

# *Business Plan*



DIANELLA SECONDARY COLLEGE  
BUSINESS PLAN 2017 - 2019

Inspire Create Achieve





## FORWARD SCHOOL BOARD CHAIR

**Dr Matt Byrne**  
*Edith Cowan University*



It gives me a great deal of pleasure to introduce the 2017 – 2019 Business Plan. As the newly elected School Board chair I am excited for what the future holds for Dianella Secondary College. As an Independent Public School, we now have the ability to truly shape our own future to better meet the needs of our students and community.

The role of the School Board is one of governance, setting the long term future for the school and providing additional expertise to help the school achieve the best outcome for every student. We are able to work closely with staff and the community in providing whatever support is necessary.

The plan identifies a range of accountability structures that will ensure that the best outcomes for the students will be reached. As a School Board we will work closely with the school to ensure that we too are accountable and that there is a clear vision and purpose in moving forward.

Through clear directions and planning, I am confident that this plan is the blueprint to ensure that Dianella Secondary College students leave with a range of skills that will see them thrive in such a challenging and dynamic 21st century.

## DIANELLA EDUCATION PRECINCT

The Dianella Education Precinct is a partnership between Dianella Secondary College, Dianella Secondary College Education Support Centre and Dianella Primary College.

As a precinct we are able to foster the concept of a K-12 model with one entry and one exit. Through this unique partnership, we are able to share our approach and practices to quality teaching and learning, teacher expertise and provide more targeted support for our students.

The Dianella Education Precinct has one School Board for all three schools. The School Board engages in activities that are in the best interest of students and will enhance the education provided by:

- Sharing in the setting and monitoring of school objectives and priorities.
- Participating in financial planning to achieve set objectives and priorities.
- Participating in evaluating the schools' performances.
- Contributing to establishing the standard of the schools' dress codes.
- Promoting the school in the community.

# Vision

Dianella Secondary College is committed to delivering an innovative and quality education that inspires a passion for lifelong learning.

## VALUES

### *Learning*

We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

### *Excellence*

We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.





# Equity

# Care

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.

We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/carers and the wider community in providing a quality education for our students.

## SCHOOL CONTEXT

Dianella Secondary College is an innovative and forward thinking multicultural public secondary school. With a rich and diverse history, the school has a long and proud tradition of producing outstanding young people who successfully graduate with opportunities to enter university, further training or the workforce.

The focus is on creating a safe and supportive learning environment where all students have the opportunity to succeed. The school prides itself on its team of supportive and dedicated teachers who inspire students and promote ambition while motivating them to reach their full potential.

There is a real belief among staff that the learning journey is a team effort between students, parents, teachers and community partners and it is this relationship that contributes to the school's on-going success.

Furthermore, students have access to a comprehensive curriculum that provides them with the opportunity to explore and discover their own individual talents and passions. The school provides engaging courses in Art, Drama, Health and Physical Education, Media, Design and Technology and Dance. Dianella Secondary College also offers an extensive music program where students can join instrumental ensembles, singing groups and access the expertise of The School of Instrumental Music.

In addition, Dianella Secondary College has an established partnership with four other schools allowing senior school students to access a wider breadth of ATAR, General and Certificate courses being taught by specialist teachers across the different campuses. The New North Education Initiative is an award winning collaborative that continues to grow from strength to strength.

The school is proud of the strong community connections and developed alliances with various educational institutions including Edith Cowan University and the University of Western Australia. In addition, there are valued partnerships with industry organisations, such as the Matilda Bay Rotary Club, Royal Life Saving WA and The Smith Family. These relationships are developed for the benefit of our students, to aid their learning and provide them with the greatest opportunity to reach their full potential.

# PRIORITY 1 – QUALITY TEACHING AND LEARNING

Research has clearly identified that quality teaching and learning has the greatest influence on a student's ability to be successful within the school environment. As a school, we are committed to improving the quality of teaching and learning throughout a range of mechanisms including professional learning, peer observation strategies and the development of shared norms surrounding effective teaching and learning.

## Outcome

- 1.1 All teachers can identify and exhibit quality teaching practices in accordance with the AITSL standards.
- 1.2 Teachers will improve student performance through the provision of remedial and enrichment support programs.
- 1.3 Teaching and learning is improved through targeted professional learning.

