



Dongara District High School



2026 Operational Plan

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PREFACE

This plan provides information and directions developed at both the system (Department of Education) and school level.

The 2026 Operational Plan is linked to the Focus Areas in the 2024-2026 School Business Plan:

- **Focus Area 1 - Teaching for Impact:** At Dongara DHS we will see high quality teaching and learning practices in every learning space. Our staff will use evidence based and collaborative approaches to develop student learning.
- **Focus Area 2 - Student and Staff Wellbeing:** At Dongara DHS we value social and emotional learning and promote resilience, optimism, confidence and self-efficacy. Our focus on student and staff wellbeing will support connection and belonging where they are valued and acknowledged for their contribution to our school community.
- **Focus Area - Community Connections:** At Dongara DHS we will partner with our families, community and agencies to support the engagement of our students.

We are cognisant of our responsibility to promote fundamental values both within the implementation of the curriculum and the general operation of our service to the Dongara school community.

In producing the School Operational Plan, Staff and the School Board have considered the broader context of Department of Education systemic strategies including **Aspirations for All**. We are waiting for the release of the Department of Education WA Strategic Plan which is due for release mid-year.

In response to our review of the 2025 School Operational Plan and the ongoing demands to be proactive and responsive in implementing initiatives that contribute to moving toward our vision, we continue to plan as a 'whole school' on a broad front.

The K-12 school priority areas for 2026 are:

Reading

- Comprehension-all learning areas
- Fluency in reading
- Test practice
- Vocabulary and word knowledge-explicit teaching

Numeracy

- Number
- Comprehension of questions

Student Health & Wellbeing

- Social & emotional learning
- Attendance & Engagement -incentives

The School Board viewed, discussed and noted the 2026 Operational Plan and Budget at the meeting held on 1 April 2026.

Janine Calver
Principal

April 2026

2026 OPERATIONAL PLAN: Cultural Responsiveness Helen Cusworth

Cost Centre D6226	School Funding \$3650	C&C \$	Relief Salaries \$	PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
<p>FOCUS AREA 1 TEACHING FOR IMPACT At DDHS we will see high quality teaching and learning practices in every learning space. Our staff will use evidence based and collaborative approaches to student learning</p>	<p>Develop and sustain school wide focus on Cultural Responsiveness and improving education outcomes for Aboriginal Students. Develop resources to optimise the education outcomes for Aboriginal students. High expectations for Aboriginal students, teaching in ways that enable them to better reach their full education potential. Embedding the cross-curricular priority of Aboriginal and Torres Strait Islander Histories and Cultures across all learning areas.</p>	<p>Ongoing: Use of Aboriginal Cultural Standards Framework (ACSF) in classroom planning. Raising staff awareness of available First Nations resources. Fostering collaborative relationships between staff, students, families and communities to support student learning, including the establishment of community and student Aboriginal Leadership Groups. AIEO timetabled across PP-12 classes with focus on ECC and Primary classes during morning Literacy session. Aboriginal students accessing intervention if required. Regular meeting AIEO/Deputy-attendance & family connections. Maintain Cultural Responsiveness Team to support students and staff. New: Cultural Survey sent home to families to create a school cultural snapshot. Establishment of DDHS Ngaparrtji Two-way Science Program Team - Liaise with Anouska Barnes (Curriculum Priorities) and Priscilla Papertalk (MERO) on implementation. Cultural PL provided by MWERO representative</p>	<p>Teaching staff Instructional Coach AIEO DP Cultural Responsiveness Committee School Board Librarian Ngaparrtji Two-way Science Program Team.</p>	<p>Consumables \$150 Online resources including Connect Aboriginal Teaching and Learning Community Cultural resources available in library PLIS online PL Cover 2 x teachers for On Country experience over two days \$2800 AIEO costs for attending two days On Country experience \$413 Resources to support Ngaparrtji implementation across the curriculum \$1500</p>	<p>Staff reflection on ACSF continuum Continued development of local community resources e.g. Wajarri language cards Assessment data Analysis of NAPLAN data, including Aboriginal students Staff and student feedback</p>
<p>FOCUS AREA 2 STUDENT AND STAFF WELLBEING At DDHS we value social and emotional learning and promote resilience,</p>	<p>Build an environment that is welcoming for Aboriginal students and is reflective of family aspirations for their children Increase staff understanding of ACSF</p>	<p>Ongoing: Teachers foster classrooms that feel physically and emotionally safe with clear expectations, consistent routines and positive relationships. Reconciliation and NAIDOC week. IEPs and SEN plans for Aboriginal students, as required Continue developing Aboriginal and</p>	<p>All staff AIEO DP Librarian</p>	<p>Travel and accommodation – Indigenous Futures High School Challenge \$1000 AIEO costs to attend challenge? Approx. \$826</p>	<p>Attendance plans and data Staff reflection on ACSF Track AIEO pastoral support with students Positive messages</p>

<p>optimism, confidence, and self-efficacy. Our focus on students and staff well-being will support connection and belonging where they are valued and acknowledged for their contribution to our school community</p>		<p>Torres Strait Islander displays and environmental print. AIEO to provide pastoral care to students as needed. Cultural classroom displays. Home visits. Attendance monitored weekly. Regular AIEO contact with all families. First Nations displays in library including during NAIDOC, National Sorry Day and Reconciliation Week. Maintain Cultural Responsiveness Team New: Selected students attend Indigenous Futures High School Challenge. DP to contact Curtin University seeking 2026 Challenge information and funding possibilities. Breakfast Club Investigate PL available via EALD Hub</p>			<p>home recorded in Compass</p>
<p>FOCUS AREA 3 COMMUNITY CONNECTIONS. At DDHS we will partner with our families, community and agencies to support the engagement of our students</p>	<p>Foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.</p>	<p>Ongoing: Planning of whole school First Nations cultural activities, inclusive of school and wider community. Work with MWERO staff to identify and develop community relationships. Families invited to form Aboriginal Community Aboriginal Culture Team to encourage consultation and collaboration. Sharing of significant events and celebrations via social media. New: Invitation of key stake holders to share cultural knowledge and experiences with school community. AIEO to establish and maintain connections with other Midwest schools/staff.</p>	<p>Cultural Responsiveness Committee AIEO DP</p>	<p>PALS Grant TBC Resources to support whole school events \$1000 Yarning Circle</p>	<p>Home visit information recorded</p>

2026 OPERATIONAL PLAN: Library Rachel Redfern

Cost Centre D3405/3410/3415		School Funding \$8900 TBC	C&C \$	Relief Salaries \$	PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets		WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	<ul style="list-style-type: none"> • Build a strong culture of reading for pleasure and information literacy across all year groups. • Increase student borrowing across genres and year levels. • Attend PL to upskill professional knowledge and access new resources to enrich my support of teaching and learning. • Replace outdated or worn resources with current, diverse, and inclusive materials. • Strengthen collaboration with teachers to embed library resources into curriculum units. • Teach library and research skills, including Orbit search skills on Oliver LMS. • Continue whole-school stocktake to maintain accurate records and identify collection gaps. 	<p>Ongoing - Create engaging displays to spark interest and highlight new topics.</p> <ul style="list-style-type: none"> • Use clear tubs for high-visibility browsing (continuing from 2025). • Expand First Nations collection. • Continue building graphic novel and non-fiction collections. • Analyse borrowing data to identify trends and student interests. • Support staff and students in locating resources for specific topics of interest <p>New - Introduce genre-labelled tubs to encourage exploration of new genres.</p> <ul style="list-style-type: none"> • Use suggestion boxes for staff and student requests. • Use library loyalty cards and prize draw incentives to encourage borrowing • Email staff at the end of Term one to gather curriculum-aligned resource needs for bulk loans • Teach Oliver search skills using library computers, iPads, and COMM box. • Promote library services and new resources through displays and email 	Rachel Redfern	<ul style="list-style-type: none"> • Budget for new and replacement resources. • Consumables Budget (labels, display materials, colouring pencils small prizes (pencils erasers bookmarks) • Clear tubs: \$150 • iPad (if Mandy can source an unused available one) • Trolley to move bulk loans around the school: \$150 • PL \$220 Cost of relief \$413 	<p>When and what?</p> <p>Semester 1 & 2</p> <ul style="list-style-type: none"> • Borrowing statistics and genre trends from Oliver • Student feedback and suggestion box data • Stocktake data and identify gaps • Budget expenditure tracking • Staff feedback on curriculum resource needs 	
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Create a comfortable community environment for students, staff & community visitors	<p>Ongoing: lunchtime colouring and games</p> <ul style="list-style-type: none"> • Borrowing for high school students at lunchtime. • Welcoming and inclusive signage • Continuing communication within the school and community on special events in the library <p>New: Utilise COMM box for library information and lunchtime quizzes</p>	Rachel Redfern	<ul style="list-style-type: none"> • Consumables • COMM box 	<p>When and what?</p> <p>Semester1 &2</p>	
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Access advertising in school newsletter and the community for events held in the library.	<p>Ongoing: Venue for special events, Open Night, Book fair, Capitalise on school initiatives and special events days., Liaise with P&C assist book covering</p> <p>New: ????</p>	Rachel Redfern Volunteers' repairs.	Rachel Redfern	<p>When and what?</p> <p>Semester 1&2</p>	

2026 OPERATIONAL PLAN: SAER, Nicole Davey

<i>Cost Centre D6225</i>	<i>School Funding \$1250</i>	<i>C&C \$</i>	<i>Relief Salaries \$</i>	<i>PL Costs \$</i>	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	<p>Build staff capacity to use ABLEWA to write student GEP's IEP's and SEN plans.</p> <p>Build staff capacity in using effective strategies with SAER students, specifically indigenous student and students with ASD.</p> <p>Continue staff training in trauma informed practices.</p>	<p>Ongoing: SEN parent meetings for all DRS/DCP students.</p> <p>-Continue to provide staff with PL around planning smart goals for improved student outcomes.</p> <p>-In class EA support prioritised for all DRS students.</p> <p>-Lead EA support for staff and students. Provide observations and feedback for improved practice.</p> <p>-Engage outside agency expertise to support teachers (SSEN:D etc).</p> <p>-School Psych consultation: 2 days a week</p> <p>- Continue WS S/E program</p> <p>-Utilise AEIO to facilitate targeted intervention for Indigenous students.</p> <p>New: Further Upskill in ABLEWA</p> <p>-refine whole school practices with WS Wellbeing doc</p> <p>-provide increased extension opportunities</p> <p>-communication devices/ resources</p>	<p>Team Leaders DP's Lead EA SNEA's AIEO Classroom teachers</p>	<p>Lead EA Education Assistant SAER DP SEN planning tool. SEN planning guidelines. School Psych <i>SSEN:D</i> Visiting Teacher Allied Health Professionals</p> <p>Communication \$300</p>	<p>When and what? Case conferences- engagement</p> <p>Use of ABLEWA curriculum</p> <p>Number of students participating in intervention / extension activities</p>
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	<p>Develop a Whole School Well-being policy.</p>	<p>Ongoing: Data collection informing RMP's IEP's BMPs, HWB & RMP's.</p> <p>-All students have access to 'self-regulation or 'de-escalation' areas and resources.</p> <p>-Staff to explicitly teach self-regulation strategies.</p> <p>-School Psych consultation</p> <p>- School Chaplain support.</p> <p>-Raise awareness of staff access to 'People Sense' support (Free sessions)</p> <p>- student attendance plans</p>	<p>Student Services team Team Leaders DP's Lead EA SNEA's AIEO Classroom teachers</p>	<p>SAER DP</p> <p>School PSYCH</p> <p>Chaplain</p> <p>Teachers</p> <p>AEIO Sensory Aids for students-weighted</p>	<p>When and what?</p> <p>Policy completed?</p> <p>Student referrals</p> <p>Breakfast club data</p>

