



Dalyellup
COLLEGE

BUSINESS PLAN

2020 - 2024



dream • believe • achieve

From the Principal

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Prior to developing this business plan, the staff at Dalyellup College engaged in extensive and rigorous dialogue regarding our moral purpose. We carefully considered the hopes and aspirations held for our students and the important role we have in developing their futures. The resulting statement - ***We believe our students have great potential and we ensure they thrive in a rich and nurturing environment*** – precisely captures our shared belief and our imperative to our students and community, and reflects the unashamed high expectations we have for our students and ourselves.

The above statement is the foundation stone for this business plan, which provides us with a clear roadmap for the journey we have set on together. There is a clear focus on strengthening our core business of teaching

and learning. We know that the initiatives set out in our plan will ensure our students thrive, because they are strongly based in evidence from educational research and ‘what works best’ in highly performing schools nationally and internationally. In addition, we have drawn upon research within the business sector to further inform our development as an organisation focused on a quality product.

Throughout the development of this business plan, what has been transparent to me is the capacity of our team and their commitment to ensuring our students achieve their potential. Collectively, with focused and aligned practice and an unwavering belief in our capacity, I firmly believe that through this plan we will achieve our goals and provide our students with every opportunity for success in their futures.



From the Chair of the School Board

As the Dalyellup Community, we place immense responsibility on our local College to educate, nurture and support our young people to achieve their potential.



Dalyellup College strives to exceed our expectations in delivering high quality educational and personal outcomes. This 2020-2024 Business Plan is the result of countless hours of complex and challenging work from our dedicated Dalyellup College staff. It is responsive to the needs of our young people and solidly based upon educational research of 'what works best' in schools. In my role as the Chairperson of the Dalyellup College Board, I am well aware of the complexities and the intricate work required to make this happen and I commend the staff on their ongoing commitment.

Though our College is relatively young, the Dalyellup College Board and the staff share the aspirational vision for Dalyellup College to become broadly

recognised as a school of excellence that equips each student with the capabilities to dream, believe and achieve now and in future pathways of their choosing. This Business Plan, with clear and evidence-based improvement initiatives, puts us on the path to realise our goals.

The College is fortunate to have a Principal as dedicated to this vision as Kolin van der Wal.

It is with optimism and firm belief in our direction that the Dalyellup College Board endorse and present this 2020-2024 Business Plan for Dalyellup College.

Mark Seaward

Dalyellup College Board Chairperson



Our Vision

Our Motto, Moral Purpose and Values statements capture our vision for our students to realise their aspirational pathways of choice.

They will develop contemporary skills, knowledge, and the personal and social attributes for positive wellbeing; challenged and inspired with lifelong curiosity for learning; and equipped with the agility and resilience needed for success in unfolding career opportunities. In the context of our nurturing environment, our students will also develop as responsible, respectful and exemplary citizens in our broader Australian community.

Our motto:

Dream, Believe, Achieve.

Our moral purpose:

We believe our students have great potential and we ensure they thrive in a rich and nurturing environment.

Our values

**Respect, Responsibility,
Personal Best.**



The Dalyellup College Context

Over 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. A strong and committed student services team and pastoral care processes provides high-quality social/emotional support for our students, complimented by a college-wide Positive Behaviour Support approach.

Dalyellup College commenced as a primary school in 2001 in the new subdivision of Dalyellup in the Bunbury/Capel region. Over eleven years the school grew very quickly to become the largest primary school in the state, which then expanded to a K to Year 11 college over two sites.

In 2013 the college separated into two primary schools (Dalyellup Primary School, Tuart Forest Primary School) and a Year 7 to 12 secondary facility (Dalyellup College). Dalyellup College is now an Independent Public School catering for over 800 students. The Dalyellup community ('a village in the forest by the sea'), continues to grow, with new homes being constructed as people choose the lifestyle afforded by the location.

With the completion of a building program during 2013, Dalyellup College became the newest secondary school in the region, featuring contemporary, state-of-the-art facilities. These included two large double storey buildings that accommodate science, information technology, student services, senior school and generalist classrooms, a seventy-five seat lecture theatre and exceptional staff facilities. These blocks are impressive facilities that enable student access to rich learning opportunities. The overall campus is spacious by design, which serves to augment the calm and orderly environment.

The college offers a wide variety of courses for students, facilitating pathway selections aligned with student interests and future study or career pathways. The

Year 7 students commence this journey with access to specialist classrooms/laboratories and curriculum such as music, art, physical education, wood work, home economics, drama and science. The college has a Specialist Cricket Program with links to the WACA and also offers specialized extension courses within Physical Education (PEX), The Arts (Dalyellup College School Band), and Technologies (TECH-X).



