

# Mukinbudin District High School

An Independent Public School



## 2023 – 2025 Business Plan

White Street, Mukinbudin, WA 6479 | (08) 9048 3400

[Mukinbudin.DHS@education.wa.edu.au](mailto:Mukinbudin.DHS@education.wa.edu.au)

## OUR SCHOOL

Mukinbudin District High School (DHS) is an Independent Public School with excellence at the core of everything we do. Providing education since 1923, we work with parents and the community to ensure a supportive learning environment for all our students. We are committed to giving them opportunities to achieve their personal best and develop into independent learners, positive individuals, and responsible citizens.

Our school prepares our students for a technologically rich world and encourages them to develop the skills to create the world they want to live in. We inspire our students to explore and engage in the world around them with guidance and support from our school community.

Some of the resources we provide our students include:

- access to an iPad from Kindergarten to Year 4
- access to a MacBook/ laptop from Years 5 to 10 for use at school
- Online learning platforms, design and technology spaces: textiles, wood and food
- 3D printers, drones and other technology
- flexible learning spaces

Our school has an exciting annual program of excursions and incursions which expands our students' horizons and learning. Secondary students participate in camp annually and have a variety of visiting artists and performers come to the school. Every two years we take our upper primary students on camp.

Mukinbudin District High School has a secondary program for Years 7 to 12 students. It involves onsite tuition for all Year 7 to 10 students and learning through the School of Isolated and Distance Education (SIDE) for Year 11 and 12 students. Secondary students often participate in cross-school activities such as Country Week,

Try-a-Trade Sessions, Careers days, Emergency Services Cadets and a number of interschool events.

Students have dedicated teachers and support staff who strive to offer the best possible education for all children in Mukinbudin and surrounding towns. They work towards ongoing improvement and demand the highest possible results from their students. They are well supported by parents and a community that strongly values education. We have an active School Board and the work of our Parents & Community Association enables us to continually upgrade school facilities and resources.

We take great pride in our inclusive nature and have developed a very strong and active learning support team to assist all students. We have students participating in Primary Extension and Challenge (PEAC) programs as well as a Values Program - Build Up Zone (BUZ).

Our school is a part of the Eastern Wheatbelt Education Network (EWEN) which is made up of Southern Cross, Kellerberrin and Bruce Rock District High Schools; Moorine Rock and Nungarin Primary Schools; and Merredin College. We are also a part of the Ninghan Cell which includes; Beacon PS, Bencubbin PS, Nungarin PS, Trayning PS, Koorda PS and Cadoux PS. These collaborations allow us to meet the needs of our students through shared learning, working across schools and developing a whole of network strategies. Staff are provided professional development and moderation opportunities as well as opportunities to network with other teachers in similar teaching roles.

For more information, visit our website at [www.mukinbudindhhs.wa.edu.au](http://www.mukinbudindhhs.wa.edu.au)



## ACKNOWLEDGEMENT OF COUNTRY

Mukinbudin District High School would like to show respect and acknowledge the traditional custodians of this land – the Kalamaya people of the Gubrun nation, and of Elders past, present and emerging.

## OUR PHILOSOPHY

At Mukinbudin DHS we strive to develop a positive and warm environment where students feel connected to our school community. We aim to educate and nurture the whole child to ensure each child is supported to feel secure, confident and included. Interactions with each child are respectful, responsive and build mutual trusting relationships. This consideration extends to our partnerships with families and the broader community. Educators deliver a balanced program by using a combination of explicit teaching and fostering hands on/play-based learning through intentional interactions and learning environments.

We recognize our students as 21<sup>st</sup> century learners and we facilitate the development of their positive attitudes including curiosity, persistence and resilience. Our school community is committed to ongoing improvement through continual reflection and professional learning to ensure we are providing the best possible education and care for our students.

## OUR GOAL

The goal of our new plan is to develop a direction and intent of MDHS over the next three years. It will provide a commitment to the school community, the school staff, and to our students to continue to build on being a positive school with a focus on the wellbeing of all staff and students within an environment of CARE (citizenship, achievement, respect and engagement). The underlying focus of this plan will be to direct school priorities, finances, targets and build effective operational plans. Student achievement data is collected from a range of different assessments and will be used to inform whole school planning, differentiated and explicit teaching, and learning in accordance with the Department of Education School Improvement and Accountability Framework.



