



Dalyellup
COLLEGE 
dream • believe • achieve
An Independent Public School



2016 to 2018 Business Plan

Dalyellup College became a separate Year 7 to 12 secondary facility and an Independent Public School in 2013 as part of the Dalyellup IPS Cluster. The IPS Cluster includes Dalyellup College, Dalyellup Primary School and Tuart Forest Primary School. As part of this procedure the college has participated in a collaborative process to create a new school brand, purpose statement, guiding principles, ethos and its second three year business plan.

The Dalyellup College Business Plan for the period 2016 to 2018 provides an overview of the strategic direction and commitment of the college for the next three years. The plan has been created in collaboration with all staff and the school board. The plan is linked to system expectations including the Strategic Plan for WA Public Schools 2016-2019, Classrooms First Strategy, Department Focus documents and the Australian Curriculum. There are three key priority areas to be covered over the three years under the theme "Success for All" and include:



Culture of Excellence also includes:

- Success in literacy.
- Success in numeracy.
- Safe and positive environment.

As an Independent Public School Dalyellup College will have greater flexibility and responsibility for school based decisions relating to the allocation of resources, student support and finances and more flexibility with the selection of staff and the implementation of curriculum to meet student and school needs.

PURPOSE STATEMENT

Dalyellup College ensures a safe and harmonious working relationship with students, parents, teachers and the wider school community to deliver quality educational programs and services.

Our college promotes excellence and provides opportunities for students to develop their skills, knowledge and values by building their capacity for respect, responsibility and resilience, empowering them to make informed life choices in a changing society.

GUIDING PRINCIPLES

- We work collaboratively with students, parents, teachers and the wider community to provide a safe and supportive school environment.
- We develop challenging educational programs and effective instructional strategies to support the implementation of the current curriculum to meet the needs of individual students providing them with the opportunity to reach their full potential.
- We have high expectations of achievement and performance for all students and staff.
- We acknowledge and celebrate our successes and achievements.
- We model, guide and assist students to develop appropriate social skills and values to make informed life choices.

COLLEGE CONTEXT

Dalyellup College is the one of the newest secondary facilities in the Bunbury region. Having developed from the fastest growing and largest primary school in the state and expanding to a K to Year 11 college over a period of eleven years. The final de-merger of the college into two primary schools and a separate Year 7 to 12 secondary facility occurred in 2013 when it also became an Independent Public School.

With the completion of the \$30 million Stage 2 Building Program during 2015, Dalyellup College has become the newest public secondary school in the region with the latest 'state of the art' facilities. This includes two large two storey buildings to accommodate science, information technology, student services, senior school and generalist classrooms, seventy five seat lecture theatre and staff facilities. There is also a separate new facility for design and technology and home economics. The total building program provides for our current student population and room for future growth within the area.

The college offers a wide variety of courses for students and will continue to expand on these as the student population grows. Year 7 students have access to secondary specialist areas in music, art, physical education, woodwork, home economics, drama and science specialist laboratories. The college has a Specialist Cricket Program with links to the WACA and offers special courses in secondary drama and music and concert band. The college has developed four pathways for senior school students allowing entry into university, further training, vocational education, employment or apprenticeships and provides a wide variety of courses and options to meet their needs. In 2015 the college has introduced the Science Technology Engineering Maths and Social Sciences (STEMS) program for high academic achievers in Years 7 to 10.

Over the years the staff, students and parents have worked together to create a safe and harmonious school environment where our students can receive quality educational programs and services. We have developed a strong and committed student services team and pastoral care process to assist students with their academic and social well-being during their time at Dalyellup College. The college has introduced the Positive Behaviour Support initiative with the core values and expectations of 'Be Responsible, Be Respectful and Be Your Best'.

