Build positive relationships with students and parents/caregivers
- Use strategies to develop school-wide mental health competencies
- Implement strategies to develop acceptance of others and celebrate difference
- Implement effective strategies to increase student attendance
- Implement effective adjustments for Students At Educational Risk (SAER) students, based on student profiles

Priority 4: **A commitment to community relationships:**

- Celebrate and promote school success
- Develop effective communication and engagement with parents/caregivers and the wider school community
- Provide opportunities for parents/caregivers to come into the school
- Support community groups and events
- Increase our focus on creating culturally responsive classrooms, using the Aboriginal Cultural Standards Framework



Targets

- Increase the attendance rate of students in Pre-Primary – Year 10 in order to achieve 90% attendance
- Increase the percentage of students achieving at or above the National Minimum Standard for National Assessment Program – Literacy and Numeracy (NAPLAN) to close the gap between Toodyay District High School and like schools
- Increase the percentage of students sitting at or above the 20th percentile in Acer Progressive Achievement Tests (PAT): PAT Reading, PAT Spelling, Punctuation and Grammar, PAT Numeracy, PAT Science
- Maintain the progress achieved by the stable cohort in NAPLAN so as to be at or above like schools in each test area
- All year levels tested in NAPLAN will be in the High Achievement/High Progress quadrant of Student Progress and Achievement Compared with Like Schools graph
- Increase the percentage of Year 9 students who will reach Band 8 or above in NAPLAN and therefore pre-qualify for OLNA achievement
- 100% of Pre-Primary students will make progress, based on On-Entry pre and post testing results
- Increase the number of teachers, who are indicated through performance management, to be sitting at the Highly Accomplished Australian Professional Standard for Teachers
- Increase the level of confidence in the school as perceived by students, staff and the wider community to be at 4 or above (based on a 1-5 scale)

Measuring Our Performance

- Each semester, attendance rates for each year group will be monitored and evaluated
- Analysis of NAPLAN data to assess student achievement and progress
- Analysis of NAPLAN triangulation data to monitor alignment of curriculum grades with NAPLAN test data
- Monitoring of NAPLAN Band 8 data of Year 9 students with regards to Online Literacy and Numeracy Assessment (OLNA)
- OLNA testing results
- PAT data
- On-Entry data from all Pre-Primary students
- Performance management processes and data against the Australian Institute for Teaching and School Leadership (AITSL) Standards for teachers and leaders
- Student survey data
- Staff survey data
- Levels of confidence measured bi-annually from community surveys
- Levels of confidence measured from exit surveys

This Strategic Plan is formally endorsed by the School Council of Toodyay District High School

Mr David Ball



Date: 01/02/2021

Mr Guy Boggs



Date: 01/02/2021