## OUR VISION

*Our school cultivates a supportive learning community, promoting Citizenship, Achievement, Respect and Engagement.*

## OUR SCHOOL VALUES

The values below are our common agreed expectations of everyone within the school community; they establish how we will achieve our vision.

**Citizenship:** We will hold to our rights and responsibilities, ensuring we do our part for the common good as active participants in Australian society.

**Achievement:** We encourage a culture of progress and proud participation in all aspects of our school.

**Respect:** We will respect each other, recognising the value of each individual and show this respect in our words and actions.

**Engagement:** We will learn and teach in a supportive, friendly environment that encourages involvement. Our work will be relevant and meaningful with clear learning goals.



## TARGETS

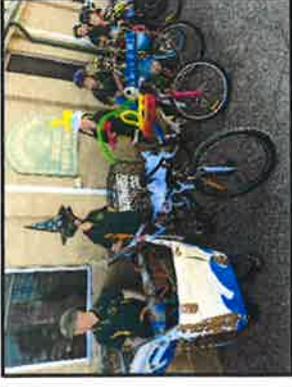
1. The percentage of students with regular attendance will be above 90% and we will have less than 10% of unauthorised student absences.
2. Our National Schools Opinion Survey for **parents** to receive an average overall ranking of between 3.5 and 4.5
3. Meet like schools in writing, numeracy, grammar, reading and spelling relative to previous NAPLAN data.
4. Students in Year 1 and 2 to show year on year growth from pre-primary on entry assessment in literacy and numeracy.
5. Dibels literacy assessment to demonstrate year on year growth for students. Percentage of students at or above benchmark to increase.
6. Our National Schools Opinion Survey for **students** and **staff** to receive an average overall ranking of between 3.5 and 4.5
7. Sustain and increase secondary enrolments by offering a range of elective options.



## PRIORITY 1 – Home School and Community Partnerships

### School improvement target:

1. The percentage of students with regular attendance will be above 90% and we will have less than 10% of unauthorised student absences.
2. Our National Schools Opinion Survey for parents to receive an average overall ranking of between 3.5 and 4.5



School improvement goal We will...	Implementation strategies You will see...	Data evidence How we know it's working...
Improve overall attendance and decrease unauthorised attendance instances	<p>The percentage of students with regular attendance will be above 90% and we will have less than 10% of unauthorised student absences.</p> <p>Investigation and trial of secondary elective options to promote high school engagement</p>	<p>Department of Education attendance procedure</p> <p>Link to local community members with skillsets (e.g., Justin Sprigg – farrier, Mukinbudin Steel – welding)</p> <p>Incursion &amp; excursion activities</p>
Build public trust and confidence in our school to enhance our enrolment, reputation and provide a quality service.	<p>More opportunities to link other schools to Mukinbudin DHS – through sport, incursions, moderation tasks, joint professional learning, Year 7 orientation, whole school events, and fund-raising opportunities.</p> <p>Prioritisation of referrals for Occupational Therapist, School Psychologist and Speech Therapist</p> <p>The development of a Reconciliation Action Plan (RAP) to support the Aboriginal Cultural Standards Framework (ACSF) that will include staff, students, parents, community, local shire and local First Nation community members.</p> <p>The provision of access to SIDE for Year 11/12 students. SIDE coordinator to develop responsibilities to investigate opportunities with local businesses for</p>	<p>RSVP's from feeder schools to attend MDHS organised activities.</p> <p>Record of visit and action plan for each student</p> <p>All staff complete professional learning for ACSF online</p> <p>Evidence of one meeting per term (via agenda) to work on creation of draft RAP</p> <p>School-based apprenticeships/traineeships/Workplace Learning for Year 11 &amp; 12 students in local businesses (Afgri, Hutton &amp; Northey, Shire of Mukinbudin, CRC etc)</p>

