



BUSINESS PLAN

2021-2024



CONTACT DETAILS

Acknowledgement of Country

Fitzroy Valley District High School acknowledges the traditional custodians of this land upon which we learn, the Dawangarri people of the Bunuba nation, we also acknowledge all language groups that attend our school. We pay respects to all Elders, past, present and emerging and acknowledge their ongoing cultural connection to this country.

Context Background

The town of Fitzroy Crossing is situated on the northern bank of the Fitzroy River, approximately 2700km from Perth and 400km east of Broome. The town has a population of almost 1500 people. The main cultural groups in the valley are the Bunuba, Gooniyandi, Walmajarri, Nyikina and Wangkatjungka peoples.

The Fitzroy Valley community is vibrant, innovative and culturally strong. It has a long history of Indigenous achievement, enterprise and locally designed and implemented programs. Whilst the Fitzroy Valley community faces many challenges it is forward focused and rich in language, culture and spirit.

Fitzroy Valley District High School enrolls students from Kindergarten to Year 12. Students come from the many communities in and around Fitzroy Crossing, each consisting of one or more cultural groups. The main communities are Junjuwa, Kurnangki, Mindi Rardi, Loanbung, Burawa, Biridu, Darlungunaya, Jimbalakudunj, Karnparri, and Gilaroong. Secondary students from Muludja, Wangkatjungka, Ngalkadji, Mimbi, Ngumpan, Joy Springs, and Bayulu communities travel in to school each day.

Fitzroy Valley District High School has predominantly Aboriginal students enrolled and has a strong focus on developing literacy and numeracy skills. Fitzroy Valley District High Schools whole school approaches to delivering curriculum is to ensure consistent practices are implemented across all classrooms which meet the needs of a highly mobile and transient population of students. Fitzroy Valley District High School has strong programs for supporting students with special educational needs across the school with a focus on appropriate adjustments to teaching and learning and development of personal strengths. Fitzroy Valley District High School continues to work in partnership with other agencies to raise awareness and understanding around best practice for supporting students in classrooms.



Vision

Our young people have strong futures in the Fitzroy Valley and beyond. They know who they are, where they come from and how to achieve success. Through positive partnerships, they are connected to country and culture and have the skills and knowledge to be the change.

Our Beliefs

Our beliefs are reflected in everything that we do.

Respect - We show respect for culture, traditions, respect for each other, respect for ourselves and respect for our environment.

Resilience - We show resilience by trying our best and never giving up so we can reach our potential.

Responsibility - We take responsibility for all of our own actions and make things right when we make mistakes.

Values

Excellence - We have high expectations of staff, students, families, and community members. Together we build students resilience to challenge themselves to do their best in all aspects of their learning. We have a consistent approach to raise the standards of student achievement.

Equity - We value the safety of all our students, to ensure they feel a sense of belonging in a supportive learning environment. We respect the diverse languages of our students and encourage code switching and two-way learning. We differentiate the curriculum and provide resourcing to meet the learning needs of all our students.

Care - We are responsible to care for each other and our school. We develop trust and mutual respect when building relationships between staff, students, and community. We create a caring environment through promoting positive behaviours.

Learning - We value and promote lifelong responsible learners. We recognise that all students learn differently and believe all students can learn. We know that learning is most effective when families, students and teachers work in partnership.

Inclusivity - We embrace and celebrate the cultural diversity of all students and staff. We encourage appreciation, understanding and respect for all cultures. We ensure this is reflected in our educational programs.



Strategies & Targets

Student Success

Curriculum

- Embed a consistent explicit teaching pedagogy across the school in English and Mathematics.
- Ensure effective implementation of Western Australian Curriculum and Assessment Outlines, Early Years Learning Framework, WACE pathways and VET and endorsed programmes.
- Implement targeted intervention programmes for case-managed students.
- EALD progress maps are utilised to map student progress and inform targeted teaching.
- Embed respect for all Aboriginal Languages and the teaching of Bunuba, Gooniyandi and Walmajarri from Kindergarten to Year 10 by 2024.
- Co-design and implement the Learning on Country Program in secondary.