		<p>-Agency involvement – Youthcare, Youthfocus, CAMHS, New: Breakfast club - New format for SEN planning to reduce workload for teachers writing SEN plans for students working at level. -Sec Teacher to do PL to deliver Teen Mental Health First Aide PL to staff. 'Train the trainer' General resources- under desk cycles</p>	<p>Complex needs teacher, EA's SAER DP Sec Teacher All sec staff.</p>	<p>blankets, visuals, \$300 under desk cycles x 10 \$350, headphones e.g.: \$200, fidgets \$100 \$1500 \$350</p>	
<p>FOCUS AREA 3 COMMUNITY CONNECTIONS.</p>	<p>Maintain and develop new community connections with local businesses/organisations. Prioritise opportunities to access and collaborate with State-wide Service Schools and Health Professionals (SSEN: MMH, SSEN:D, SSEN: B, CAMHS, Allied Services.)</p>	<p>Ongoing: -Scheduled SEN case conferences each Semester. -CC with Allied Professionals, School Psych, Chaplain and State-wide Service schools where appropriate. -Newsletters, website, emails, Connect, Assemblies, social media to communicate with whole school community. -Attendance Home Visits when required. Get students eligible out on work experience. -St John first aide incursion -School Psych weekly meetings -Home visits and wellbeing check ins conducted -SCCs with SSEN:D, SSEN: MMH, Lead SP, Complex Needs Team, SIDE, NDIS Coordinators. -Yoh Fest, choir performances, engagement during special events and days New: ??????</p>	<p>VET Coordinator SAER DP Teachers AEIO</p>	<p>Allied Services State-wide Services Schools. SSEN:D Visiting Teacher School PSYCH Chaplain CAMHS.</p>	<p>When and what? Level of business engagement Community feedback Number of referrals and engagement by other agencies.</p>

2026 OPERATIONAL PLAN: Student Services- N Davey

Cost Centre D6220	School Funding \$11045	C&C \$	Relief Salaries \$	PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
<p>FOCUS AREA 1 TEACHING FOR IMPACT</p> <p><i>Support staff to increase use of High Impact Teaching Strategies. (HITS)</i></p>	<ul style="list-style-type: none"> There will be an increase in Tickets, Dojos, Badges, Bars and Stars recognising positive student behaviour choices. Decrease in Minor and Detention data relating to the DDHS Behaviour Matrix expectation of RESPECT 	<p>Ongoing:</p> <ul style="list-style-type: none"> Primary ticket data needs to be entered Ongoing focus on Respect- SS comm to advise on strategies HITS- Helen, Libby & Mel- review HIT strategies to use for impact in Respect Review format of SS committee-administrative level committee group- Principal, DP, Team Leaders, Psych, Chaplain, Lead EA SG- Kate cont. CNBSC-Mel cont. 	<p>Teachers/All Staff</p> <p>HITS coach</p> <p>Student services Leadership Group</p> <p>Identified Teacher, DP and Psych</p>	<p>Badges, bars and stars- update resources \$4395</p> <p>Sport equipment for classes \$2000</p> <p>PBS rewards \$700</p>	<p>S1 Behaviour referral data Ticket Data</p> <p>S2 Behaviour referral data Ticket data</p> <p>Compass- minors' data, Detention data</p>
<p>FOCUS AREA 2 STUDENT AND STAFF WELLBEING</p> <p>Support student social and emotional learning</p> <p>Support student social and emotional learning</p>	<ul style="list-style-type: none"> Every class using the Whole School S/E program: Friendly schools Program Increase opportunities for student voice Increase Attendance 	<p>Ongoing:</p> <ul style="list-style-type: none"> Protective Behaviours Zones of Regulation Restorative Practices Continue Whole school social and emotional program- Friendly Schools Staff Health and Wellbeing SD Day Staff coaching cycle – focus on HITS Whole school mental health program- Friendly Schools New green card process Saxson, therapy dog SEN/ SAER case conferences and semesterly meetings Chaplain, School Psych and Allied Health services <p>New:</p> <ul style="list-style-type: none"> Focus on youth mental health first aid Staff trained in 'train the trainer' to be able to deliver programs to students and train staff. To increase student voice - 	<p>All staff Chaplain Allied Health Services</p> <p>HITS coach Mentor teachers</p> <p>SAER DP</p>	<p>Chaplain \$300</p> <p>H & WB day \$1500</p> <p>Teacher / EA relief to cover meetings with parents / caregivers</p> <p>Allied Health service facilitators \$500</p> <p>Secondary rewards \$550 HC & SC badges \$300</p>	<p>S1 & S2</p> <p>Minutes from SC/HC and GT meetings</p> <p>Feedback Student via opinion boxes.</p> <p>Review referrals to Chaplain and Psych</p> <p>Feedback GRIT Sem 1</p> <p>No. students Rewards Days.</p> <p>Feedback SEL.</p> <p>Feedback Mental first aid. Access to staff wellbeing board-track use.</p> <p>Green Card Data</p>

		<p>assemblies, house captain opportunities, house meetings prior to events, student council</p> <ul style="list-style-type: none"> Promote Staff Health and Wellbeing policy, Ed Dept policy Breakfast club 		<p>Teacher Mental Health training course (2 teachers, 4 days) Relief: \$5600 Certificates \$300</p>	
<p>FOCUS AREA 3 COMMUNITY CONNECTIONS.</p> <p>Increase student attendance and engagement</p>	<ul style="list-style-type: none"> Improved student attendance Maintain and increase Partnership with local and wider community. Increased parent engagement in school-initiated support programs. Increase the number of senior secondary school students' engagement at school Build cultural safety of schools for Aboriginal students 	<p>Ongoing:</p> <ul style="list-style-type: none"> Vector partnership Teachers of WACE students to meet regularly and keep informed Strategies to increase student retention from year 6-7 <p>New:</p> <ul style="list-style-type: none"> Respond to baseline data from the new satisfaction survey Look at new incentives-consultation with parents and students NSO survey to be conducted as new survey is available <p>Cultural group consult with students/parents regarding cultural safety</p>	<p>Classroom Teachers, Admin</p> <p>Sec Staff All staff, Admin</p> <p>All staff</p> <p>Psych, Child Health Nurse</p>	<p>Incursions Excursions Bus Fuel \$500</p>	<p>When and what?</p> <p>S1 & S2 Census data Attendance data WACE tracking. Monitor student numbers. Number of visitors to school, Incursions & Excursions. Social media Hits. Parent attendance events</p>

2026 OPERATIONAL PLAN: VET C Stokes

<i>Cost Centre D5909</i>	<i>School Funding \$4664</i>	<i>C&C \$</i>	<i>Relief Salaries \$</i>	<i>PL Costs \$</i>	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	Increase %age ADWPL students achieve 2 points Sem 2 Arrange NOA for students refusing to participate to include paid employment where possible Increase %age of students who successfully complete Tafe Quals Focus on work readiness and Tafe readiness in Yr 9 & 10 Career Ed	Ongoing: Yr 10 block wk. exp T1 and T2 Attend CRT PATiS/VETDSS meetings New: Increase focus on work readiness and Tafe readiness in Yr 9 & 10 Career Ed Arrange NOA for students refusing to participate to include paid employment where possible Conduct mock interviews with students Practice telephone etiquette	C. Stokes Jobs & Skills Centre	Logbook folders \$280 2x TR Conference/PL \$1400 Conference/PL \$400 4x TR CTP \$2800 \$3000 CTP transport -CTP funding hopefully JSC	Attend CRT meeting T1 and T3 Students complete 1-point ADWPL Sem 1 Students complete 2 points ADWPL Sem 2 Yr 10 Wk. Exp successfully completed T1 and T2 Tafe completion T3/4 Mock interviews/telephone etiquette T3
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Offer Yr8, 9 10 SAER students 1day/wk. work placement program where applicable Focus on work readiness for SAER Provide flexible ADWPL days for SAER students Engage in Yr 9 Career Taster	Ongoing: Engage in Yr 9 Career Taster program New: Attend Midwest VET Advisory meetings (Teams) Flexible ADWPL and WK Exp (Yr 9/10) Yr 10 Block Wk. Exp T1 & 2 SAER Yr 9/10 1 day/wk.	C. Stokes	CTP/CRT	Yr 10 complete Work Readiness checklist Sem 1 Yr 10 complete Tafe Readiness checklist Sem 1 Yr 9 Tafe and work readiness implemented Sem 2 Attend Midwest VET Advisory meetings (Teams) Sem 1 and Sem 2
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Continue developing positive relationships with employers providing work placements Continue supporting CRT Taster Courses	Ongoing: White Card F2F Term 1 JobLink Midwest/JSC workshops Interested students attend Yr 9 CRT Career Tasters CRT PAiS & VETDSS New: Career Conversations Attend WACA Morowa Explore sky and mining careers	C. Stokes	CRT Employers and agencies	White Card delivered T1

2026 OPERATIONAL PLAN: 6-12 Dance- Hailie Trigg

Cost Centre D5710		School Funding \$5578		C&C \$ 132		Relief Salaries \$		PL Costs \$0	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets		WHO	RESOURCES	MONITORING/DATA			
FOCUS AREA 1 TEACHING FOR IMPACT	Focus on Dance Language- Dance Specific Vocabulary (Written/visual) Based on 2024-2026 Business Plan needs and 2025 Op Plan Review Experienced/Previous Dance st's to extend capabilities in "Making" strand in Dance. Increase No of B grades of existing Dance students (Existing Yr 7 to Yr 8 students) Introduce "Extension Dance Group"- Using Teaching for Impact strategies to existing Performing students Introduce Unfamiliar Dance Genres to all students SAFE Dance Practices as a focus in Making Incorporate specialist Dance teacher to support/extend skills	Ongoing: Continue dance Journals (Responding) when reflecting on Dance assessments (Making) using new Vocabulary-Word wall DDHS Whole school literacy Plan implementation Vocabulary/Reading Health is wealth-Theme for YOH Festival through use of Cross Curricula. Students as choreographers New: Health is Wealth- platform for YOH Festival Theme- Students in Dance Explore Health is Wealth Extend students unfamiliar terminology YOH Festival Extension Dance scene (students who require extending-Leadership opportunity) Dance Specialists to Extend st's capabilities		Hailie Trigg Rhiannon Downes	Whole School Literacy Plan SCSA Docs@ \$1500 SCSA Docs Dance Journals iPad @ \$1000 Consumables @ \$120 PL teacher @ \$1200 PL EA @ \$700 Dance Specialist Rec Centre to improve rehearsals	When and what? Semester 1 and 2 Student report data Responding Term 1 and 2- Word Wall Term 1 and 2 Making Moderation using responding on secondary focus- using provided framework Peer Assessments iPad for reflection Self-Assessments			
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Increase PBS tickets-Free and frequent-encourage students in Dance (SEM 1) Existing students as Mentors to PS and new to YOH Fest Promote YOH Fest Theme "Health is Wealth" in dance/performing Arts in a safe and supportive environment. Year 6 students participate in YOH Fest- Secondary Division Promote Good Standing. Promote students from PA to participate in Dance- Term 1 to Term 3 (YF Team) Attendance Plans for students' participation in YOH Fest 2026 Promote Health and Wellbeing- ACT BELONG COMMIT in 2025 YF	Ongoing: Free and Frequent/PBS/Differentiation of Dance Genres Health and Wellbeing Focus- ACT Belong Commit Year 6 Participants-Good Standing and Year 6 Transition to secondary Attendance plans to participate in YF Aboriginal Cultural Framework New: Health Promotion "Health is Wealth" from Year 6-12 Year 7/8 Mentors from Dance for Yr 6 Participants (1-2 students per Yr 6) All participants- "Good standing only invitation"		Hailie Trigg Rhiannon Downes	PBS Tickets/ Certificates SEN Reports Attendance Data – SARS & Integris for participation Good Standing Data 8x days teacher relief (2 teaching staff for all day/night rehearsal) (3 Teaching staff-Heats and Finals)	When and what? Term 1-3 Good standing required to attend rehearsals outside of 7/8 Dance Term 1-3 Identify student participants who require attendance plans Term1-2 7/8 Dance leadership groups to support Year 6 student capabilities			
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Actively promote dance achievements in social media. Promote Dance in wider Community-Magic on Moreton, Blake House, Daycare. Participate in 2026 Geraldton YOH Festival Improve attendance for engagement Promote Health Message to community for ideas in 2026- "Health is Wealth?" Promote on FB and Instagram- Community Connects to YF	Ongoing: Social Media Promotion of Dance/YOH Fest Participation in 2026 YOH Fest New: Dance i		Hailie Trigg Janine Calver	YOH Fest Entry Fees \$160 Social Media Platforms	When and what? Term 1-3 Actively promote dance achievements through social media. MWREO and newsletter			