<p>Continue to have quality interactions to ensure all parents are kept well-informed</p>	<p>work placement, develop structured career pathway meetings for high school students and parents. The School Board and P&amp;C working in conjunction with staff/admin to proactively develop a strategic plan based on school improvement/updating of quality / physical resources and equipment. Our National Schools Opinion Survey for parents to receive an average overall ranking of between 3.5 and 4.5</p>	<p>Year 10's completing work experience in Term 4 each year School board creation of Mukinbudin DHS 'Master Planning' document that includes 5–10-year vision for school improvements</p>
	<p>Engagement with parents according to the MDHS parent communication policy</p>	<p>Engage in process of discipline dialogue:</p> <ol style="list-style-type: none"> <li>1. What do we see in the data?</li> <li>2. How do we know this?</li> <li>3. What are we going to do with it?</li> </ol> <p>'Good news' articles in Messenger newsletter</p>
		<p>'Explainer' articles in Messenger newsletter (What is a PD day? What are interm swimming lessons for? Etc)</p>



## PRIORITY 2 – Excellence in Teaching and Learning

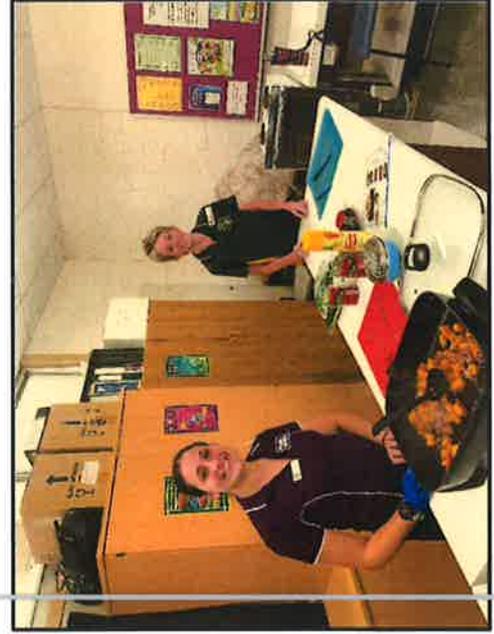


### School improvement target:

2. Meet like schools in writing, numeracy, grammar, reading and spelling relative to previous NAPLAN data.
3. Students in Year 1 and 2 to show year on year growth from pre-primary on entry assessment in literacy and numeracy.
4. Dibels literacy assessment to demonstrate year on year growth for students. Percentage of students at or above benchmark to increase.

School improvement goal We will...	Implementation strategies You will see...	Data evidence How we know it's working...
Provide high-quality, evidence-based learning across all year levels in literacy and numeracy	<p>Implementation of learning area specific leaders/teams to develop Operational plans and lesson structures that reflect explicit teaching as described in our Mukinbudin DHS Model of Instruction.</p> <p>Staff redesigning/adapting/creating Mukinbudin DHS Scope and Sequence Documents for Literacy and Numeracy.</p> <p>Continued links with North East Metropolitan Language Development Centre (NEMLDC) to build on data collection and supporting teachers to develop explicit differentiated programs to meet the needs of their students with a particular focus on Aboriginal students.</p> <p>Development and use of collected data to identify students for literacy intervention programs</p> <p>Secondary literacy and/or numeracy intervention program identified and being used consistently</p>	<p>Operational plans created for each of the eight learning areas with a curriculum leader assigned</p> <p>Scope and sequence documents</p> <p>Personal student plans (individual education plan/behaviour management plan etc)</p> <p>NAPLAN/on-entry/Dibels data</p> <p>Identify intervention program and begin tracking data of students</p> <p>Student cohort achieving Category 2 or 3 in OLNA writing, reading and numeracy</p>