Key Strategies	KPIs
<p>1.1</p> <ul style="list-style-type: none"><li>• Development and implementation of whole school shared norms of effective teaching and learning.</li><li>• Analyse data to guide planning and program development.</li><li>• Implement consistent moderation strategies across all learning areas.</li><li>• Ensure all Learning Area curriculum, assessment and reporting is clearly aligned to (Western) Australian Curriculum.</li><li>• Implement differentiated curriculum and teaching strategies to deliver high quality programs that meet all students' needs.</li></ul> <p>1.2</p> <ul style="list-style-type: none"><li>• Develop a comprehensive OLNA support program for students in years 10, 11 and 12.</li><li>• Develop a common understanding of explicit teaching strategies.</li><li>• All Year 7 students are engaged in the LexiaCore5 on-line learning program to increase the number of Year 7 students reading at the expected standard.</li><li>• Student groups will be identified at the beginning of the school year to ensure appropriate class placement.</li><li>• Have processes in place to effectively construct and implement IBP, IEP and GEPs. (See Student Services Strategic Plan)</li></ul> <p>1.3</p> <ul style="list-style-type: none"><li>• All staff to receive professional learning in relation to Individual Behaviour Plans (IBP), Individual Education Plans (IEP) and Group Education Plans (GEP).</li><li>• Teachers to access targeted professional learning through the Professional Learning Institute, Secondary Pathways and on-line learning designed to improved teaching and learning.</li><li>• Classroom Conversations are embedded into an on-going cycle of self-improvement and reflective practices.</li><li>• All beginning teachers are provided with necessary support and mentoring. Establish Graduate Teacher Committee.</li><li>• Development of a professional learning plan that guides professional learning needs to support school priorities.</li></ul>	<ul style="list-style-type: none"><li>• Teacher's exhibit quality teaching practices in accordance with the AITSL standards. (Self Assessment)</li><li>• Regular Learning Area Moderation to ensure the consistency of grade allocation in accordance with SCSA Judging Standards.</li><li>• Student achievement in Year 9 NAPLAN will indicate improvement of 80 points + for Reading, Writing and Numeracy.</li><li>• The percentage of student required to sit OLNA decreases each year.</li></ul>

## PRIORITY 2 – SUCCESS FOR ALL STUDENTS

Student achievement is embedded in our aspirational goal of developing high performing and successful students. As a school our aim is to provide a rigorous and relevant curriculum that allows each and every student to be successful.

### Outcome

- 2.1 Students are exposed to a quality curriculum providing opportunities for them to achieve to the best of their ability.
- 2.2 Students leave school with the requisite skills and abilities to access further educational, training or employment opportunities.
- 2.3 Students are provided with the skills to be responsible community members where diversity, care and mutual respect are valued.

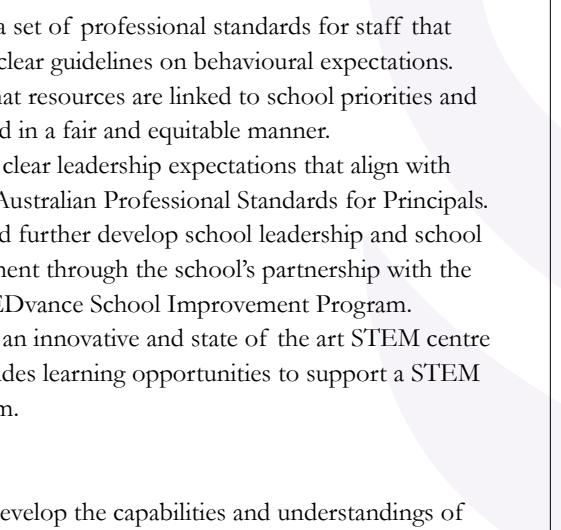
Key Strategies	KPIs
<p>2.1</p> <ul style="list-style-type: none"><li>• Ensure that literacy and numeracy are key elements of teaching and learning across the school and embedded in Learning Area plans through “Standard Inclusions”</li><li>• Ensure that all students receive timely and meaningful feedback on their progress and learning.</li><li>• Maintain a safe and supportive learning environment for all students.</li><li>• Develop a culture where staff are committed to grow professionally in order to maintain improvement surrounding curriculum delivery and student achievement.</li><li>• The Student Services Strategic Plan guides the work we do surrounding priority areas including behaviour, attendance, students at risk and disadvantage.</li></ul> <p>2.2</p> <ul style="list-style-type: none"><li>• Staff continue to encourage students to have high aspirations and high standards of work.</li><li>• Learning Areas will have clear and achievable targets for improvement.</li><li>• Continue to provide after school remedial, homework and extension classes to support student achievement.</li></ul> <p>2.3</p> <ul style="list-style-type: none"><li>• Support social and emotional well-being through a health and well-being committee.</li><li>• Embed the notion of respectful relationships through a partnership with White Ribbon and the implementation of the “Breaking the silence” schools’ program.</li></ul>	<ul style="list-style-type: none"><li>• By the end of 2019 all Learning Areas are consistently achieving their improvement targets.</li><li>• Learning Areas have conducted one or more moderation exercises with samples of student work over all grade levels in each Lower School year.</li><li>• Student improvement targets, both academic and non-academic, are identified under the heading “Student Achievement Improvement Targets”.</li></ul>

