

# BUSINESS PLAN 2020 : 2022



**Southern Cross**  
DISTRICT HIGH SCHOOL





# Who We Are



Southern Cross District High School is an Independent Public School located in the Eastern Wheatbelt, situated 370km east of Perth. We provide contemporary education for approximately 60 students from Kindergarten to Year 10.

With a small student population, we are able to offer a personalised learning environment, whilst providing a breadth of curriculum, teacher expertise and resourcing.

The school aims to empower our students with the values, skills and knowledge that are essential for them to be valuable members of their local community and beyond.

Our highly motivated and caring staff provide quality learning opportunities for our students in a safe and supportive manner, having a strong emphasis on strengthening relationships.

Central to this philosophy is the creation of a learning environment that promotes positive behaviours and expectations through Positive Behaviour Support (PBS).

At Southern Cross District High School, our staff and students strive to achieve their personal best.



## Our Staff

Our collaborative and committed staff work together to enrich the learning of our students. Specialised early childhood and primary teachers, together with support staff, deliver individualised, innovative and engaging programs.

Our specialist secondary teachers provide a diverse curriculum enabling students to positively transition to senior schooling and beyond. Primary students also have access to teachers specialising in Science, Health and Physical Education.

## Our Community

Our community is made up of many diverse industries including mining and agriculture, and families of whom several have been in the district for generations. Our school recognises that parents and the broader community play a vital role in supporting our initiatives and intentions.

Southern Cross District High School has forged strong links with the community through partnerships with the local Shire, businesses, mining companies, sporting organisations and neighbouring schools. These partnerships are strengthened through our staff, many of whom play an active role in the broader community, in a variety of capacities.

## Our Motto

At Southern Cross District High School, our staff and students 'Strive' to achieve their personal best.

We understand that success for each individual is personalised and may come in many forms, but we expect all staff and students to reach for our Positive Behaviour Support 'Stars'.

## Our Beliefs

We believe in a school community that sets high expectations for all members so that everyone is able to feel:

- Safe and supported in their learning environments.
- A sense of belonging where they feel included in the school community.
- Happy and positive about attending school.
- Proud to represent our school and the broader community.

## Our Early Childhood

Our philosophy of children's learning sees Belonging as a response to feeling valued and supported through reciprocal relationships; Being allowing for uniqueness and autonomy while interacting with others and the world around them; Becoming as the process of change that occurs through careful planning, learning opportunities and meaningful experiences.

## Our Intentions

Southern Cross District High School is committed to fostering:

- **SUCCESSFUL LEARNERS** who demonstrate academic and non-academic achievement.
- Teachers who exhibit **HIGH QUALITY TEACHING** practices.
- A strong and connected community that will **NURTURE OUR FUTURE.**

# Successful Learners

## 2020 Foci



The implementation of strategic plans for Literacy and Numeracy.



Implement age appropriate and targeted instruction programs in Literacy and Numeracy.



A collaborative whole-school approach to teach and promote positive social behaviour through PBS.



The implementation of a whole-school attendance strategy.

Southern Cross District High School is committed to providing students with opportunities to demonstrate academic and non-academic achievement, to produce successful learners.

### By the end of 2022, you will see:

- The implementation of strategic plans for Literacy and Numeracy that focus on evidence-based approaches and connected practice.
- The implementation of age appropriate and targeted instruction programs in Literacy and Numeracy.
- Staff continuing to develop collaborative, whole school approaches to teach and promote positive social behaviour for students based on our PBS matrix.
- The review and successful implementation of a whole-school attendance strategy to support the development of positive attendance patterns.
- The implementation of a whole school, evidenced-based explicit and instructional teaching model.
- Increased recognition and celebration of academic and non-academic success.
- Staff continuing to support students to improve and maintain their social and emotional well-being through individual case management.
- Early Childhood remaining a priority and staff continuing to use the National Quality Standard Framework to self-assess and reflect, in order to promote improvements.
- Staff effectively differentiating and catering for the needs of all students, no matter their starting point within their year level.







"I like this school  
because everyone  
is so friendly"  
Year 1 student







"The teachers help  
you to be safe"  
Year 2 student



"You learn  
something new  
every day"  
Year 6 student

# High Quality Teaching and Leadership

Southern Cross District High School is committed to providing their staff with opportunities to improve and demonstrate high quality teaching and leadership practices, to maximise student outcomes.

## By the end of 2022, you will see:

- Teachers actively using the AITSL standards to reflect, evaluate and improve their practice so they can meet the learning needs of their students.
- School leaders employing a continuous performance management cycle targeting school initiatives and personal development.
- Programming and evaluation processes in place to allow staff to work collaboratively.
- Further development of the expertise of Education Assistants to support teaching and learning.
- Leaders continue to build the curriculum knowledge of all staff.
- Staff who have sufficient capacity, resources and support to deliver effective programs for school and system wide priorities.
- Increased distributed leadership opportunities for all staff.
- Teachers collecting data that is relevant to their teaching, and reflecting on this data using disciplined dialogue and moderation practices.
- The implementation of a clear school assessment policy, outlining expectations and support for making fair and valid judgements.



## 2020 Foci



Teachers actively using the AITSL standards.



Implement a continuous performance management cycle.



Ensure programming and evaluation processes are in place to allow staff to work collaboratively.



Further develop the expertise of Education Assistants.



# Nurturing the Future Through Community Connectedness

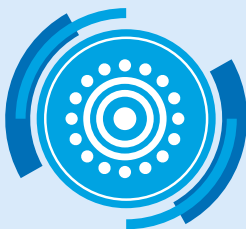
## 2020 Foci



Revitalise our P&C.



Develop a stronger understanding within our community of the importance of regular attendance.