2026 OPERATIONAL PLAN: Year 7/8 DRAMA W. McFarlane

Cost Centre D5720		School Funding \$4286		C&C \$114		Relief Salaries \$		PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA				
FOCUS AREA 1 TEACHING FOR IMPACT	<p>Increase in student participation in performance-based assessments and drama skills activities (voice, movement, collaboration, circus skills (Making)</p> <p>Implement the Whole School Literacy Plan: Secondary Agreement – Reading and comprehension, with the objective of increasing the proportion of students achieving a C grade or higher in the ‘Responding’ strand.</p>	<p>Ongoing: Continue weekly Drama Reflection Journals (Responding) Focus on WS Sec Lit Agreement for improved outcomes in reading – to improve “Responding” grades. Increase the number of journal reflections (weekly) Vocabulary /drama terminology word walls / poster displays (pin boards required) Focus on “Elements of Drama” as curriculum teaching content (Movement and circus skills) Explicit teaching of performance skills (voice projection, movement, gesture, facial expression, spatial awareness). Provide opportunities for students to collaborate, perform in small ensembles, and showcase learning in informal performances.</p> <p>New: Use of iPads and digital content for: Filming and analysing rehearsals</p> <ul style="list-style-type: none"> • Creating digital portfolios • Scriptwriting and editing • Researching contemporary theatre practices • use of apps to strengthen learning outcomes, improve reading comprehension and provide ongoing reinforcement of content. <p>Engage students in three Circus Skills Workshops (e.g. physical theatre, balance, ensemble trust-building, confidence, movement dynamics) to enhance physical performance capacity and engagement.</p>	Classroom teacher	<p>Class set of iPads x 30 @ \$500 each = \$15,000 (cost could be split between Performing Arts cost centres, Drama and Music) = \$7500 ea</p> <p>Circus skills workshop \$200 ea x 3 = \$600</p> <p>Consumables \$250</p> <p>Cost of painting or purchase of 5 Pinboards (1200x900mm = \$352ea) \$1760</p>	<p>Semester 1 Student report data Responding</p> <p>Term 1 and 2- Minimum standards cover sheet</p> <p>Reflection journals (Responding)</p> <p>QTP Coaching, mentoring, modelling and feedback</p>				

<p>FOCUS AREA 2 STUDENT AND STAFF WELLBEING</p>	<p>Improvement in attendance rates for identified at-risk students participating in Drama.</p> <p>Reduced classroom behaviour incidents through structured ensemble and wellbeing practices.</p>	<p>Ongoing: 'Drama games' to introduce drama topics, incl physical and gestural aspects of comedy, CMS strategies, RMP's/BMP's. CMP. Use of positive reinforcements (PBS tickets, rewards/prizes and Dojos) to decrease negative behaviours.</p> <p>New: Embed warm-up routines focused on emotional regulation, teamwork and safe risk-taking. Use circus skills workshops to build trust, resilience and perseverance. Implement structured reflection journals (digital via iPads). Create clear rehearsal routines and expectations to reduce anxiety and behavioural dysregulation. Provide flexible performance roles (acting, directing, technical, digital editing) to ensure inclusivity. Establish "Showcase Moments" each term to promote purpose and attendance motivation. Provide staff with professional learning in trauma-informed arts practices.</p>	<p>Classroom teacher</p>	<p>Wellbeing-focused Drama resources (emotion cards, ensemble games manuals, scripts) \$550</p> <p>PBS Rewards/incentives \$350</p> <p>Trauma informed practice PL x 1 day \$600</p>	<p>Attendance data Behaviour incident/good standing data PBS data analysis</p>
<p>FOCUS AREA 3 COMMUNITY CONNECTIONS.</p>		<p>Ongoing: Open Night Use digital platforms (connect, social media, newsletters) to promote student work</p> <p>New: Host Drama Showcase at the end of Sem 1. Invite parents to attend circus skills showcase. Partner with a local performing arts practitioner to provide circus skills workshops ("Move 'n Groove with Jasmine"). Create short, filmed performances using iPads to share on social media. QTP Excursion (cost TBC)</p>	<p>Classroom teacher</p> <p>Jasmine Elder-Thies</p> <p>Queens Park Theatre</p>	<p>Costumes, make up and props \$2000</p> <p>Use of School Bus (fuel) \$150 EA with Bus license – relief x 1 day \$413</p>	<p>Attendance at community events Student participation rates</p>

2026 OPERATIONAL PLAN: MUSIC Y 1- 10 Wendy McFarlane

Cost Centre D5715		School Funding \$8585		C&C \$415		Relief Salaries \$		PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets			WHO	RESOURCES	MONITORING/DATA		
FOCUS AREA 1 TEACHING FOR IMPACT	<p>Implementation Whole School Literacy Plan: Primary Agreement – Reading and comprehension with the aim to increase the number of students receiving C grades in the ‘responding’ strand.</p> <p>Increased use of relevant music terminology both verbal and written.</p> <p>Increase staff capacity to utilise teaching for impact strategies in music.</p> <p>Implement a “Guitar for Beginners” program as an option for Secondary students (Year 9/10) that enhances student engagement and builds foundational instrumental skill.</p>	<p>Ongoing: Continue use of Music Journal as reflection tool (responding) through WS Lit Plan implementation (writing and reading). Include minimum standards cover sheet on responding assessments Vocabulary /music terminology word walls / poster displays (this is ongoing as part of the initiative to improve the Music Room – the walls are currently not conducive to putting posters up) Use of instruments to further extend music theory knowledge through practical experience (all year groups). Utilise ICT in recording musical ideas. Working towards QTS as per focus</p> <ul style="list-style-type: none"> • Peer Observations • Teach Well Strategies • Assessment Schedule <p>New: Increase use of Digital Technology (iPads – work towards procuring a class set of 30 for Arts Learning area) Implement use of music education apps to strengthen learning outcomes (Reading) and provide ongoing reinforcement of content, engagement and attendance. Provide opportunities for students to collaborate, perform in small ensembles, and showcase learning in informal performances. Participate in professional learning related to instrumental pedagogy, classroom guitar instruction, and Music technology integration. Develop a resource bank of instructional videos, practice materials, and backing tracks to support independent practice.</p>			Classroom teacher	<p>Ukulele and guitar servicing and replacement \$1000 Consumables (guitar and ukulele strings, stationery etc) \$1500 Peer tutoring C&C: \$415 Purchase remaining bongo, djembe and other handheld drums to complete class set @ \$1500 Music Program Yearly Subscription: Fun Music Company @ \$1300 Class set of iPads x 30 @ \$500 each = \$15,000 (cost split between the Performing Arts learning areas = \$7500 ea.</p>	<p>Semester 1 and 2 Student report data Responding Term 1 and 2. Minimum standards cover sheet Peer Observations QTP coaching modelling self-assessments peer-assessments Students’ practical performance assessments and written reflections Teacher observations</p>		

<p>FOCUS AREA 2 STUDENT AND STAFF WELLBEING</p>	<p>Provide a learning area space which promotes safety, health and social and emotional wellbeing for both staff and students.</p>	<ul style="list-style-type: none"> • Ongoing: Continue use of Saxon the therapy dog as a wellbeing resource. • Continue with PBS – dojos, prize draws etc • Inter-class competitions/reward <p>New:</p> <ul style="list-style-type: none"> • Get music room walls painted and/or pin boards put up • Investigate storage – currently the Music room does not have sufficient storage, which prevents purchase of any more instruments and thus allowing the program to expand further. • Introduce Whole Class reward system which focuses on RESPECT • Use of iPads and digital content to improve engagement and attendance • Provide staff with professional learning in trauma-informed arts practices. 	<p>Classroom Teacher</p> <p>Kylie Wynne (Therapy Dogs Australia)</p>	<p>PBS Tangibles - \$350 SEN/IEP's, RMP/BMP's Music incursion \$1000 Replace outdated and broken equipment and instruments (\$1800) & increase sets of instruments 30 students – \$1200 PL \$600 Cost of painting or purchase of 10 Pinboards (1200x900mm = \$352ea)</p>	<p>PBS Term data analysis Staff observations of engagement following therapy dog interactions. Completion timeline tracking of Music room improvement (planned vs actual completion dates). Before and after photographic evidence of the space. Increased wall displays once completed (vocab walls, student work etc) Storage audit conducted (inventory of instruments and equipment) Behaviour and attendance data CMP</p>
<p>FOCUS AREA 3 COMMUNITY CONNECTIONS.</p>		<p>Ongoing: Continue with school choir: Open Night performances, WS Assemblies, YoH Fest, Blake House</p> <p>New: Engage with community musicians, the IMSS program, or local arts organisations to enrich learning opportunities. Choir: Magic on Moreton, One Big Voice, Perth (investigate)</p> <p>Collaborate with class teachers to assist with assembly and presentation items (cross-curricular)</p>	<p>Classroom Teacher Dept of Education, IMMS Shire of Irwin YoH Fest organisers Queens Park Theatre, Geraldton Primary Staff Parents</p>	<p>Use of school bus EA with Bus license – relief x 1 day \$413</p>	<p>Participation numbers in music performances. Choir student numbers (increase per year) Community/parent feedback</p>

2026 OPERATIONAL PLAN: K-PP Arts: Tania O'Brien

Cost Centre D6015	School Funding \$2725 Combined K/PP shared all LAs	C&C \$1275 Shared all LA's	Relief Salaries \$	PL Costs \$
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FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	Based on 2024-2026 Business Plan needs and 2025 Op Plan Review Art based information walls- e.g. Artists, types of lines, types of styles etc Focus on using responding questions in a minimum of 1 artwork per term. Improve fine motor control	Ongoing: Continue linking art across the curriculum. Exploratory Art, Process-driven activities that allow students to experiment with colour, texture, form. Replacement of musical instruments New: Display of art information. Display of responding questions. Develop more resources developing fine motor control.	All staff PP staff	Consumables \$500 Musical Instruments \$300 Fine motor resources (tool based to encourage boys) \$200	When and what? Audit: information walls Audit: use of Responding questions
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Focus on process not product. Supportive environment. Open ended materials. Encourage creativity and risk taking.	Ongoing: Continue encouraging process and creativity. New: Encourage expressive reflections.	All staff		When and what?
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increase promotion of student achievement. Exposure to real world art including Aboriginal art.	Ongoing: NAIDOC week activities relating to theme Aboriginal culture focus all years and other than NAIDOC incl support from AIEO Display student work in Library/ office 2 x per year. Seesaw minimum of once per term. Open Night display New: ?????	All staff	Real life art from library and art room	When and what? Audit of School display. Audit of Seesaw