Our Plan

In this plan, Dalyellup College has committed to builds on strengths by investing in a strong and responsive school leadership team and a culture of high performance and care.

There is a clear focus on support for classroom teachers in evidence-based, high impact teaching and learning.

There is also a firm commitment to strengthening college structures and processes fundamental in enabling the conditions in which our students will thrive.



Our Priority Areas

- Provide every student with a pathway to a successful future
- Strengthen support for teaching and learning excellence in every classroom
- Build the capacity of our school leaders, our teachers and allied professionals
- Capitalise upon our increased autonomy within a connected and unified public school system
- Partner with families, communities and agencies to support the educational engagement of every student
- Use evidence to drive decision-making at all levels

The priority areas of this business plan are aligned with the Department of Education's Strategic Directions for Public Schools 2020-2024 and, as such, reflect the committed and focused approach by Dalyellup College to provide a contemporary and quality education, based upon strong evidence of 'what works best'. In our striving to ensure every student has a successful future, we seek to actively engage them in purposeful learning in the context of feeling safe to tackle academic and personal challenges. We believe that through the following improvement priority areas, we will build upon the strength of our college and accelerate the progress of every student:



Provide every student with a pathway to a successful future

We believe that knowing every student and identifying their individual developmental needs is fundamental in equipping them for a successful future.

Literacy and numeracy are the foundation blocks in equipping our students for successful futures. Through the implementation of the following strategies, student progress will be accelerated to ensure increased achievement of literacy and numeracy benchmarks:

- > Whole school literacy procedures and writing conventions will be developed and implemented.
- > Evidence-based literacy and numeracy intervention programs will be selected and implemented to effectively support students performing at or below the National Minimum Standard in NAPLAN.
- > Student performance data will be consistently analysed to inform and track interventions and class room practices.

We understand that our students will be entering the workforce to unfolding careers and it is thus imperative we also equip them with new work capabilities for their futures.

We will build our capacity to provide these capabilities by:

- > Enhancing our curriculum initiatives and pathways, and developing strong partnerships with businesses and further training organisations.

The provision of evidence-based social and emotional wellbeing support and/or intervention is important in ensuring our students thrive now and into the future. We will annually monitor the social and emotional wellbeing of all students using the *Tell Them From Me* student (TTFM-S) survey tool.

This data will be used to:

- > Strengthen our pastoral care structures, processes and program delivery to effectively support our whole school community and promote the development of resilience, optimism, confidence and self-efficacy.

A calm and orderly learning environment, regular attendance are fundamental enablers of student success. We will:

- > Review and strengthen our positive behaviour support policy, structures and procedures.
- > Review and establish attendance processes and procedures that are clear and deliverable.



Strengthen support for teaching and learning excellence in every classroom



Educational research is clear: all students have the capacity to learn given high quality, low variance teaching and curriculum.

Using whole school approaches, we will prioritise support for quality, high impact teaching and learning in every classroom by:

- > Defining and developing a shared vision of quality teaching at Dalyellup College.
- > Implementation of an agreed Dalyellup College lesson structure (lesson design).
- > Ensuring an ongoing focus on Instructional Strategies (continuing from previous Business Plan cycle).
- > Providing professional development for all teachers in evidence-based, high-impact instructional strategies.
- > Building an observation and coaching culture, and structures and processes to facilitate sustained implementation of high-impact instructional strategies.
- > Auditing learning outcomes and curriculum for each learning area, to develop an agreed and codified school-based curriculum.
- > Annually conducting the teacher *Tell Them From Me* teacher (TTFM-T) and TTFM-S survey tools to monitor and inform improvements in the Dimensions of Classroom and School Practices, based on the Outward Bound model as described in John Hattie's book, *Visible Learning* (Routledge, 2008).





Build the capacity of our school leaders, our teachers and allied professionals



The strength and success of our organisation is dependent upon the collective capacity of all our staff and robust organisational health.

Using the Organisational Health Index (OHI) to monitor all aspects of our organisational health, we will ensure a shared focus on performance and health. We will responsively maintain and strengthen positive staff health and wellbeing.

Through strong, distributed leadership, our vision and moral purpose will be shared and valued, and our strategic plan for improved college performance is clearly understood and actionable. This will be achieved by:

- > Ensuring the college moral purpose features at the heart of all dialogue and discussion, guiding all decision-making processes.