## PRIORITY 3 – A DISTINCTIVE AND RESPONSIVE ORGANISATION

Dianella Secondary College strives to be a school that responds to the needs of its community with school leadership being decisive, distributed and responsive to the needs of all students.

## Outcome

- 3.1 The learning environment of the school is enhanced through targeted partnerships, the development of specialised programs and improved parental engagement.
  - 3.2 School leadership identifies and responds to the needs of the school community.
  - 3.3 Community confidence and support for the school is increased as a result of having an effective School Board.

Key Strategies	KPIs
<b>3.1</b> <ul style="list-style-type: none"> <li>Continue to refine positive relationships with our “local area intake schools” that establishes a shared understanding of transition expectations, community values and growth strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Parent, staff and student surveys indicate the extent to which they feel the school supports student learning, positive behaviour and the promotion of a safe and inclusive environment. (Every 2 years)</li> </ul>
	<p style="text-align: center;">2017                          2019</p>
<ul style="list-style-type: none"> <li>Develop a sister school relationship with a Japanese school that assists our preparation for the delivery of Japanese in 2018.</li> <li>The Smith Family – Continue to refine our “Extended Hub Model” to maximise the support provided to students from a disadvantaged background.</li> <li>Maintain and strengthen existing partnerships.</li> <li>An Aboriginal Futures Forum to identify and outline a range of initiatives to:</li> </ul>	<ul style="list-style-type: none"> <li>School Board self-assessment survey will indicate increased levels of effectiveness and satisfaction.</li> </ul>
<ul style="list-style-type: none"> <li>a) Increase student attendance</li> <li>b) Increase parental engagement</li> <li>c) Improve educational outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollments demonstrate an upward trend.</li> </ul>
<ul style="list-style-type: none"> <li>Whole school commitment in using the Aboriginal Cultural Standards Framework to inform best practice when working with Aboriginal Students and their families. <b>(A Strategic Response Framework to be created)</b></li> </ul>	<ul style="list-style-type: none"> <li>Key indicators surrounding attendance, engagement and performance for Aboriginal students demonstrate an upward trend.</li> </ul>
<b>3.2</b> <ul style="list-style-type: none"> <li>Develop a set of professional standards for staff that provides clear guidelines on behavioural expectations.</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure that resources are linked to school priorities and distributed in a fair and equitable manner.</li> </ul>	
<ul style="list-style-type: none"> <li>Establish clear leadership expectations that align with AITSL’s Australian Professional Standards for Principals.</li> </ul>	
<ul style="list-style-type: none"> <li>Refine and further develop school leadership and school improvement through the school’s partnership with the Fogarty EDvance School Improvement Program.</li> </ul>	
<ul style="list-style-type: none"> <li>Establish an innovative and state of the art STEM centre that provides learning opportunities to support a STEM curriculum.</li> </ul>	
<b>3.3</b> <ul style="list-style-type: none"> <li>Further develop the capabilities and understandings of the School Board in regards to school governance, policy development and school direction.</li> </ul>	
<ul style="list-style-type: none"> <li>The School Board will hold open meetings twice a year.</li> </ul>	
<ul style="list-style-type: none"> <li>School Board members will play an active role in supporting and promoting Dianella Secondary College.</li> </ul>	

