



**BUSINESS PLAN
2022 – 2025**



VISION STATEMENT

York District High School is a school of choice for learning and life. We strive to inspire a relentless pursuit of excellence (**SUCCESS**), a love of learning (**IMPROVEMENT**) and resilience through connection (**COMMUNITY**).

OUR CONTEXT



THE YORK WAY

York District High School is a progressive Independent Public School that delivers quality education to students from Kindergarten to Year 10. Located in a rural community in the Wheatbelt region of Western Australia, York District High School prepares students to be life-long learners by developing intellectual, physical, social and emotional capabilities. Whether learning through play in our Early Childhood years or fostering active citizenship in York and the wider Australian community through a focus on service, we develop children holistically.

Our diverse staff dedicate themselves to knowing our students and developing their abilities. We inspire **Courage**, **Effort** and **Innovation** through high quality teaching so every student can learn and discover new talents, new passions and new interests in a positive community focused environment. Above all, success for all students is at the centre of everything we do.

From Kindergarten to Year 10, our learning approaches adapt to cater for the diverse and changing needs of students of different ages. We deliver a range of academic courses, coupled with our focus on community and service, highlighted in Secondary School by our Emergency Services Cadet programs. These programs, as well as, a comprehensive range of co-curricular activities, allow York District High School to offer an array of individual opportunities for success.

We support our culture of positive wellbeing and awareness through a deeply invested and committed staff, the '**Be You**' mental-health initiative and our embedded **Positive Behaviour Support** philosophies that explicitly teach positive engagement.



HIGH EXPECTATIONS HIGH CARE

THE YORK DISTRICT HIGH SCHOOL TEAM

Our staff are committed to ensuring that teaching, learning and daily practices maintain high standards to support students whilst they plan to succeed and persevere to attain their goals.

The actions of staff are guided by Department of Education standards and values which reflect the social responsibilities owed to students, parents and carers, communities, stakeholders and each other.

We put the needs and ambitions of every student at the heart of our decisions and actions; we work collectively to get the whole job done and to achieve the best outcome; we connect our expertise to deliver responsive services; and we hold each other to account to create solutions that make a difference.

OUR MOTTO

The school plan has been created through collaboration and endorsement by key stakeholders, and is underpinned by our school motto; **Courage, Effort, Innovation**.

COURAGE

We support individual student needs and aspirations, fostering the **Courage** to pursue success in their chosen pathways.

EFFORT

We encourage the **Effort** to be resilient, to persevere and to achieve the highest outcomes possible.

INNOVATION

We promote and develop **Innovation** within all stakeholders to achieve greater success for students.



OUR VALUES - ROCKY

R (We are Respectful)

Respectful people are polite, they listen and make positive choices. They show regard for others, themselves, property and the environment.

O (We Own our behaviour)

People who own their behaviour are accountable for their actions by following procedures, acting safely and showing initiative.

C (We are Courageous)

Being courageous is making positive choices in the face of challenges and take action even though the outcome is uncertain.

K (We are Kind)

Being kind means that through your actions you show genuine empathy and considerations for others.

@ York District High School



Positive Behaviour Support (PBS) is a research-based process that is proven to create safer and more effective schools. PBS relies on school-wide organisational change strategies to improve the social culture, learning and teaching environment in schools, and to provide the individual behaviour supports needed to achieve academic and social success for all students.

Through implementing PBS, we establish effective school-wide practices and routines and build upon existing strengths within our school culture. PBS is not a curriculum, a program or an intervention. It is a whole school approach to improvement, and our school values derive from it.



OUR IMPROVEMENT MODEL



INSTRUCTION 'THE YORK WAY'

INTRODUCTION

- **Hook** the learner
- Present the **purpose** for learning
- Review **prior knowledge** and learning

WALT & WILF

EXPLICIT INSTRUCTION

- **Explicitly teach** the concept and/or skill
- Verbally describe **thought processes**
- Use **visual** representations and **concrete** materials

"I DO"

GUIDED PRACTICE

- Develop understanding through **interactive** instruction
- Provide **collaborative** learning opportunities
- Use **frameworks** and **scaffolds** to support students

"WE DO"

INDEPENDENT PRACTICE

- Provide independent opportunities to **consolidate** concept
- Apply concepts to '**real world**' learning activities
- Provide **individual feedback** and support

"YOU DO"

CONCLUSION

- **Summarise** lesson objectives
- Check for understanding (and throughout lesson)
- Provide **future direction** for learning