- > Strengthening the capacity of the leadership team to 'deliver' strategic initiatives.
- > Making certain the strategic improvement plan for the future of the college is clearly communicated, understood and meaningful to all our staff.

Role clarity will be strengthened and all staff will have measures for performance and accountability through:

- > Reviewing and revising role statements and objectives to ensure role clarity, understood by all.
- > Developing structures and processes that build accountability and personal ownership for student performance.

Capitalise upon our increased autonomy within a connected and unified public school system



Our autonomy as an Independent Public School enables the strategic allocation of our resourcing to ensure our students thrive.

In this plan, we commit to:

- > Partnership with *Fogarty Edvance School Improvement Program* to strengthen the capacity of our school leaders to strategically lead improved teaching and learning outcomes for every student, in every classroom, every day.
- > Partnership with *TeachWell* to strengthen the capacity of every classroom teacher to deliver high impact teaching and learning for every student, in every classroom, every day.
- > Developing and implementing evidence-based interventions to accelerate progress for students at educational risk.
- > Strengthening our conditions for learning and student voice.
- > Investing in aligning and strengthening pathways aligned with current and future employment trends.



We also commit to active engagement with our Dalyellup Cluster of schools. We recognise this partnership provides a unique opportunity for a seamless, quality K-12 education that will enhance outcomes for our students. We will:

- > Engage in shared data analysis and longitudinal tracking of student performance to inform ongoing collaborative strategic planning.
- > Investigate further opportunities for consistency in teaching and learning, programs, interventions and support.

Finally, our improvement initiatives will be informed by 'what works best'. In ensuring these are evidence-based, we will draw upon the collective wisdom existing within our public school system by:

- > Facilitating opportunities to observe best practice in other schools
- > Reviewing and strengthening our collaborative networks





Partner with families, communities and agencies to support the educational engagement of every student

Understanding that students learn best when significant others in their lives work together to support and encourage them, we will review, align and/or develop partnerships to facilitate improved outcomes for our students.

This will include:

- > Strengthening the quality of our communication platforms and relationships with parents.
- > Annually conducting the *Tell Them From Me* parent (TTFM-P) survey to understand the experience of our parents and inform our strategic initiatives.
- > Enhancing our interagency links with important social and youth services that assist the support of at-risk students.
- > Strategically initiate new partnerships responsive to the specific learning needs of our teachers and students.



Use evidence to drive decision-making at all levels



The strength of our business plan is derived from the underpinning evidence base utilised during development phases.

Our areas of focus are responsive to data relating to our performance, organisational health, and student wellbeing. In turn, our strategic initiatives are based upon contemporary, evidence based research and case studies of 'what works best' in our school context. Our key performance indicators are derived from range of data sources that accurately measure and provide us with information regarding the impact of our strategic initiatives.

We commit to strengthening the use of evidence in our decision-making at all levels of operation.

Significant focus is given to the establishment of collaborative teams across the college that actively engage in regular reflection and dialogue about student performance data and the evidence-based teaching and learning strategies occurring in every classroom. This will build accountability and personal ownership for implementing those that have the greatest impact upon student outcomes.

We will implement strong and efficient review processes across the college that ensure the realisation of the performance targets structured in this plan.



Our Aspirational Performance Targets

Our NAPLAN performance will be one standard deviation above expected performance in all dimensions.

The school mean for social and emotional outcomes of our students will be at or above the international norm (as measured by the TTFM-S).

The number of our students who consistently choose to be respectful and responsible, and striving to achieve their personal best will improve from 57.5% to 70%.

Our coordination and control, strategic clarity, role clarity, personal ownership, and competitive insights will be in the second quartile of organisations internationally (as measured by the OHI).

The quality of our leadership and direction will be in the top quartile of organisations internationally (as measured by the OHI).

The number of students who attend regularly will be above that of like schools.

The number of students who achieve OLNA requirements by Semester 1, Year 11 will be 76% and those achieving WACE upon school completion will be above 94%.

Our school mean in the dimensions of classroom and school practices hailed as effective teaching will improve from 66% to 75%.

The top quadrant of our students who feel challenged and confident in English, Maths and Science and feel confident of their skills in these subjects will improve from 31% to 60%.

The progress of our students in NAPLAN performance will be above that of like schools in all dimensions.

** Please be aware that a finer-grained strategic improvement plan further elaborates upon specific milestones associated with the initiatives detailed in this business plan, and the interim key performance indicators monitoring our progress towards our aspirational performance targets. This plan is available upon request to the Principal, Dalyellup College*



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