## STUDENT ACHIEVEMENT IMPROVEMENT TARGETS – ACADEMIC

Category	Target	Baseline 2016	2017	2018	2019
NAPLAN	% of students gaining a Band 8 in Reading, Writing and Numeracy in order to pre-qualify for OLNA	<b>Year 9</b> Reading 21% Writing 18% Numeracy 47%	<b>Year 9</b> Reading 25% Writing 25% Numeracy 40%	<b>Year 9</b> Reading 30% Writing 30% Numeracy 40%	<b>Year 9</b> Reading 32% Writing 32 % Numeracy 45%
OLNA	% of students not qualifying OLNA by the end of Year 12 who were enrolled in a WACE course.	16%	14%	12%	10%
Median ATAR	Year 12 median ATAR	68	70	72	74
Attainment	% of students attaining (Cert II or 55 ATAR)	100%	100%	100%	100%
VET Certificates	% of students achieving a Cert II or higher	72%	75%	77%	80%
WACE Achievement	% of students successfully gaining a WACE	84%	86%	88%	90%

## STUDENT ACHIEVEMENT IMPROVEMENT TARGETS – NON ACADEMIC

Category	Target	Baseline 2016	2017	2018	2019
Attendance	% of students who are attending school 90% and above	85%	87%	88%	90%
	% of Aboriginal students attending 90% and above	61%	70%	75%	80%
	% of students in the “severe” category	10%	8%	7%	5%
Behaviour	% of suspensions	15%	12%	11%	10%



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Secondary

## CYCLE OF PLANNING AND REVIEW

Dianella Secondary College implements a rigorous school improvement process to ensure long term strategic planning is in place to achieve designated student achievement targets. The school draws on evidence from a range of sources to inform our decision-making. The ongoing process is designed to effectively distribute effort and resources to best meet the changing need and address school and system priorities.

TARGETS	TIMELINE and Focus	WHO
OLNA	After each cycle of OLNA <ul style="list-style-type: none"><li>• Identify students at risk</li><li>• Continue to provide additional support material</li></ul>	Deputy Principal Key learning area staff
NAPLAN	Directly after the results are released. <ul style="list-style-type: none"><li>• Identify students pre-qualifying for OLNA</li><li>• Identify students who require further remedial work</li></ul>	Deputy Principal Key learning area staff
Learning Area grades	Every Term <ul style="list-style-type: none"><li>• Identify individual students at risk</li></ul>	Head of Learning Area Teachers in Charge
WACE Achievement	Reviewed every year	Secondary Pathways Team Deputy Principal Key learning area staff
Attendance	Semester 1 & 2 <ul style="list-style-type: none"><li>• Identification of students at risk.</li><li>• Individual Attendance Plans created for at risk students.</li><li>• Possible convening of Attendance Panels</li></ul>	Deputy Principal Student Services Manager Head of Year
Suspensions	Semester 1 & 2 <ul style="list-style-type: none"><li>• Data to identify students at risk</li><li>• Data to identify patterns within specific categories</li></ul>	Manager of Student Services
School Image	On-going <ul style="list-style-type: none"><li>• Staff, Parent and Student Surveys – Every 2 years</li><li>• Data to identify areas of concern and those areas to celebrate</li><li>• Data to assist in telling the Dianella SC story</li></ul>	Principal Senior Leadership Team
Teacher quality assurance	On-going <ul style="list-style-type: none"><li>• Review Classroom Conversations – Term 4</li><li>• Professional Learning quality assurance – Term 4</li><li>• Principal Discussion Meeting – Trimester</li><li>• Classroom Conversations – 2 cycles per year</li></ul>	Principal Deputy Principal Senior Leadership Team



## PARTNERSHIPS



### DIANELLA EDUCATIONAL PRECINCT

The Dianella Education Precinct is a partnership between Dianella Primary College, Dianella Secondary College Education Support Centre and Dianella Secondary College. As a precinct, we are able to foster the concept of a K-12 model with one entry and one exit. Through this partnership we are able to share learning programs, teacher expertise and provide joint professional learning opportunities. This unique partnership also allows us to share key celebrations such as NAIDOC Day, Harmony Day and ANZAC Day.



### EDITH COWAN UNIVERSITY

Dianella Secondary College will continue to enjoy a successful partnership with ECU that delivers a number of outcomes. Perhaps the most exciting is the newly created "University Pathway Scholarship".