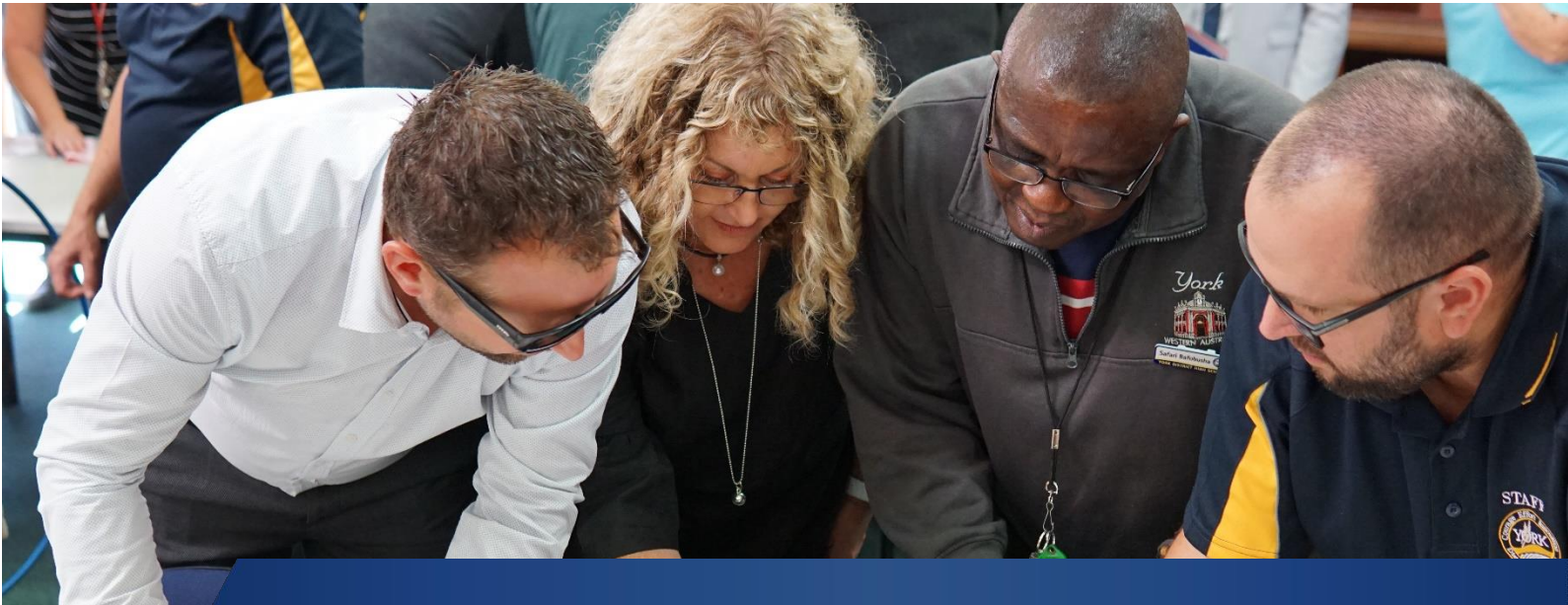
WILT



CULTURE OF SUCCESS

*‘We achieve success for all students through continued focus on **quality teaching** and supportive **learning environments**.’*

Strategic Targets (What)	Operational Targets (How)
High quality, evidence based learning opportunities	<ul style="list-style-type: none"> Continued development of ‘Instruction The York Way’, through evidence-based frameworks/programs to enhance current practices. By 2023, Performance Management & Accountability Meetings will include evidence of staff engagement with ‘Instruction The York Way’.
Engage Aboriginal students in learning that builds on their strengths	<ul style="list-style-type: none"> By 2023, each classroom space will evidence engagement with the Aboriginal Cultural Standards Framework. Demonstrating embedded practice by 2025. Continue to engage with programs and agencies that focus on developing student capacity through culturally relevant practices.
Ensure effective teaching in every classroom	<ul style="list-style-type: none"> By 2023, define what effective teaching and practice looks like at York District High School By 2024, all teaching staff will have engaged in a Peer Observation cycle.
Increase the number of students who attend school 90% or more of the time	<ul style="list-style-type: none"> By 2023 an attendance based reward system will be formalised and implemented. Coordination of AIEO timetables will continue to allow for Attendance Officer collaboration and home visit time.



CULTURE OF IMPROVEMENT

*‘We maximise learning outcomes through distributed **leadership** and a culture of personal growth and **accountability**.’*

Strategic Targets (What)	Operational Targets (How)
Engage in pathway planning to support young people to transition through education and beyond	<ul style="list-style-type: none"> By 2023, a formal Pathway Plan will outline the school’s expectations of students transitions between years, phases of learning and beyond. By 2024, a whole school Literacy and Numeracy Improvement Plan will be developed and implemented.
Ensure all students are achieving year on year progress in literacy and numeracy	<ul style="list-style-type: none"> By 2023, all teachers will use assessment schedules to demonstrate growth and identify areas of need in their classrooms. Continue to engage in Networking and Professional Development for school-wide improvement and planning.
Use student performance data to plan for improvement	<ul style="list-style-type: none"> Annual Operational Plans will be founded on whole staff engagement with Student Achievement Information System (SAIS) data that informs curriculum priorities and targeted differentiation. Development of a whole-school standardised/moderated data sets to inform teaching and planning.
Use data and evidence to ensure decisions are made in the best interest of students’ educational opportunities	<ul style="list-style-type: none"> By 2024 all staff will have engaged in at least two Staff Development Days that focus on accessing, engaging with and future planning based on available evidence and data.



"Yarning" By Michelle Bateman 2021

CULTURE OF COMMUNITY

*‘We continue to nurture **relationships and partnerships** with all stakeholders to provide improved outcomes and opportunities for our community.’*

Strategic Targets (What)	Operational Targets (How)
Create learning environments that promote resilience, optimism, confidence and self-efficacy	<ul style="list-style-type: none"> By 2025, the PBS Scope and Sequence will be embedded practice in all classrooms. By 2023, PBS visual displays will be prominent across the school grounds.
Embed whole school approaches and professional collaborations that strengthens teaching, learning and leadership	<ul style="list-style-type: none"> By 2023, relevant staff will engage with Regional English and Mathematics Head of Learning Areas (HOLAs) to identify opportunities for common assessment tasks, collaborative planning and moderation.
Create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and set directions for students	<ul style="list-style-type: none"> Continue to strengthen partnerships with community groups such as the CRC, Shire and Emergency Services. Year on year expansion of school events that celebrate culturally history and diversity, such as NAIDOC Week.
Improve collaboration with other agencies to enhance our services and support for students with disabilities	<ul style="list-style-type: none"> Annual review of the data that demonstrates the impact of agency involvement. Such as, evidence-based progress in students engaged with Statewide Services.