2026 OPERATIONAL PLAN: Visual Arts 1-8 Dawn Cullen

Cost Centre D5705		School Funding \$2347		C&C 1-6 \$415 7-8 \$238		Relief Salaries \$		PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA				
FOCUS AREA 1 TEACHING FOR IMPACT	Year 1-8 Responding – there will be an increase in the number of students receiving a ‘C’ grade or better with use of relevant Visual Arts language both verbal/ written. Formalised annotation process for all classes. Word walls- use of visual art vocabulary in all classes Student briefs to be used year 1-8 in all classes Use year 7-8 cover sheets at least once each semester Focus on shared reading of self-reflection and annotations to peers at least once per studio area.	Ongoing: Word Walls for each studio area. Modelling use of this language in annotations. Modelling use of language when in discussion with students. New: Display of annotations on board and modelling of how to annotate in visual diary: Goal for task, Were you successful, Why/Why not, What worked well, How could you improve, What would you differently, What have you learnt? Student brief for each studio area- visual art language discussed by teacher and assessment/feedback recorded on brief Use of Secondary Cover sheet & Peel. Reading self-reflection and annotations to peers MCJ for any A grade All art teachers to contribute review data for Op plan	Visual Arts Teachers year 1-8	Whole School Literacy Plan Consumables @ 2500	When and what? Sem 1 Review C Grade or higher Present data Word wall audit Annotation audit including poster Audit reading Audit use of student Brief Audit Sec Cover sheet Data MCJ A grades Sem 2 Review C Grade or higher Present data Word wall audit Annotation audit including poster Audit reading Audit use of student Brief Audit Sec Cover sheet Data MCJ A grades Compare sem 1 data 2027 Review all data for recommendations 2027				
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Increased use of positive reinforcements PBS tickets Minor and major behaviours will decrease. Utilise strategies to support neurodiverse students. Complete SEN Plans. Increased focus on student social commentary via studio area.	Ongoing: Use of tickets free and frequently. Use language of matrix. Call or email parents for positives. Explicitly us the whole school behaviour plan including the flowchart. Use restorative practices New: Trial online PBS when implemented. SEN plans relevant and completed/reviewed to meet deadline. Consult with SNEA and SAER DP. Provide opportunities via studio areas for students to express personal point of view and/or make social commentary.	Visual Arts Teachers year 1-8 SNEA SAER DP	Whole school SAER plan PBS tickets- prizes @ \$500	When and what? Sem 1 Review ticket data, compare 2026 Social commentary tasks SEN plans completed and reviewed Sem 2 Review ticket data, compare 2026 Social commentary tasks SEN plans completed and reviewed 2027 Review all data for recommendations 2027				

<p>FOCUS AREA 3 COMMUNITY CONNECTIONS.</p>	<p>Cross-curricular, STEAM/sustainability project for development of social awareness. Ensure Aboriginal Histories and cultures are studied and influence task Increased exposure to real world art experiences</p>	<p>Ongoing: NAIDOC week activities relating to theme Aboriginal culture focuses all years and other than NAIDOC incl support from AIEO Display student work regularly around the school and on social media. Open Night display and possible competition-viewer's choice New: Excursions/Incursions to local arts areas and people. Visiting artists. Enter as many competitions as possible. Enter YOH Fest Art competitions. Collaboratively plan Cross Curric learning programs at least 1 per year.</p>	<p>Visual Arts Teachers year 1-8 Local artists Comps incl YOH Fest</p>	<p>Entry Fees @ \$200 School Bus Fuel Exc @ \$200</p>	<p>When and what? Sem 1 Data NAIDOC participation Data implement Aboriginal Histories and cultures Data use of AIEO Data Cross Curric tasks Data comps entered % students and any success Data inc/exc local artists Sem 2 Data implement Aboriginal Histories and cultures Data use of AIEO Data Cross Curric tasks Data comps entered % students and any success Data inc/exc local artists 2027 Review all data for recommendations 2027</p>
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2026 OPERATIONAL PLAN: English K-6 Helen Cusworth

Cost Centre D5005	School Funding \$3335	C&C \$1085	Relief Salaries \$	PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
<p>FOCUS AREA 1 TEACHING FOR IMPACT At DDHS we will see high quality teaching and learning practices in every learning space. Our staff will use evidence based and collaborative approaches to student learning</p>	<p>The NAPLAN 2025-2026 data will show an increase in value added data results.</p> <p>The NAPLAN data will show improvement in Writing, Spelling and Grammar.</p> <p>Staff will engage with Instructional Coach, demonstrating DDHS commitment to Teaching for Impact and Midwest Targeted Teaching Program.</p> <p>Whole school Literacy focus: Reading</p>	<p>Ongoing: K-2 teachers explicitly teach Heggerty Phonemic Awareness lessons – supporting Phonics Initiative requirements. Use of decodable readers in K-2 classes and intervention groups. PP-3 teachers utilising developed DDHS Sounds Write scope and sequence including assessment. Tier 2 RTI for Year one to Year Six students. Seven Steps to Successful Writing lesson scope and sequence. Brightpath Writing moderation. Staff PL – Teaching for Impact.</p> <p>New: DP completing Step lab Certificate in Coaching Leadership. Information disseminate with Instructional Coach and staff as positive coaching culture continues to be developed. Relevant K-3 staff to complete Sounds Write Refresher PL. Curriculum team to develop Paired Reading model to support improved fluency. Ochre Novel Studies being used in 3-6 classes – whole class approach to develop comprehension and engagement with texts.</p>	<p>Classroom teachers</p> <p>Curriculum Team</p> <p>Instructional Coach</p> <p>Intervention Education Assistants</p> <p>AIEO</p>	<p>K-2 oral language and synthetic phonics resources \$500 Decodable readers \$1000 Year 3 – 6 resource purchases to support implementation of Ochre novel studies \$2000 Relief: 5 x staff half day DOTT to complete SW Refresher \$1750 Consumables \$150</p>	<p>K – SOCS PP – On entry K-2 Heggerty to inform teaching NQS monitoring Ongoing Sounds Write tracking Brightpath Writing DIBELS data collection – Term 1, 2 and 4 Instructional Coaching Peer observations Whole school Assessment Schedule In built Ochre Novel Study assessments</p>
<p>FOCUS AREA 2 STUDENT AND STAFF WELLBEING At DDHS we value social and emotional learning and promote resilience, optimism, confidence, and self-</p>	<p>Support students social and emotional learning</p> <p>Increase staff capacity to create culturally responsive learning environments for Aboriginal students</p>	<p>Ongoing: SAER students supported by Allied Professionals in classrooms during Literacy sessions. AIEO timetabled to support Aboriginal students in classrooms and during intervention sessions. Data collection to drive Tier 2</p>	<p>Classroom teachers</p> <p>Curriculum Team</p> <p>AIEO</p> <p>Intervention</p>	<p>Attendance plans</p> <p>First Nations resources</p> <p>Online resources</p> <p>AIEO Timetable</p>	<p>Attendance data</p> <p>Compass data – SEN students to determine support strategies</p> <p>SEN plans completed and reviewed</p>

<p>efficacy. Our focus on students and staff well-being will support connection and belonging where they are valued and acknowledged for their contribution to our school community.</p>		<p>intervention. Staff reflection on Aboriginal Cultural Standards Framework with focus on Learning Environment and Teaching Standards. Tracking of Attendance and use of DDHS Attendance Procedure to support families. New: Curriculum Team to support teachers in purposeful use of First Nations resources in Literacy lessons. Creation of Two-Way Team.</p>	<p>Education Assistants Special Needs Education Assistants Attendance DP</p>	<p>ACSF</p>	<p>Staff reflections</p>
<p>FOCUS AREA 3 COMMUNITY CONNECTIONS. At DDHS we will partner with our families, community and agencies to support the engagement of our students</p>		<p>Ongoing: Use of a range of strategies to communicate with students, parents, staff and the wider community e.g., Newsletter, Connect, Seesaw and Facebook. Students to participate in local competitions and programs. Use of digital communications by students. Parent involvement in classrooms and school events. Whole school events e.g., Book Fair, Literacy Week, Indigenous Literacy Week and Book Week</p>	<p>Classroom teachers Admin AIEO Curriculum DP Curriculum Team Students Parents P&C Librarian</p>	<p>WABIAD registration \$70 Young Writers subsidy 10 x \$70 - \$700 Newsletter Connect Seesaw Facebook/Instagram Parent</p>	<p>Surveys, attendance and participation in competitions and events. Community interaction on social media posts.</p>

Cost Centre D5015		School Funding \$647.81	C&C \$1180	Relief Salaries \$0	PL Costs \$0	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets		WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	<ul style="list-style-type: none"> At least 80% of Year 7–10 students demonstrate 12 months or more growth in spelling age At least 90% of Year 7–10 students demonstrate growth of 10% or more in oral reading fluency At least 90% of Year 11–12 students achieve Category 3 in OLN Reading At least 90% of Year 11–12 students achieve Category 3 in OLN Writing 	Ongoing: <ul style="list-style-type: none"> Use high impact teaching strategies Evolve vocabulary program Facilitate frequent small group guided reading sessions New: <ul style="list-style-type: none"> Deliver frequent learning reviews 		<ul style="list-style-type: none"> K Dunmill H Trigg T Goedecke 	<ul style="list-style-type: none"> Education research and textbooks by Hattie, Manzano and Lemov 'The Phonic Handbook' by Hope Sounds-Write resources Sounds Waves wordlists 'The Writing Revolution' by Wexler 	<ul style="list-style-type: none"> SAST, DIBELS, Brightpath NAPLAN and OLN
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	<ul style="list-style-type: none"> At least 90% of Year 7–10 SAER students demonstrate growth of 20% or more in oral reading fluency 	Ongoing: <ul style="list-style-type: none"> Develop IEPs for SEN Goedecke to deliver targeted oral reading fluency practice for SAER Millett to provide literacy support Aboriginal students New: <ul style="list-style-type: none"> Deliver frequent personalised learning reviews for SAER 		<ul style="list-style-type: none"> K Dunmill H Trigg T Goedecke J Millett 	<ul style="list-style-type: none"> Non-fiction texts by DK Digital informative texts by Britannica 	<ul style="list-style-type: none"> DIBELS ORF
FOCUS AREA 3 COMMUNITY CONNECTIONS	<ul style="list-style-type: none"> Increase documented interactions with student families via email, phone and Connect by 10% 	Ongoing: <ul style="list-style-type: none"> Communicate with student families through email, phone and Connect Cusworth to facilitate students attending Young Writers workshops New: <ul style="list-style-type: none"> Encourage student submissions to writing competitions, Randolph Stow Young Writers Awards and ABC Heywire 		<ul style="list-style-type: none"> K Dunmill H Trigg H Cusworth 	<ul style="list-style-type: none"> Connect 	<ul style="list-style-type: none"> Teacher records Student attendance at Young Writers workshops Student submissions to writing competitions

2026 OPERATIONAL PLAN: K-PP HaSS Shiralee Watt

<i>Cost Centre D6015</i>	<i>School Funding \$2725 Combined K/PP shared all LAs</i>	<i>C&C \$1275 Shared all LA's</i>	<i>Relief Salaries \$</i>	<i>PL Costs \$</i>	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
<i>FOCUS AREA 1 TEACHING FOR IMPACT</i>	<p>Based on 2024-2026 Business Plan needs and 2025 Op Plan Review</p> <p>Increase student engagement using High Impact teaching strategies in HASS</p>	<p>Ongoing: HASS in ECE is delivered through intentional, play-based pedagogy incorporating hands-on experiences, storytelling, and role-play. Educators utilise open-ended questioning, visual scaffolds, and authentic real-world connections to ensure learning is engaging, inclusive, and accessible for all students.</p> <p>New: Embed high-quality concrete resources and purposeful play-based tools to strengthen cross-curricular integration and deepen conceptual understanding across learning areas.</p>	All Staff	<p>HASS Resources: Allocate \$400 to enhance essential HASS materials for student engagement and learning.</p> <p>Inquisitive Programme: \$137.50. This program supports inquiry-based learning.</p>	<p>Coaching and Feedback: Deliver targeted, evidence-informed coaching and feedback to strengthen instructional practice and maximise student outcomes.</p> <p>Report Data: Utilise data-driven analysis to monitor student progress, inform differentiated instruction, and ensure a responsive, evidence-based approach to teaching and learning.</p>
<i>FOCUS AREA 2 STUDENT AND STAFF WELLBEING</i>	<p>Showed increased movement within the Aboriginal Framework</p> <p>Increased use of technology of teaching strategies to support neurodiverse students</p>	<p>Ongoing: In HASS, educators embed Aboriginal perspectives through culturally responsive practices and authentic learning experiences. Neurodiverse learners are supported through visual scaffolds, hands-on engagement, and purposeful integration of technology (e.g., iPads) to enhance access, engagement, and understanding.</p> <p>New: Integrate quality literature and small-world learning experiences to deepen conceptual understanding and strengthen students' ability to</p>	All Staff	<p>Indigenous resources: Literature, posters and small world resources \$300</p> <p>Consumables and sensory items \$100</p>	<p>Aboriginal Education Framework: Embed the Aboriginal Education Framework to strengthen cultural responsiveness, promote inclusive practices, and enhance the wellbeing of students and staff.</p> <p>Teacher Feedback: Strengthen a culture of continuous, reflective feedback to refine teaching practice and support the professional growth and wellbeing of</p>

		make meaningful connections to their learning.			staff, ultimately improving student outcomes.
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increase family	<p>Ongoing: Engaged students in NAIDOC Week through whole-school performances, incursions, and collaborative learning experiences with the AIEO. Maintained strong family partnerships through regular communication via Seesaw and daily classroom updates, sharing student learning and cultural experiences.</p> <p>New: Embed ongoing Aboriginal and Torres Strait Islander perspectives across the curriculum beyond key events, strengthening authentic partnerships with community members and ensuring sustained cultural learning throughout the year.</p>	All Staff	Seesaw, Connect, Newsletters, Display boards, Celebrations, posters, resources, books and consumables 200	Regular surveys and data, focusing on their involvement in the school community.