Culture of Excellence		
Target	Strategies	Monitoring
<ul style="list-style-type: none"> By 2018 develop and implement a process to measure student progress over time, to monitor and improve student performance in all learning areas. At the completion of Year 12, students will successfully achieve an attainment rate equal to or above the Department of Education's requirement. <p>i.e.:</p> <p>A VET Certificate II or better And/or An ATAR score to achieve attainment .</p>	<ul style="list-style-type: none"> Form a data analysis committee to research and develop a process to measure student progress over time. <ul style="list-style-type: none"> Use data analysis tools (NAPLAN, OLNA, SAIS, Reporting to Parents and any other available data) to identify expected progress for all students. All students have an identified target and know where they are, where they need to be and how to progress across all learning areas. Develop a Study Skills continuum from Year 7 to Year 12, embedded in the curriculum and consistent throughout the school. Implementation of a whole-school careers program (Years 7 – 12). Implementation of the annual Senior School Plan to improve senior school performance. Continuation of the Science Technology Engineering Maths and Society (STEMS) program for academic high achievers in Years 7 to 10. Linking Year 10 courses and timetabling to the senior school pathways through streaming in certain learning areas. Implement Senior School transition program starting from Year 9 and 10. 	<ul style="list-style-type: none"> Process for data analysis is developed. Comparison of school progress to Like Schools and State (DoE). School performance. Individual student progress. Minor milestones are: <ul style="list-style-type: none"> Committee formed and reporting progress to Senior Staff. Implementation phases of the process. Implementation managed and reviewed through learning areas. VET Coordinator and learning areas to monitor career program. Senior school deputy and learning areas to implement and monitor senior school plan. Survey STEMS students for feedback on the program.
Culture of Excellence - Literacy.		
<ul style="list-style-type: none"> Increase the percentage of students achieving progress in Year 7 and Year 9 NAPLAN Literacy (ie, progressing from limited to satisfactory, satisfactory to good, and good to excellent). 	<ul style="list-style-type: none"> Maintain support for Aboriginal Education, EAL as part of the 'Closing the Gap program. This includes 'Follow the Dream' and 'Uni Choices' and any other programs that become available. Literacy Specialist Teacher to coordinate, plan, develop and assist with delivery of the literacy program within the school including a Year 7 literacy program for students at risk. Monitor individual student and cohort literacy performance to show progress and value adding. Use Reporting to Parents individual summary reports comparing results across learning areas, NAPLAN and OLNA. Work with feeder primary schools looking at data analysis and progress from NAPLAN data in Years 3, 5, 7 and 9. Identify common areas of weakness for development across the cluster. Establish a literacy committee to include all learning areas where possible. Time to be allowed for the committee to meet to develop and implement a whole school approach to improving literacy based on information from the data analysis committee. Implement a whole school approach to the delivery of, and focus on, literacy throughout the school, with an emphasis on sharing resources. Improve staff access to professional development, during and outside designated School Development Days, with a specific literacy focus. 	<ul style="list-style-type: none"> Number of participants and regular attendance of students and results from the Follow the Dream report. Appointment of a literacy specialist teacher. Report progress of program to senior staff. Common Assessment Tasks, focusing on the same outcome – run each semester, data kept in Reporting to Parents. Spelling Test (South Australian A and B) administered twice a year. SAIS progress tracker by semester. NAPLAN results, monitoring progress from Yrs 5 to 7 to 9. OLNA results from one year to the next. Getting Literacy Consultant into the school. Anecdotal evidence from teachers implementing strategies.
Culture of Excellence - Numeracy		
<ul style="list-style-type: none"> Increase the percentage of students achieving progress in Year 7 and Year 9 NAPLAN numeracy (ie, progressing from limited to satisfactory, satisfactory to good, and good to excellent). 100% of students achieve the numeracy elements of OLNA by the end of Year 12 in 2018. 	<ul style="list-style-type: none"> Establish a Data Analysis Committee using staff expertise to research and analyze data from NAPLAN, OLNA, SAIS, Reporting to Parents and any other sources to help determine priority areas and whole school targets for improvement. Identify common areas of weakness. All learning areas to incorporate numeracy strategies into their programs. Focus areas governed by feedback from Best Performance Data (NAPLAN) and the Data Analysis Committee. Use the P – 10 analysis reports and the grade and NAPLAN result comparison to identify students at risk for individual classes and across cohorts at the beginning of each semester. Identify students at risk of not achieving OLNA in lower school and implement a targeted approach to improve results. Such as remedial class, IEP's, differentiated teaching, etc. Work with feeder primary schools and share data especially from the cluster Best Performance information. With a view to backward map identified weaknesses. Formalized meetings with the primary schools to achieve this goal through the cluster. Stream for Year 10 numeracy and investigate possibilities in other year groups. Need to cater for our top performing students and prepare them for senior school pathways. Develop strategies to better prepare students for success with senior school courses. 	<ul style="list-style-type: none"> Feedback provided from data analysis and distributed and individualized for learning areas through department meetings and whole school initiatives. Check each time OLNA results returned. 10% pre-qualified from NAPLAN. 80% achieved by end of Year 10. 95% achieved by end of Year 11. At least two meetings with the primary school. (data analysis teams). Becomes part of the cluster business plan. Comparative analysis of previous and current results. Anecdotal evidence based on student discussions and fluency of problem solving in class. Check student result against target at end of each semester.