<p>Embed whole-school approaches to teaching and data collection through whole school assessment tasks.</p> <p>Develop a set of high expectations and standards for staff and student performance and achievement</p>	<p>Staff use collected data from whole school assessments to develop relevant/meaningful learning goals and differentiated programs.</p> <p>A continuation of moderation with schools in the area (Ninghan cell)</p> <p>Investigate moderation opportunities with similar sized DHS that are suitable for secondary staff.</p> <p>Staff meetings for moderation</p> <p>An updated whole-school assessment schedule</p> <p>Staff will be involved in consistent, purposeful and meaningful Performance Management</p> <p>Observations and coaching/mentoring opportunities using disciplined dialogue.</p>	<p>Engage in process of discipline dialogue</p> <ol style="list-style-type: none"> <li>1. What do we see in the data?</li> <li>2. How do we know this?</li> <li>3. What are we going to do with it?</li> </ol> <p>Moderation twice a year with schools in Ninghan area. -Writing focus in 2023 -Reading focus in 2024</p> <p>Secondary moderation with like schools twice a year (share data and moderate online)</p> <p>Two staff meetings per term on moderation</p> <p>Whole school assessment schedule updated and distributed for students, teachers and parents/carers to see</p> <p>Department of Education 'Teaching for impact' document – staff are familiar with document and using in classrooms.</p> <p>2-3 meetings with line manager per year on performance management</p> <p>At least 1 session of peer-mentoring via class observation for teachers per year. Post-observation uses the disciplined dialogue framework.</p>
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## PRIORITY 3 – Student and Staff Well Being

6. Our National Schools Opinion Survey for staff and students to receive an average overall ranking of between 3.5 and 4.5
7. Sustain and increase secondary enrolments by offering a range of elective options.



School improvement goal We will...	Implementation strategies You will see...	Data evidence How we know it's working...
Grow healthy staff relationships to improve school culture	<p>Our National Schools Opinion Survey for staff to receive an average overall ranking of between 3.5 and 4.5</p> <p>Staff utilise early close meetings for staff relationship building (quiz arvo, games, progressive dinner, paint and sip, etc.)</p> <p>New staff are provided with a thorough induction</p> <p>Opportunities for staff to engage socially, including family friendly events organised by the social committee.</p>	<p>Engage in process of discipline dialogue:</p> <ol style="list-style-type: none"> <li>4. What do we see in the data?</li> <li>5. How do we know this?</li> <li>6. What are we going to do with it?</li> </ol> <p>Staff meeting agenda</p> <p>Weekly/fortnightly meetings scheduled with new staff for at least a Term where they meet with Principal and/or Deputy Principal</p> <p>Events advertised via staffroom whiteboard and/or Friday memo</p>
Improve the social and learning culture of all students	<p>The PBS Leadership Team to develop whole school shared expectations and ensure common language is informed by our PBS framework and policy. This includes explicit teaching and implementation of the CARE values and Zones of Regulation.</p>	<p>PBS mini lessons delivered to student classes each week</p>

	Student voice – survey secondary students for possible elective options	Microsoft Forms survey for students
	Enhance student voice to improve student wellbeing and to support improvement in teaching and learning. This could include student lead activities by student leadership team.	BUZ and Cadet leaders appointed in primary and secondary student cohorts
	Initiated pathway discussion earlier (Year 9) and link with future work placement opportunities or TAFE/other school alternatives/SIDE.	Participation in Year 9 Career Taster Program (CTP)  Scheduled meetings with Principal, SIDE Supervisor and parents/carers
	Staff and students to complete a school culture survey each year	Online culture survey
	Mental health support to students provided by staff with Youth Mental Health First Aid Training/School Chaplain/Deputy Principal/School Psychologist	Students at educational risk (SAER) application form to see Deputy Principal/School Chaplain/Psychologist/Youth Mental Health First Aid trained staff member



## ONGOING BUSINESS PLAN ASSESSMENT

Mukinbudin DHS will, throughout the length of this business plan, continue to apply a rigorous and dynamic self-assessment cycle which will evaluate each strategy, in each priority, to determine how effective we have been. The results from this assessment and collected student data will be used to further inform whole school planning and teaching and learning programs to ensure that we are continuing to meet the needs of every student.

## ENDORSEMENT

Mukinbudin District High School's Business Plan 2023 – 2025 has been developed by the staff of MDHS and has been endorsed by the School Board and MDHS staff in Term 1, 2023. As Principal, I would like to thank all stakeholders that have been involved in the creation of this business plan which contains a series of clearly articulated strategies designed to ensure our students are provided a safe, inspiring and creative learning environment in which every student has the opportunity to learn and succeed.

  
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**KARL MOLL**  
Principal

  
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**CAITLIN HOGAN**  
School Board Chairperson

13 /03/ 2023  
Date