2026 OPERATIONAL PLAN: HASS 1-6 Dana Owen, Carrie Ellery

<i>Cost Centre D5205</i>	<i>School Funding \$1610</i>	<i>C&C \$415</i>	<i>Relief Salaries \$</i>	<i>PL Costs \$</i>	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	<p>All teachers to use High Impact Teaching strategies to engage students.</p> <p>Use word walls to display HASS related vocabulary.</p> <p>Use Oz boxes/ HASS related reading material to link HASS and literacy.</p> <p>Use Inquisitive to support learning and moderation and to embed indigenous perspectives.</p> <p>Source artefacts and online museum lessons for hands on learning to support critical and creative thinking.</p>	<p>Ongoing: Continue to use Inquisitive.</p> <p>Use High Impact strategies to embed knowledge and understanding.</p> <p>Display HASS specific word walls in all Primary classrooms</p> <p>Use OZ boxes 3-6 as a cross-curricular link for literacy outcomes</p> <p>New: Encourage students to enter competitions promoting History and Indigenous culture.</p>	<p>Team Leader</p> <p>Classroom teacher</p>	<p>Inquisitive \$275 SCSA Docs</p> <p>Consumables @ \$100 per class</p>	<p>Audit of High Impact strategies and use of Inquisitive</p> <p>Audit of word walls and Oz box use</p>
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	<p>Continue with tickets and dojos to acknowledge positive reinforcement.</p> <p>Create culturally safe and engaging learning environments</p> <p>Staff to update on the Aborigine Cultural framework</p>	<p>Ongoing: Keep a record of reward tickets and dojos</p> <p>Display posters and cultural displays throughout the year.</p> <p>New: provide time for staff to update AC framework</p>	<p>Class teachers</p> <p>Op plan managers</p>	<p>Curriculum resources \$150 per class</p>	<p>Tickets and dojo data</p>
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<p>Increase HASS related guest speakers</p> <p>Encourage local excursions/ incursions</p> <p>Engage the Local Historical Society</p> <p>Use NAAC resources</p> <p>Source and use Wajarri resources and language in blocks</p>	<p>Ongoing: Showcase student's work at Open Night and in the Newsletter</p> <p>New: Utilise school bus for excursions</p>	<p>Local guest speakers</p> <p>Class teacher</p>		<p>Survey class teachers for feedback on success of Open Night</p> <p>Check newsletter for student work</p> <p>Audit use of Wajarri</p>

2026 OPERATIONAL PLAN: HaSS 7-10 H Trigg

Cost Centre D5215		School Funding \$411.60		C&C \$648		Relief Salaries \$		PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets		WHO	RESOURCES	MONITORING/DATA			
FOCUS AREA 1 TEACHING FOR IMPACT	Increase student learning outcomes - % of students to achieve C grade or better in all Learning Areas. Implementation of the Whole School Literacy Plan Secondary agreements. Implementation of High Impact Teaching Strategies. Provide students with extension opportunities.	Ongoing: WSLP Tier 3 Vocabulary – Vocabulary definition task, word wall Writing – English Minimum Standards Cover Sheet High Impact Teaching Strategies Australia History Competition Peer observations IEP, GEP, SEN plans New: Australian Geography Competition		Hailie Trigg	Whole School Literacy Plan @ \$1500 iPad @ \$1000 Consumables @ \$300	When and what? Sem 1 WSLP audit S1, S2 Learning Area report grades S1, S2 C or better Competition results Sem 2 WSLP audit S1, S2 Learning Area report grades S1, S2 C or better Competition results			
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Increased use of positive reinforcements such as PBS tickets and DOJOs Minor and major behaviours will decrease. Increase staff capacity in utilising strategies to support neurodiverse students. Increase staff capacity to create culturally safe and engaging learning environments for Aboriginal students.	Ongoing: PBS behaviour focus CMS/HIT, PBS tickets Class vs class PBS game & reward IEP/SEN/RMP/BMP AEW Aboriginal Cultural Framework New: Lighthouse Model		Hailie Trigg AEIO EA	CMS PBS tickets/DOJO points PBS Rewards \$100 IEP/SEN/RMP/BMP EAs AEIO	When and what? Sem 1 PBS term data analysis PBS secondary ticket totals Class PBS rewards Sem 2 PBS term data analysis PBS secondary ticket totals Class PBS rewards			
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Continue to build positive relationships with parents and community. Increase opportunities for Indigenous contributions to HaSS Learning Areas	Ongoing: Open Night & Curric Night displays & meet-and-greet Recording of parent and community contact Parent contact – behaviour & academic. Phone, Connect & emails, Letter of concern/commendation, parent/student/teacher meetings New: Indigenous guest speakers for Indigenous content/events		Hailie Trigg AEIO Guest Speaker	Connect Guest speaker SIS Letter of concern/commendation	When and what? Sem 1 Parent contact & behaviour records – as required Sem1/2 Sem 2 Parent contact & behaviour records – as required Sem1/2			

2026 OPERATIONAL PLAN: K/PP Health & PE K Jeffery

Cost Centre D6015		School Funding \$2725 Combined K/PP shared all LAs		C&C \$1275 Shared all LA's		Relief Salaries \$		PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets		WHO	RESOURCES	MONITORING/DATA			
FOCUS AREA 1 TEACHING FOR IMPACT	All students engage in Protective behaviours for safety and self-awareness Participate in structured physical activity to promote core strength and coordination Restart PBS tickets (free and frequent) for improved behaviours in the classroom	Ongoing: New: Weekly PE structured activities Daily Review – Gross Motor movements Weekly ticket draw		Kobi Shiri	ECE specific Protective behaviour picture books (\$110) 3 x bb set @\$40 = \$120 Prize box \$100	When and what? Notify admin when class has completed Protective Behaviours learning. Gross motor checklist for all Kindy and PP students Maintain data of students and numbers of tickets			
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Increased use of teaching strategies and language to support emotional regulation with neurodiverse student Diversification of inside gross motor activities and mindfulness activities Promotion of healthy eating	Ongoing: New: Explicit implementation of Zones of Regulation into the Kindergarten classroom Yoga in the classroom Regular healthy classroom cooking and practices Shared fruit		Shiri	Zones of Regulation Support material \$100 15 Yoga mats (\$10x15 =\$150) \$320 (\$80 per term)	When and what? Shiri to purchase 15 Yoga mats from Kmart and cut in half to make child size Shiri to incorporate basic healthy cooking into classroom			
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increase connections with wider community	Ongoing: Ask parents for assistance with the repair of equipment e.g. bikes New: Work with P& C to remove and install new swing set Ask parents and P and C about ideas for large concrete area activities/purchases Ask for parent expertise and share with classes. Grandparents/Mother's day/Father's Day/ Kindylympics Work with local business to provide ECE tea towel keepsake Wave to the local seniors on their bus drive		Kobi	Bike parts \$600 Nil Kindylympics medals \$60 Nil	When and what? Kobi to audit bike parts and order. Teachers to canvas parents Make up flyer to ask parents for ideas Document parent numbers at events Talk to Moira at Pixies prints Talk to Shane at Blake house about driving the bus past the ECE at determined time so the children can wave at the seniors in the bus			

2026 OPERATIONAL PLAN: Year 1-6 Health and PE - Montana Owen and Rose Bedford

Cost Centre D5605		School Funding \$10907		C&C Year 7-10 \$1678 C&C Year 1-6 \$415		Relief Salaries \$		PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA				
FOCUS AREA 1 TEACHING FOR IMPACT	All teachers to use High Impact teaching strategies. Literacy cross curricular focus Participate in Sporting Carnivals Increase lessons around showing good sportsmanship and resiliency Increase student knowledge around cyber security	Ongoing: Use High Impact strategies to embed knowledge and understanding. Words wall and displays of posters/ student work Participate in Basketball, Netball, Footy and Cricket Carnivals in Geraldton New: Host and participate in the North Midlands Winter Carnival Incorporate sportsmanship into all PE lessons Ensure regular lessons around cyber security	Classroom teacher PE Teacher	iPad Smart boards Word walls Posters Carnival registration fees	Audit of High Impact strategies Audit of word walls Student achievement in Sporting Carnivals Audit the number of lessons around sportsmanship and cyber security				
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Utilise student councillors/house captains to assist in sports carnivals and to increase opportunities for Student Voice. Implement whole school social and emotional learning programs. Increased use of positive reinforcements (PBS tickets)- Minor and Major behaviours will decrease. Implement strategies to promote inclusivity and respect for Aboriginal and Torres Strait Islander histories, cultures and contributions.	Ongoing: House Captains- 2 x primary election and meetings Whole school programs: • Zones of Regulation • Protective Behaviours • Saxon Therapy Dog • Friendly Schools New: House Captains to speak at the Assembly regarding sporting achievements and upcoming events Focus on PBS skills and reward with Friday Clubs – Years 4-6 More Incentives for choosing Respect Play Indigenous games throughout the year and not just during NAIDOC Week.	Student Council /House Captains Classroom teacher PE Teacher AIEO	Programs: Zones of regulation Protective behaviours Friendly schools Resources for Friday Clubs (board games, sports equipment, art supplies). Indigenous games	Number of times House Captains speak at the Assembly Audit of whole school social and emotional programs Ticket and Dojo data				
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Engage parents to help coach/manage sporting teams and volunteer at carnivals Display students sporting ability and sportsmanship within the community Increase number of sporting/health guest speakers to promote sport and health to the students	Ongoing: Post photos and achievements of students sporting abilities through social media/ newsletter. Continue attending Year 6 Health conference if available in 2026. New: Expression of Interest note at the start of the year regarding Carnivals Guest speakers and/or sports clinics	Classroom teacher PE Teacher Parents Social media Newsletter Sports people Health professionals	Guest speakers	Check school newsletter/ social media for sporting achievements. Collect data on guest speakers and sports clinics				

2026 OPERATIONAL PLAN: 7-10 HPE, Jarrad Bailey

Cost Centre D5605		School Funding \$10907		C&C Year 7-10 \$1678 C&C Year 1-6 \$415		Relief Salaries \$		PL Costs \$TBC	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA				
FOCUS AREA 1 TEACHING FOR IMPACT	Have a better understanding of the new HPE Curriculum Word walls- use of Health and Phys Ed vocabulary in all health classes Student participation in Sports Carnivals to reach 75% (limited previous data to compare to so ensure accurate records are kept form 2026 and beyond)	Ongoing: Use of student journaling at the beginning of each class New: Online training course through the department Word walls to be displayed using words from current topics Eligibility to Country week requires attendance across Surf carnival, Ath's carnival, Jumps and Throws and cross country	JB, CB, MO	Online PD Visual posters Student journals	When and what? Word walls done by the end of week 2 of each term Journalling done through the year in each health lesson Complete PD by end of term 1				
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Reduce the number of incidences relating to the use of Alcohol and other drugs Increased use of positive reinforcements PBS tickets Minor and major behaviours will decrease. Engage Student Council and House captains to develop leadership skills	Ongoing: Delivery of health programs Use of tickets free and frequently. Use language of matrix. Call or email parents for positives. House Captains to drive more house spirit New: Students participate in VR health lessons that address the use of Alcohol and other drugs Use high school students to assist in primary school carnivals Towels for each House captain	JB, CB, MO, House Captains, Student Councillors	VR Headsets Beach and Hand towels	When and what? Term 3 health classes for the VR Sports carnivals throughout the year				
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Improve student attendance at all sporting carnivals Hold the athletics carnival at school to engage parents/families and promote the school Promote school activities throughout the community Utilise the community facilities where students are 'on display' to the public	Ongoing: Continue to promote sporting events and day carnivals New: Make it a requirement to be eligible to attend Country Week Ath's carnival to be held at school Post in local newspaper and social media Take the PE classes and fitness class to the rec centre and beaches	JB, JC, MO	School oval to have line markings Volleyball/jumps pit to be installed by term 3 School bus, Rec Centre, Beaches	When and what? Aths Carnival term 3 Country week term 3 Sporting carnivals throughout the year				