Culture of Excellence – Safe and Positive Environment

Target	Strategies	Monitoring
<ul style="list-style-type: none"> By 2017, develop and implement a whole school BMiS policy, expanding on the current school's PBS framework, to comply with Department policy and help maintain a safe and positive learning environment. 	<ul style="list-style-type: none"> Develop/implement a whole school Behaviour Management in Schools (BMiS) plan to conform with the Department policy/PBS framework. Student services team to collect and analyze BMiS data to identify areas for improvement and effectiveness of the policy. Complete surveys of staff, students and parents to obtain feedback about perceptions of the school's effectiveness in maintaining a safe and positive learning environment. Continue the implementation and refinement of the Positive Behaviour Support (PBS) framework to suit lower school students, senior school students and staff of Dalyellup College. PBS committee continues to manage this process and includes representatives from all learning areas. Perform an audit and review of the policy during 2017 and 2018. 	<ul style="list-style-type: none"> Draft BMiS policy completed by the end of Term 3. New BMiS policy induction Term 4. Full Implementation of new policy Term 1 2017. Review policy twice a year. Review SIS behavior, attendance, academic data and compare/track cohorts looking at the effectiveness of the policy/framework. Parent and student input via annual survey HOLAs to monitor staff BMiS via PM. Relief teacher BMiS package completed and an induction process established.

Teaching and Leadership

<ul style="list-style-type: none"> By the end of 2018, teachers develop and begin implementing shared pedagogies to meet the learning needs of students. 	<ul style="list-style-type: none"> Participate in professional development - Develop whole school skills of data analysis (interpretation) with the purpose of establishing a culture of professional learning that will extend beyond predicted NAPLAN grades into achievement and other data analysis areas. Year Coordinators collate and share student achievement data across learning areas. Allocate regular time for teaching staff (twice per term) to analyze their own class data. Compare individual student grades across learning areas and against the most recent NAPLAN results. Identify and provide staff with professional development on high leverage strategies to have maximum input on greatest number of students. Trial and review these strategies. Communicate to all staff in a relevant method. Utilize internal staff expertise to provide professional development. 	<ul style="list-style-type: none"> HoLAs to collate teacher analysis of individual learning needs of students. From mid 2017 until the end of 2018, ensure that time is allocated during staff development days and during whole staff meetings, to develop and feedback strategies to peers.
<ul style="list-style-type: none"> By the end of 2018 develop a whole school approach to the implementation of professional development programs. 	<ul style="list-style-type: none"> Identifying whole school priorities for professional development based on data analysis and pedagogical needs. Professional development by learning areas based on curriculum needs. Staff member selected to be train the trainer in Barry Bennett – Instructional Leadership. Continue to up skill staff on Classroom Management Strategies(CMS) professional development. 	<ul style="list-style-type: none"> Professional development plan completed. Implementation of National Curriculum. Number of staff completing CMS training. Barry Bennett program commenced.

Partnerships and Relationships

<ul style="list-style-type: none"> By the end of 2018, Dalyellup College will have a comprehensive communication strategy that promotes the college and public education in a positive and professional manner. 	<ul style="list-style-type: none"> Develop all policy and documentation to a professional standard: Continue to introduce Connect as the communication strategy for staff, students and parents. Continuation of Public relations officer role. Promote involvement by the broader community in all aspects of Dalyellup College. Investigate other forms of communication. 	<ul style="list-style-type: none"> Standardised format established. Guidelines developed. Monitoring of parent, student and teacher involvement. Survey data. Term snapshots by public relations officer for administration. Senior staff to set direction based on needs and snapshots presented.
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