The scholarship offers support to students throughout their high school journey, from year 7, assisting them to obtain university entrance.

In addition DSC is engaged with the ECU Mates program, helping to support year 10 students.

DSC has a long history of supporting pre-service teachers, further strengthening our working relationship.



### NEW NORTH EDUCATION INITIATIVE

The New North Education Initiative (NNEI) is a collaborative partnership between Balga, Eastern Hills, Girrawheen, Dianella Secondary College and Morley Senior High Schools. This unique partnership provides enhanced opportunities for students and the best educational delivery for young adult learning. The purpose of this alliance is to allow students at these schools to access a wider breadth of Senior School curriculum courses with specialist teachers, while remaining attached to their home school campus. This program was formulated in response to community demands for excellence in education.



### MATILDA BAY ROTARY

Dianella Secondary College continues its partnership with Matilda Bay Rotary as a corporate member. Matilda Bay Rotary are involved in numerous projects throughout the year including The Rotary 4 Way Speaking Test and the Rotary Youth Driver Awareness (RYDA) program. In addition to these programs, Matilda Bay Rotary sponsors students with learning difficulties and provides after school tutoring, from industry-leading professionals.



## THE SMITH FAMILY

The Smith Family in partnership with the Dianella Education Precinct, has developed a School Community Hub initiative, to provide more integrated support for disadvantaged students, including programs aimed at improving participation and academic outcomes and generating greater parental and community engagement and early intervention, prevention programs.

The partnership is also strengthened through a number of other initiatives including the Saver Plus scholarship program , Learning for Life and the delivery of a Certificate I in Financial Literacy and the delivery of an after school media club.



## ROYAL LIFE SAVING SOCIETY WESTERN AUSTRALIA (RLSSWA)

Dianella Secondary College and RLSSWA is a highly valued partnership which benefits not only our school community but also the wider community through targeted swimming programs, including community members from Culturally and Linguistically Diverse (CaLD) backgrounds.

One of the key aims of the Royal Life Saving Society WA is to increase access to swimming and water safety education for all Western Australians. However, there are some groups which, for various reasons, have lower rates of participation and require innovative and targeted programs to support them and break down the barriers to participation.

A key objective of Royal Life Saving is to introduce the Swim and Survive program to CaLD groups in Western Australia. Research has found that within these groups, awareness of the importance of swimming and lifesaving skills is significantly less than the rest of the population.

The Dianella Secondary College 5 week Swim and Survive Program is funded by the WA Swim and Survive Fund. The Royal Life Saving Society WA is committed to reducing the number of drownings in the West Australian community. The primary aim of this partnership is to prevent drowning from occurring through education to assist all West Australians in understanding how to keep themselves and their families safe around water.

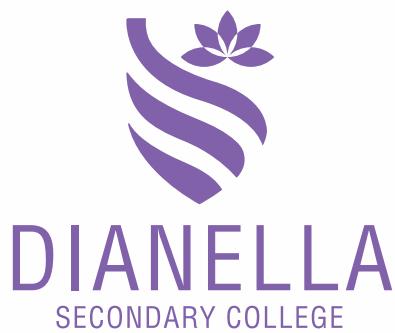


THE UNIVERSITY OF  
WESTERN AUSTRALIA  
*Ensuring International Excellence*

## UNIVERSITY OF WESTERN AUSTRALIA

The University of Western Australia partnered with Dianella Secondary College to deliver a comprehensive insight into university life through a range of activities. The Aspire program includes university visits, school visits, WACE revision classes and leadership programs. The program supports all year levels and is designed to encourage those students with aspirations of tertiary study. Dianella Secondary College also supports pre-service teachers through an internship model.





The Dianella Secondary College Business Plan  
has been endorsed and approved by:

A handwritten signature in black ink, appearing to read "Wayne Austin".

**Mr Wayne Austin**

Principal - Dianella Secondary College

*30 June 2017*

A handwritten signature in black ink, appearing to read "Matt Byrne".

**Dr Matt Byrne**

School Board Chair

*30 June 2017*





For more information, please contact:

**Media & Marketing Officer**

Grace Ashby

Dianella Secondary College

T: (08) 9345 9200

E: [grace.ashby@education.wa.edu.au](mailto:grace.ashby@education.wa.edu.au)