Attendance

- Student Services Program Coordinator - Attendance and Engagement will develop and lead the whole school attendance strategy.
- Identification and intervention strategies embedded for Students at Educational Risk.
- Create and implement a whole school attendance strategy that complies with the Department of Education's Student Attendance Tool Kit.

Behaviour

- Continue to develop our whole school approach to teach and promote positive behaviours for students.
- Create school processes and procedures for responding to Tier 2 and Tier 3 behaviours.

Wellbeing

- Implementation of evidence based pedagogy and programs for students with Special Educational Needs and learning difficulties.
- Respond to the pastoral care needs of all students.
- Utilise 'Be You' Framework to meet the social and emotional needs of the students.



Staff Excellence

Curriculum

- Curriculum Deputy leads the implementation of the whole school Literacy and Numeracy approach.
- Focus on the collection and use of data in Literacy and Numeracy to improve student outcomes.
- Provide professional learning and on-going coaching for all staff in the delivery of evidence based Literacy and Numeracy programmes.
- Provide on-going professional learning for EALD progress map implementation.
- All staff are engaged in performance management in accordance with the Department of Education and school performance management policy.
- All secondary staff are adhering to Western Australian Curriculum and SCGA expectations.

Attendance

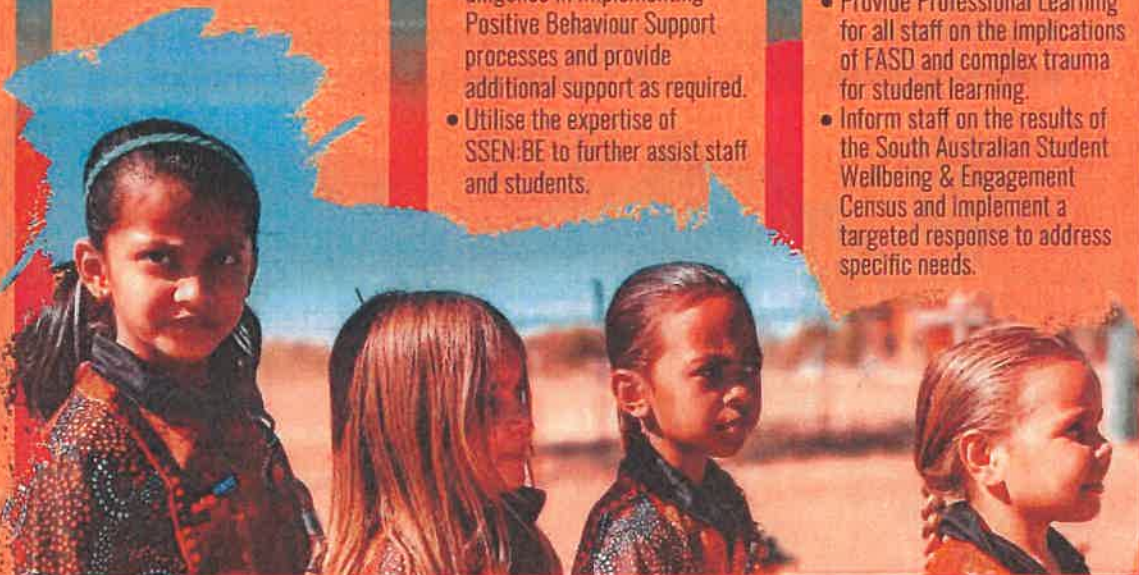
- Educate staff on whole school attendance strategy and ensure compliance.
- Engage all staff in the analysis of data and working with targeted students.