2026 OPERATIONAL PLAN: Year 9-12 Outdoor Education Manager: M. Downes

Cost Centre D5615	School Funding \$10166	C&C \$2334	Relief Salaries \$	PL Costs \$TBC	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	Introduce new programs and extend existing programs. Purchase new equipment to cater for large upper school classes to allow maximum participation for all students. Modify and adapt activity type, duration, difficulty and duration to allow students of varying abilities to all succeed.	Ongoing: New Semester 2 New raft building lessons for all year groups Purchase additional equipment to cater for large classes size to allow all students to participate. Semester 2 Rottnest expedition – new navigation activities. New teaching resources PL in new curriculum 2026 Replace unserviceable double Kayaks New extended Kayak course Increase storage-Sea container Continue and modify navigation activity at Rottnest. Coral Bay expedition add new extended hike and navigation to the camp itinerary	Mr Downes & Mr Bailey	Raft Building supplies \$1500 New equipment \$8500 Bus and Ute fuel \$1200 New teaching resources \$350 New double Kayaks \$1600	SIS data from Semester reports Teacher records, ongoing Teacher expedition evaluation- post expedition, term 2 and 3. Teacher records of student participation levels, ongoing. Student self-evaluations- Logbooks, self-reflection documents and camp evaluations, weekly, end of term and after expeditions
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Maintain existing equipment for student safety. Purchase new equipment to cater for class sizes and maximise participation. Two expeditions for year 11/12 class, Coral Bay and Rottnest Island to engage students. Increased use of tickets or rewards/incentives especially with upper school students.	Ongoing: Service equipment to ensure safety and longevity Consumables New: New rescue tubes and Hi Visibility vests for Aquatics	Mr Downes & Mr Bailey	Bike servicing \$750 General Repairs and consumables \$2500 \$450	Teacher meetings and collaboration Student success on expeditions, term 2 and 3
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Continue to promote and engage students and wider community via use of social media, GoPro and drone footage and camp movies. Students to use underwater cameras to create a visual diary and use for social media.	Ongoing: Camp movie presented at Monday assembly and shared on connect page to give parents access Use photo sharing app on camps to provide content for media promotion and camp video New: Photobooks to display student work in practical classes and expeditions at open night	Mr Downes & Mr Bailey	Movie making app subscription \$85	Parent, students and community feedback.

2026 OPERATIONAL PLAN: 11/12 Health Studies RACHEL THORBURN

Cost Centre D5605		School Funding \$1481	C&C \$171	Relief Salaries \$	PL \$
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	<p>Stay up to date with current practice, develop knowledge and access new resources to enrich teaching and learning</p> <p>Focus on student attendance in Health Studies</p> <p>Focus on literacy in Health Studies</p>	<p>New: Attend PL and access professional readings, colleagues and professional organisations.</p> <p>Incentives for high attendance – PBS rewards, recognition and contact home. Student agency – tasks and learning activities.</p> <p>Incorporate guided reading and writing strategies, word walls, differentiated readings, gradual release of responsibility, 3 level guides</p>	RT	<p>SCSA ACHPER General Health textbooks</p> <p>PBS tickets and rewards.</p> <p>Education research and textbooks by Hattie, Manzano and Lemov</p>	<p>When and what?</p> <p>Seek student feedback through satisfaction survey.</p> <p>Attendance data</p> <p>Record PBS data</p> <p>Semester 1 and 2 reporting data.</p>
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	<p>Improve student wellbeing</p> <p>Staff complete or refresh First Aid/CPR and Mental Health First Aid</p>	<p>New: Incorporate yoga, meditation and mindfulness strategies into the classroom.</p> <p>Health initiatives – check in and then apply strategies such as food prep, gardening.</p> <p>Classroom decoration to promote health and wellbeing</p>	RT	<p>Guided yoga and meditation books and apps Yoga Mats and speaker Healthy foods Garden Outside instructors First Aid Courses Posters</p>	<p>Wellbeing Logs – weekly reflection and check ins First Aid Cert Feedback surveys</p>
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<p>Form community connections through contact with local providers/organisations Provide opportunities for teacher-family interactions Display student work and achievements within the community</p>	<p>New: Communicate with students, families, staff and community through Connect Engage with local providers/organisations – gym etc Publish student engagement on social media, local newsletter</p>	RT	<p>Guest speakers from the local community Bus licence Local Gym Bus</p>	<p>Participation Rates Attendance of school and community events Feedback from providers</p>

2026 OPERATIONAL PLAN: 3-8 Language. Manager: Erlin Indrayani

<i>Cost Centre D5505</i>	<i>School Funding \$103</i>	<i>C&C \$497</i>	<i>Relief Salaries \$</i>	<i>PL Costs \$</i>	
FOCUS AREAS	2025 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	<ul style="list-style-type: none"> Increased use of language convention. Utilise the new exemplar from SCASA for all year levels. Utilise assessment outline on reporting for clear grades information. More focus on grammar. Continue moderate assessments through language network. 	<p>Ongoing: Assessment marking key (more detail rubric). Data for grading system through assessment outline to inform students and parents. Assessment moderation. Differentiation. Total physical respond for low. achiever and non-verbal students.</p> <p>New: Applying high impact teaching strategies in classroom teaching strategies. Data collections of students' achievements. A B C and D Teaching words classification using dictionary (Eng-Ind) or online translations. Projector maintenance to support students when reading the board.</p>	Erlin Indrayani	Moderated SCASA exemplar Education Perfect Non-Subscription Connect resources DOE resources Languages online Indonesian app. Consumables resources: \$200	<p>When:</p> <ul style="list-style-type: none"> In class check in, Scheduled assessments. Task completions. Reporting to parents <p>What: Students' workbook booklets. End of topic assessment. Students' assessment result and report.</p>
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	<ul style="list-style-type: none"> Use of PBS matrix. Incorporating mental health strategies in class activities. Target student who needs extra support in class. 	<p>Ongoing: Adapting Teach-Well. Assessment and task moderation. Zone of regulation. Midwest language teachers. collaborative work on students' wellbeing management.</p> <p>New: Data collection of students in class participations.</p>	Erlin Indrayani	In Class reward. Brain break. Health and wellbeing in class day.	<p>When: Weekly lesson Assessments</p> <p>What: Students' behaviour records SIS data.</p>
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<ul style="list-style-type: none"> Indonesian language award for secondary students (KJRI Perth) Online language competition Cultural immersion for Open Night 	<p>Ongoing: Using students work to enter on competitions. Cultural immersion and celebration for open night.</p> <p>New: Cultural celebrations. Indonesian Independence Day.</p>	Erlin Indrayani	Access cultural event provider Competitions Consumables cultural events (Food): \$400	<p>When: Completion of the events</p> <p>What: Feedback from students, parents, and guardian.</p>

2026 OPERATIONAL PLAN: K-PP Maths Kobi Jeffery

Cost Centre D6015	School Funding \$2725 Combined K/PP shared all LAs	C&C \$1275 Shared all LA's	Relief Salaries \$	PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	Increase teacher capacity in high impact teaching strategies to teach mathematics	Ongoing: Daily reviews (digital and non-digital) and Peer Observations New: Use of Time manipulatives	Classroom teacher	Class set of clock manipulatives \$238	Routine Document usage of clocks in planning
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Increase staff capacity in utilising strategies in utilising strategies to support neurodiverse students Increase use of culturally safe and engaging learning environments and Aboriginal connections	Ongoing: Provide engaging maths learning centres New: Indigenous bases Maths centres	Classroom Teachers	Indigenous maths resources- natural materials Indigenous pack \$345	New centres every 4 weeks
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Support families in understanding maths concepts	Ongoing: Paul Swan parent information to be available to parents either sent home in Term 1 or displayed in classroom On entry- parent feedback of student achievement Model maths concepts to parents during parent help New: ??????	Classroom teachers		Information sent home in parent pack Parent help Open night Seesaw

2026 OPERATIONAL PLAN: Maths 1-6 Vanessa Wellstead and Melanie Mark

Cost Centre D5105		School Funding \$2670	C&C \$ 830	Relief Salaries \$	PL Costs \$N/A	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO		RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	Maths Small Group Tuition- Focus on Problem Solving (comprehension) and N&A Promote Maths Comp to families and students Numero App Prepare Year Two's for NAPLAN tests using apps	Ongoing: Small group tuition CUBES Problem Solving Strategy Numero App & Comp New: Purchase apps for Year 2 online Maths practise	Kate Ritchie Classroom teachers Dana Owen Luke Aubrey		Numero App Naplan style apps	Brightpath N&A assessments T1 & T4
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Encourage more use of Daily Reviews. -Include Times Tables for fluency. Create/Source Daily Reviews aligned with Stepping Stones content.	New: Collect and develop Daily Reviews to be shared and saved in S Drive	Classroom teachers Libby Watson		Stepping Stones TeachWell HIT resources	Ongoing HIT Coach Observations
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Work with Culturally Responsive Leadership team for ideas to include Indigenous cultural activities in Maths.	New: Collaborate with Two-Way Science Team to discuss possible integration with Maths.	Curriculum Leader Helen Cusworth		Indigenous Learning Materials	After PL for Two-Way Science has been completed by committee

2026 OPERATIONAL PLAN: 7-12 Maths L Aubrey

Cost Centre D5115	School Funding \$7162	C&C \$1438	Relief Salaries \$	PL Costs \$	
FOCUS AREAS	2025 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	<p>In NAPLAN, an increased percentage at or above the benchmark (Years 7 and 9).</p> <p>In OLNA, an increased percentage of Band 3 (Years 10, 11 and 12).</p> <p>Increase the number of mathematics investigations in years 7-10 to prepare students entering years 11-12.</p> <p>High Impact Mathematics Teaching and Learning</p>	<p>Ongoing: Bright Path teaching and learning in 2025.</p> <p>Ongoing: Continue to work on maths skills to meet OLNA cat 3. Work with students' year 11 and 12 to meet their needs based on individual diagnostics.</p> <p>Ongoing: Continue to implement at least one investigation per semester. Zara and Luke to liaise regarding the investigations yr 11 to prepare yr 9/10.</p> <p>Ongoing: Review and audit maths resources. Purchase concrete manipulatives to consolidate understandings.</p> <p>Ongoing: Contin modify/ assess students on a regular basis to bring students in line with core curriculum</p>	<p>L.Aubrey (Manager/Yr 7-10, 12 Teacher)</p> <p>R. Downes (DP)</p> <p>Z. Bailey (Yr 11)</p> <p>J. Millet (AEIO)</p>	<p>Brightpath Subscription SCSA OLNA practise tests</p> <p>Misc Resources – In line with new WA Curriculum</p> <p>New Next Books – See Cost Centre Submission</p>	<p>Semester 1 and 2 Student report data</p> <p>Semester 1 and 2 WACE OLNA Performance Overview 2025 – Rhiannon Downes has access.</p> <p>Brightpath Formative assessment tool- Cold tasks (Semester 1) Warm tasks (Semesters 1/2) Term 1,2,3 & 4 Investigations (Yrs 7-10) 2026 Mathematical Resources Review</p>
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	<p>Modify and assess students on a regular basis to bring students in line with core curriculum where possible.</p> <p>PBS in schools</p>	<p>Ongoing: Incorporate Catch-up Maths and Master Maths series to assist students. Students have individual files in years 7-10 with personalised classwork, goals and assessments.</p> <p>Ongoing: For severely at-risk students utilise primary stepping stones resources as well as incorporation concrete activities</p> <p>New: New WA curriculum has greater emphasis on concrete manipulatives for concepts in year 7-8. Concrete resources that build conceptual understandings.</p>	<p>L. Aubrey (Yr 7-10, 12 Teacher)</p> <p>R. Downes (DP)</p> <p>Z. Bailey (Yr 11)</p> <p>J. Millet (AEIO)</p> <p>Educational Assistants (EAs)</p>	<p>Catch-up Mathematics resources. Brightpath testing/resources. Stepping Stones Compass reward system</p> <p>Misc concrete resources</p>	<p>Student work files (Working document - All year)</p> <p>PBS data</p>
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<p>Participation in the Australian Mathematics Competition (AMC)</p> <p>Vocational Mathematics</p>	<p>Ongoing: Cont. promo until date AMC.</p> <p>Ongoing: Collect data AMC.</p> <p>New: Increase participation of AMC</p> <p>New: Join High School Numero Challenge.</p>	<p>L. Aubrey (Yr 7-10, 12 Teacher)</p> <p>R. Downes (DP)</p> <p>Local Business</p>	<p>AMC 2026 Invite and pay for selected students</p>	<p>AMC Results – Term 4</p> <p>Semester 1 incursion/excursion</p> <p>Semester 2 incursion/excursion)</p>