Implement a strategic plan for the ACSF.



Enhance interagency partnerships.

Southern Cross District High School is committed to strengthening the connectedness of our community, to nurture the future of our students and provide them with the interpersonal and practical skills that will encourage a seamless transition from home to school and beyond.

### By the end of 2022, you will see:

- A revitalised P&C, providing an opportunity for all parents to engage in school activities.
- A stronger understanding within our community regarding the importance of regular attendance to further improve students' attendance patterns and learning outcomes.
- Effective use of the Aboriginal Cultural Standards Framework to develop and implement a strategic plan that promotes community awareness and belonging.
- Enhanced interagency partnerships to support students and their families, whilst focusing on early intervention.
- Established connections with early years' students and their families, prior to commencing Kindergarten.
- Evidence of clear, available and responsive communication between the school, parents and community on a variety of platforms.
- Increased capacity of the School Board to support school self-assessment and planning.
- Increased engagement with building community and citizenship for students through engagement with local, national and global initiatives.
- The implementation of effective strategies to improve and maintain the presence and engagement of parents and families in the many opportunities provided by the school.
- Continued development of the knowledge, skills, values and world views necessary for staff and students to act in ways that contribute to more sustainable patterns of living.
- Staff continuing to develop the ICT capability of our students as they learn how to use ICT effectively in all learning areas at school, and in their lives beyond school.





"I like the sports program"  
Year 8 student



"Being in a small class, we get to know each other much better and build stronger friendships"  
Year 9 student





# Targets & School Self-Assessment

## NAPLAN

Set an upward trend for the number of students making 'Moderate' or better progress in NAPLAN Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

1

## ATTENDANCE

Increase the proportion of students attending at least 90% of available student days, by reducing the percentage of students at an 'Indicated' attendance level.

2

## BEHAVIOUR AND ENGAGEMENT

The percentage of 'Consistently' and 'Often' ratings in students' Attitude and Behaviour assessments will be above 90%.

3

## PAT ASSESSMENT

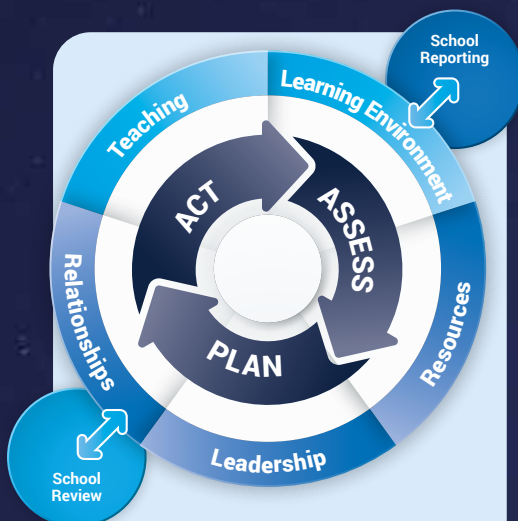
Maintain or improve the performance of students in each year level on ACER Progressive Achievement Tests for Mathematics, Science, Reading and Grammar.

4

## HEALTH AND WELLBEING

All students from Years 2 – 10 will achieve a 'Developed' level, or above, of social-emotional wellbeing in the SEW PAT assessment.

5



Southern Cross District High School will use the Department's Electronic School Assessment Tool to self-assess annually against the above six domains.

In 2022, the school will undergo an accountability and validation process, and we are working towards successfully meeting all relevant criteria against this improvement model in 2022.





<b>ACSF</b>	The Department of Education's Aboriginal Cultural Standards Framework.
<b>AITSL</b>	Australian Institute for Teaching and School Leadership.
<b>Education Assistants</b>	Staff who are employed to support the teaching and learning of students by helping the teachers.
<b>ICT</b>	information Communication Technology.
<b>IEP</b>	Individual Education Plan.
<b>Independent Public School</b>	A public school that has demonstrated its capacity to use its increased flexibilities and responsibilities to make local decisions across a range of school operations to enhance education outcomes for students.
<b>Indicated Attendance</b>	Student Attendance percentages between 80 and <90%.
<b>Like Schools</b>	Statistically and demographically similar schools within the Western Australian public school system.
<b>NAPLAN</b>	National Assessment Program for Literacy and Numeracy.
<b>NQSF</b>	National Quality Standards Framework that is used to self-assess the early childhood.
<b>NSOS</b>	National School Opinion Survey, which is deployed with parents, students and staff on a biennial basis.
<b>PAT</b>	Progressive Achievement Test that focuses on assessing and monitoring student growth over time, allowing teachers to tailor their teaching to the needs of individual learners.
<b>PBS</b>	Positive Behaviour Support.
<b>P&amp;C</b>	Parents and Citizens Association is a group of community minded people who take on a formal role to assist the school and be involved in their child's education.
<b>SAER</b>	Students at educational risk.
<b>School Board</b>	A body of people who play an important role in contributing to good school governance so that school resources are used efficiently and community expectations and the schools' priorities reflect the needs of students.
<b>SCSA</b>	School Curriculum and Standards Authority.
<b>SEW</b>	Social Emotional Wellbeing.
<b>WAC</b>	Western Australian Curriculum.





"An inclusive and adaptive environment that caters for every student"

"Caring staff who nurture students and take into account individual learning needs"



"A safe, caring place to learn and grow"



"The school is a vital part of our town that connects our community"



28-40 Antares Street, Southern Cross, WA 6426

Ph: 90 489 000 | [southerncross.dhs@education.wa.edu.au](mailto:southerncross.dhs@education.wa.edu.au)

[www.southerncrossdhs.wa.edu.au](http://www.southerncrossdhs.wa.edu.au)