Behaviour

- Provide Professional Learning in Classroom Management Strategies to all staff.
- Provide Professional Learning in responding to Tier 2 and Tier 3 behaviours.
- Monitor staff members diligence in implementing Positive Behaviour Support processes and provide additional support as required.
- Utilise the expertise of SSEN:BE to further assist staff and students.

Wellbeing

- Upskill staff in the use of specific differentiated resources, programmes and curriculum (SEN Plans, ABLEWA and SENAT).
- Provide Professional Learning for all staff on the 'Be You' Framework.
- Provide Professional Learning for all staff on the implications of FASD and complex trauma for student learning.
- Inform staff on the results of the South Australian Student Wellbeing & Engagement Census and implement a targeted response to address specific needs.



Positive Partnerships

Curriculum

- Staff collaborate with Fitzroy Valley schools and regional networks.
- Ensure community partnerships and engagement learning opportunities directly contribute to Western Australian Curriculum outcomes.
- Staff establish and maintain positive relationships with families.

Attendance

- Internal partners (Clontarf and Shooting Stars) are actively involved in engaging students and promoting attendance.
- Revise School Council and continue to meet the Department of Education's school governance requirements.
- Staff continue to work in collaboration with external agencies including Marra Worra Worra's Remote Schools Attendance Strategy Team.

Behaviour

- Regular consultation with SSEN/BE for individual and whole school support.
- Regularly communicate PBS expectations and processes to families.
- Triple P training provided to families who request extra support.
- Liase with external service providers to provide support for students at risk.

Wellbeing

- School Chaplain to support staff and students.
- Engage with external agencies (Marninwarntikura Women's Resource Centre, GAMHS, Child Psychologist, SSEN-D & SSEN-MMH) to further support staff and students as required.
- Utilise a 'Be You' Kimberley Network to facilitate collaboration between staff and surrounding schools.
- Wellbeing committee provides opportunities to enhance relationships amongst staff.



Student Improvement Targets

The number of students requiring remedial support in reading and writing has decreased by 10% since 2021.

In 2021-2024, there is a goal to meet the needs of lower school students enrolled in a STEM pathway and also participate in one of the following: Science, Design and Technology.

Over 90% of 2021-2024 (No number of students requiring SSEN and/or national

The average student progress in Literacy is trending to an average of above in Mathematics and Reading each year.

Each year the progress made by the state school is indicated as 100%, 90%, 80%, 70% and 60% of the 2021-2024 National Curriculum Framework in each year to date.

School Improvement Targets

Regular, Indicated and Moderate attendance cohorts will increase by 2% and Severe attendance will decrease each year.

By 2024, all staff will have evidence of progression through the Aboriginal Cultural Standards Framework continuum in each of the five standards.

By 2024, parent satisfaction in school performance has increased 0.5 as measured by the National School Opinion Survey.

There is an increase in the percentage of High Wellbeing for all indicators in the Engagement in School Domain of the SA Wellbeing and Engagement Census throughout 2021-2024.



Fitzroy Valley District High School is committed to the embedding of the Aboriginal Cultural Standards Framework to underpin all its practices. The framework will assist us in our efforts to close the gap in the education achievements of Aboriginal students. Our goal is to ensure Aboriginal students are confident and successful learners who complete their schooling with the knowledge and skills to access further education, training and employment.

Aboriginal Cultural Standards Framework

RELATIONSHIPS STANDARD:

Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.

LEADERSHIP STANDARD:

Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.

TEACHING STANDARD:

Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.

LEARNING ENVIRONMENT STANDARD:

Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.

RESOURCES STANDARD:

Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.

Overview of Self-Assessment

At Fitzroy Valley District High School we continue to reflect on and evaluate our performance regularly through a rigorous Self-Assessment Schedule. All staff strive for continuous school improvement through the collection, analysis and ongoing review of school data and community feedback, which contribute to the planning for improvement processes – both academic and non-academic. Together we make professional judgements about the standards of student achievement and the effectiveness of school processes and operations. We use this evidence to design strategies which enact long term positive and sustainable improvements.