2026 OPERATIONAL PLAN: K/PP Science: Tania O'Brien

Cost Centre D6105	School Funding \$2725 Combined K/PP shared all LAs	C&C \$1275 Shared all LA's	Relief Salaries \$	PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	Based on 2024-2026 Business Plan needs and 2025 Op Plan Review All teachers to continue to use High Impact teaching strategies. Integrated curriculum. Words walls.	Ongoing: Continue use of Inquisitive Continue high impact teaching strategies. New: Incorporate new elements of Science curriculum. (PP) Increase resources for 'Physical Science'	All staff	Early Years Outdoor Subscription \$40 Simple machines set \$500	When and what? Audit: science into maths & literacy Audit: word wall
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Tree planting/ garden improvement with possible assistance from parents. Visit the science lab once per term	Ongoing: Continue use of vegetable garden New: Utilise the Science Room Improve tree cover in ECE area	All staff	Soil for vegie garden. Seeds & seedings \$50 Trees \$100	When and what? Vegetable garden planted term 2. Trees planted Winter Audit: Science lab visit
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Promote Science on Seesaw Parent meeting to improve outdoor area & possible assistance to improve nature play.	Ongoing: Use of Seesaw New: Parent meeting for nature play Incorporate indigenous seasons.	All staff	Teepee Nature Play \$2000	When and what? Audit: science on Seesaw Parent meeting by end Term 1

2026 OPERATIONAL PLAN: 1-6 Science Libby Watson

Cost Centre D5305	School Funding \$3585	C&C \$415	Relief Salaries \$	PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	All teachers to continue to use High Impact teaching strategies. Use word walls and the use of Oz boxes/ reading materials to link science and literacy. Enter science competitions Trial 2-way Science project	Ongoing: Continue using programs such as Inquisitive and Primary Connections. Use High Impact strategies to embed knowledge and understanding. Display subject specific word walls in the primary science room and classrooms. Use OZ boxes (4-6) as a cross-curricular link for improved literacy outcomes. New: Encourage students to enter competitions. Teachers actively look out for science competitions. Implementation of 2 Way Science	Class Teachers Operational Plan managers	Inquisitive total \$275 OZ Boxes \$200 class budget for consumables to create word walls and posters. 2 way science Implementation \$2000	Audit of High Impact strategies and science programs. Audit of word walls and the use of Oz Boxes. Audit of 2-way science Student achievement in Science Competitions
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Increase in Tickets and DOJOS acknowledging positive student behaviour. Full use of Primary Science room and resources by all classes. Plan and teach lessons that incorporate Australia's first nations people through 2 Way Science.	Ongoing: Use whole school strategies that support positive student behaviour All staff will use the primary science room as a motivator for engagement in science. Display posters that include Indigenous words (e.g. animal names, seasons). New - Incorporate Australian's first nations perspective in relevant science topics.	Class Teachers Operational Plan managers AEIO	Curriculum resources \$200 per class.	Tickets and DOJO data Use Book It to monitor use of science room. Audit of science resources. Audit of posters and number of times Indigenous perspectives is taught within lessons.
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increased focus on promoting science experiences and achievements of our students. Increased number of Industry guest speakers and science incursions/ excursions. Source more industry guest speakers to present to our students.	Ongoing: Achievements and successes regularly publicised and celebrated across the school and wider community. Showcase student science work at Open Night. New: Display students work in science room. Open Science room during Open Night. Guest speakers and/or incursions for all classes for real life experiences, F2F local and/or virtual.	Class Teachers School social media. Open Night Access list of industry experts from Shire, NACC, STAWA, Jane Ganfield etc Join STAWA.	Newsletter Roster STAWA membership \$171 Guest Speakers to support 2-way science	Check school newsletter/ social media for science achievements. Feedback on success of Open Night ie. Parent/student/staff comment box Collect data on guest speakers and excursions-increase to be shown. Student feedback surveys

2026 OPERATIONAL PLAN: Science 7 – 10 Jane Ganfield and Caryn Stokes

Cost Centre D5306		School Funding \$5517		C&C \$922		Relief Salaries		PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets		WHO	RESOURCES		MONITORING/DATA		
FOCUS AREA 1 TEACHING FOR IMPACT	Improved student attendance Improved grades – more Cs or above from stable cohort At least two PL’s attended - at least one subject specific Improvement in minimum standard cover sheet scores for literacy on assessments Increase teaching of Indigenous Science concepts/knowledge	Ongoing: TeachWell/CMS strategies Enter Science Competitions Cross-curricular activities with IT, English, Maths, HASS Peer observations Use of minimum standard cover sheet for literacy Word-walls posters New: Teach for Impact Coach support, new science resources i.e Rockets/telescopes/3Dprinter to encourage attendance More local excursions 2–way Science PL/partnership		Jane/ Caryn	Relief and PL Collaborative planning time Consumables and resources(\$6439) Minimum standard cover sheet for literacy Critical thinking posters SP - PL/excursions/competitions (\$3579)		% of C-grades or > from stable cohort 7-10 (S1 &S2) Secondary attend data (S1/S2) Comps entered and success. Peer obs completed and feedback implemented. No. of cross-curricular activities Minimum standard cover sheet score improvement in average (S2) PLs attended		
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Higher number of students enjoying Science Ensure safe lab procedures followed	Ongoing: Hazchem safety training for 2 science teachers Increase number of positive interactions/communications with families, New: Use AI to generate modified/differentiated tasks Experiment checklist/risk assessment proforma		Jane/Caryn	Collaborative planning time Hazchem training (SP – 2 days teacher relief - \$1400)		Students selecting science/STEAM subjects (SIDE) in year 11&12 or science/STEAM TAFE courses(S2) Report ABE data (S1 and S2) Amount of positive communication with parents (S1 and S2) in compass Safety PL completed		
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Increase partnerships and excursions/incursions	Ongoing: Synergy solar car comp, CSIRO Scientist in schools’ program New: Shire, NACC, Australian defence, Two-way Science, TAFE,			Relief (combined cost with Focus Area 1)		Number of partnerships/competitions/guest speakers/work experience placements and excursions to local industry and Science facilities		

2026 OPERATIONAL PLAN: 9/10 Marine studies Claire Butler

Cost Centre D5725		School Funding \$390		C&C \$960		Relief Salaries \$		PL Costs \$	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets		WHO	RESOURCES	MONITORING/DATA			
FOCUS AREA 1 TEACHING FOR IMPACT	<p>Improved student engagement in class activities</p> <p>Elevate hands on relative activities and projects in the classroom.</p> <p>Provide students with a variety of occupations and areas of study to give them knowledge of opportunities in the marine field.</p>	<p>Ongoing: Project-based learning activities</p> <p>New:</p> <p>Cross curricular</p> <p>Aquariums with Primary Teachers</p> <p>Peer observations</p> <p>Use of local facilities to increase interest in marine environments</p> <p>Use of local and International environmental agency programs for education</p>		C Butler	<p>Set up 5 aquariums throughout the school - \$300</p> <p>Guest speakers from Fisheries, Geraldton Port, Fishing cooperative</p>	<p>Attendance data</p> <p>Class survey data to gain information on engagement of students</p> <p>Feedback survey on response to guest speakers</p>			
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	<p>Increase knowledge and confidence of staff and students along our coastal areas.</p> <p>Increase knowledge of beach safety and marine hazards.</p> <p>Increase student knowledge of our local area marine issues.</p>	<p>Ongoing: use of local examples in teaching about the marine environment.</p> <p>Visiting local marine areas.</p> <p>New: Partnership with NACC and other agencies to increase practical knowledge.</p> <p>Project based learning tailored to the local coastal area.</p>		C Butler	<p>Excursions to local beaches and rivers for educational purposes</p> <p>Activities to increase practical knowledge base of local areas and relevant marine skills – e.g knots Coastal project</p>	<p>Percentage of students attending on excursion days</p> <p>Results of coastal project</p>			
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<p>Increase ongoing partnerships with community organisations</p> <p>Guest speakers with link to community and school.</p>	<p>Ongoing: excursions to BCMI, Naval architects</p> <p>New: NACC – Beach clean-up/coastal care.</p> <p>Guest speakers</p>			<p>Visit to BCMI</p> <p>Guest speakers e.g.- Willow Jeffery, Aletta, NACC</p>				

2026 OPERATIONAL PLAN: K/PP Technologies Shiralee Watt

<i>Cost Centre D</i>	<i>School Funding \$2725 Combined K/PP shared all LAs</i>	<i>C&C \$1275 Shared all LA's</i>	<i>Relief Salaries \$</i>	<i>PL Costs \$</i>	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	Based on 2024-2026 Business Plan Build staff capability in Digital Technologies through targeted professional learning and practical implementation. Strengthen staff proficiency in utilising SCASA monitoring tools and assessment rubrics to inform data-driven planning and reporting.	Ongoing: Deliver targeted professional learning (led by Shiralee) to strengthen staff capability in Digital Technologies. Trial and evaluate the Bunbury Primary School Digital Technologies Scope and Sequence to guide whole-school planning and implementation. New Develop an Early Childhood Digital Technologies framework that embeds coding, robotics, and digital exploration within play-based learning environments, supported by age-appropriate resources and ongoing staff coaching.	Pre-primary teachers Shiralee All A Block staff	Coding Caterpillar \$50 Code and Go Robot Mouse \$50 Earphones \$600 Bumbury PS scope & sequence	End term 1 survey of start of trial of Bunbury scope and sequence. End term 2 survey use of SCASA rubrics for assessment.
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Increase student engagement in play-based learning areas to design and create STEM-focused projects. Strengthen staff capacity to implement evidence-based strategies that effectively support neurodiverse students.	Ongoing Leverage Lighthouse support personnel to provide targeted coaching, modelling, and collaborative planning to strengthen staff practice. New Embed visual exemplars within play-based learning areas to model and inspire STEM and Digital Technologies exploration.	All A Block Staff	STEM resources and construction \$200	Ongoing
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Maintain community connections	Ongoing: Continue use of Seesaw to display learning to parents. New: ?????	All A Block Staff	Open Night Seesaw Facebook	Open Night Display Shire Christmas Decorations

2026 OPERATIONAL PLAN: 1-6 STEAM Ann-Marie Griggs & Karina Pereira

Cost Centre D5440		School Funding \$2670		C&C \$830		Relief Salaries \$0		PL Costs \$0	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets		WHO	RESOURCES	MONITORING/DATA			
FOCUS AREA 1 TEACHING FOR IMPACT	<p>All teachers to continue to use high impact teaching strategies.</p> <p>Students to achieve C grade or better in Design</p> <p>Continue to increase staff capacity to use SCSA monitoring and assessment rubrics</p> <p>Explicit focus on teaching critical reflections and evaluation</p>	<p>Ongoing: Block participation in STEAM challenges each Semester. Map STEAM activities throughout the year groups Moderation according to assessment schedule Use of D&T SCSA rubrics Tier 2-word walls</p> <p>New: Block participation in STEAM challenges each Semester. Map STEAM activities throughout the year groups</p>		<p>Classroom teacher Team Managers</p>	<p>Techno Maintenance \$500</p> <p>Consumables \$300 per class x 7 = \$2100</p> <p>Robotics \$500</p>	<p>When and what?</p> <p>SCSA Rubrics for each project</p> <p>Sem 1/2 report data</p> <p>Feedback and reflection sheets for each project</p>			
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	<p>Increase staff capacity to create culturally safe and engaging learning environments for Aboriginal students.</p> <p>Increase in tickets and DOJOS acknowledging positive student behaviour and participation.</p>	<p>Ongoing: SAER students supported by Allied professionals in classrooms during Technology Use of variety of Apps and learning styles within the Technology space. Increase focus on First Nations technology and curriculum</p>		<p>Classroom teacher Team Managers</p> <p>Allied Professionals</p>	<p>iPad and App updates \$500</p> <p>Class resourcing \$200 per class x7 = \$1400</p> <p>SNEA AEIO</p>	<p>When and what?</p> <p>Staff reflection survey Semester 1 & 2</p>			
FOCUS AREA 3 COMMUNITY CONNECTIONS.	<p>Maintain/ increase community connections</p> <p>Increase focus on promoting STEAM experiences and achievements of our students.</p>	<p>Ongoing: Use a variety of strategies to communicate with students, parents, staff and the wider community including Newsletter, Connect, Seesaw, Facebook Student competitions. Students to use digital communication methods Parent involvement in classrooms and events.</p> <p>New: Increase guest speaker and incursions for all classes New Competition – Increase the number of outside agencies if possible</p>		<p>Classroom teacher Team Managers</p> <p>Allied Professionals</p>	<p>Open Night Connect Seesaw Facebook</p> <p>Challenges \$700</p>	<p>When and what?</p> <p>Open Night parent engagement (anecdotal) Shire Christmas decorations</p> <p>Survey staff Semester 1 & 2</p>			

2026 OPERATIONAL PLAN: 7-12 Design and Technology M Downes

Cost Centre D5430		School Funding \$16646		C&C \$3354		Relief Salaries \$		PL Costs \$TBC	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets		WHO	RESOURCES	MONITORING/DATA			
FOCUS AREA 1 TEACHING FOR IMPACT	Existing projects, Targeted EST preparation. New projects such in metal, wood and acrylic. New equipment to reduce student downtime, reduce noise and increase safety.	Ongoing Existing projects in wood, metal and acrylic. Targeted EST preparation New New projects such as resin pens, salt and pepper grinders, keyrings and pencils New wood games Request funding for new metal saw New dolmino cutter and additional welders to increase student skill development and efficiency.		Mr Downes	New texts-\$250 Materials- \$12500 Associated freight costs of wood and metal orders \$1850 (fuel levy) Industrial gases-\$1850 Consumables-\$7500 Replace and upgrade safety equipment- \$550 MIG welders 2@1500=3000	Providing evidence of positive student engagement at school through SIS and student report data.(Sem 1 and 2 reports) Emphasise student self-reflection and self-assessment using PBS language, in student assessments. (ongoing) All students to complete SWP test for relevant machinery.			
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Common design brief. Networking with schools in the Midwest. Enhance professional knowledge and skill base through; work shadowing experienced D & T teacher, DATA conference, WA Blacksmithing association, TAFE short course Networking with new schools outside the Midwest.	Ongoing Source professional learning PL in new curriculum Machine Servicing New PL targeting technical skills focusing on developing new projects		Mr Downes	Texts, drawing aids, Machine servicing \$1500 PD opportunities Connect networks, DATTA conference, technical PD Teacher relief 2 days @ 700 = \$1400	Ongoing networks with DT connect pages and teachers. (Ongoing throughout the year) PL enhancing technical skills-specifically forging. New projects, techniques and or modification of existing. (ongoing)			
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Use of connect to communicate with students and parents. Open night, secondary expo, social media, Community Xmas projects New interactive activity for open night, Seek out new community projects, Harmony Day and NAIDOC day activities.	Ongoing Co2 dragster demonstration and display student work at open night Connect communications for upcoming projects and displaying student work. New Continue to seek out community projects Use of connect to promote student work examples		Mr Downes	Open night Curriculum night NAIDOC, Community Xmas projects and Harmony Day activities	Success of display and competition items Student, community and parent feedback. (ongoing)			

2026 OPERATIONAL PLAN: 7-10 Home Economics C. Stokes

<i>Cost Centre D5415</i>	<i>School Funding \$10110</i>	<i>C&C \$1610</i>	<i>Relief Salaries \$1400</i>	<i>PL Costs \$</i>	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	Increase % of students to achieve C grade or better Cross curricular STEM, Home Economics, Art and Photography recycled textiles project Term 3. Increase emphasis of sustainability in Textiles Technology recycling/upcycling projects and reusable textiles resources Increase emphasis of sustainability in Cottage Crafts recycling/upcycling projects Implementation of High Impact Teaching Strategies – Daily Review Additional/alternative safety high impact teaching strategies Increase in number of students receiving a C grade or better for Writing	Ongoing: DDHS Whole school literacy Plan implementation Writing and Reading. New: Increased reading comprehension tasks Increase usage of Daily Review for content, procedures and safety Provide additional/alternative/increase range of safety high impact teaching strategies and student work packages Cross curricular Science/Food Specialisations tasks incorporated. Attempt to incorporate Garden in Food Specialisations and Hospitality program Photocopier/printer in planning room	C. Stokes C. Stokes Hec Asst C. Stokes Hec Asst	C&C \$570 Equip \$300 SM service \$360 Consumables \$9740 \$1000	When and what? 7 Food Specialisations Sem 1 > 83% C 8 Food Specialisations Sem 1 > 56% C 9/10 Hospitality Sem 1 > 94% C 9/10 Hospitality Sem 2 > 73% C 7 Textiles Technology Sem 2 > 80% C 8 Textiles Technology Sem 2 > 80% C DDHS English Minimum Standards feedback sheet Semester 1 and 2 Student report data
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Greater support of neurodiverse students Provide safety work packages for students. Increase provision of alternative work packages and modified tasks for students Increase support to students and staff by Home Ec assistant in practical classes Attend Home Ec PL	Ongoing: Provide safety packages Modify recipes Offer students modified design briefs and tasks Home Ec Assistant schedule work during practical lessons. New: Service coffee machine	C. Stokes Hec Asst C. Stokes C. Stokes	Electrician + service kit\$320 2 days relief \$1400 PL costs \$300	Term 1, week 2-alternative tasks, work packages and safety packages for Foods Specialisations/Hospitality Term 3, week 2 alternative tasks, work packages and safety packages for Textiles Attend PL Term 3
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Approach local community groups/members to demonstrate expertise in STEM/Home Ec projects.	Ongoing: Blake House/community groups Christmas gifting and choir SI Christmas decorations New: : Engage local community groups in foods, textiles and crafts, STEM	C. Stokes Hec Asst		Community group engagement S.1 & S.2 Christmas gifting S.2

2026 OPERATIONAL PLAN: 7-10 INFORMATION TECHNOLOGY AND ROBOTICS Z Bailey and J Ganfield)

Cost Centre D5410	School Funding \$2644	C&C \$356	Relief Salaries \$	PL Costs \$TBC	
FOCUS AREAS	2026 TARGETS for Improvement	STRATEGIES to achieve Targets	WHO	RESOURCES	MONITORING/DATA
FOCUS AREA 1 TEACHING FOR IMPACT	Improvement in NAPLAN writing for Year 9's – Typing Increase student typing skills eg. keyboard awareness/touch-typing speed – Typing Club Increase students' skills and use of Connect Increase students' skills and use of emails – responding and sending PL completed in Digital Technologie Increase cross-curricular activities with IT GROK learning activities completed Increase Ozaria participation/Code Combat	Ongoing: Continue to explicitly teach touch typing – Typing Club. Continue to source cross-curricular links, use TeachWell/CMS strategies to increase participation and engagement. Continue to give real life examples of why technology, typing and word skills are important. New: Use interactive whiteboard more Working with teachers to incorporate tech and improve students' skills using Connect. Ensure Prim using comps–Connect and Word (typing). End of term project's - goal setting.	Zara/Jane	PL to upskill GROK learning Ozaria/Code Combat Practice IT for the Australian Curriculum textbooks \$7420 operating and PL expenses	Typing Club progress data (S1 and S2) GROK learning progress data (S1) Naplan Data (S1) PL completed (S2) Attendance and behaviour Peer observations
FOCUS AREA 2 STUDENT AND STAFF WELLBEING	Behaviour data to improve. Decrease time needed to log-on/open applications – remembering passwords. Reward system for positive progress and behaviour – Classroom rules chart (whole class) – weekly claw machine (individual). Communication and access/use of Connect to ensure parents and students are engaged and informed of progress. Emails/phone calls to parents – positive and negative behaviour. Cont. /encourage laptop risers and external keyboards for ergonomics l	Ongoing: Continue to modify tasks to suit the learner. Inform Mandy in a timely manner when equipment/apps need upgrading etc. Continuing to ensure students are saving documents correctly. Continue to access connect every lesson. New: Use interactive whiteboard to the best of its ability. Ensuring students frequently use apps/websites on favourites bar for easy and quick access. Include students in reward system – PBS tickets every lesson. Check students' stations after each lesson – students to stand at stations.	Zara/Jane	Laptop risers External keyboards Connect Claw Machine Rewards	Connect usage data (S1 and S2) SIS/Report data – effort/behaviour etc. (S1 and S2)
FOCUS AREA 3 COMMUNITY CONNECTIONS.	Greater number of incursions/guest speakers in IT. Participation in Lego League. Excursion to local business to see how they incorporate technology in their business.	Ongoing: Continue to use industry-specific applications. New: Source different applications and community members who use IT e.g. boat/house designers – excursion to see how they use technology. Incursion/guest speakers.	Zara/Jan Guest Speakers Local Businesses	Spike Prime robots LinkedIn Learning	Number of incursions/guest speakers (S2) Work experience participation (S2)

APPENDIX

Dongara DHS 2026 Budget

Revenue	Cash Amount	Budgeted General Fund	
Description			
SCF Allocation	\$582,561.00	\$742,554.30	Budgeted Revenue
Student Allowances (GV revenue)	\$ 8,695.00	\$732,607.00	Budgeted Expenditure
Voluntary Contributions	\$8,014.00	\$9,947.30	Balance of General Fund
Charges and Fees	\$8,733.30	1%	Balance of General Fund %
Fees from Facilities Hire	\$	Finance committee approval date:	10 March 2026
Fundraising/Donations/Sponsorships	\$		
Commonwealth Govt Revenues	\$	School council/board noted date:	1 April 2026
Other State Govt/Local Govt Revenues	\$		
Rev from CO, REO and Other Schools	\$		
Other Revenues	\$ 9,000.00		
Transfer from Reserve or DGR	\$		
Residential Accommodation	\$		
Farm Revenue (Ag & Farm Schools Only)	\$		
Camp School Fees (Broome Camp School Only)	\$		
Cash Carry Forward (YYYY)	\$125,551.00		
Total Anticipated Locally Raised Revenue and Cash Carry Forward	\$151,298.30		
Total Anticipated Revenue	742,554.30		

Account Descriptions		Previous Year Expenditure		Budgeted Expenditure	
Code	Description	YTD Actual	Budget	Cash Budget Expenditure	Comments
				\$85,799	
D1005	Administration	\$226	\$0	\$3,500.00	
D1010	Public Relations	\$0	\$0	\$1,050.00	website hosting \$1017
D1015	Miscellaneous	\$0	\$0	\$1,000.00	
D1025	Staff Expenses	\$10	\$0	\$2,500.00	
D1040	Photocopier/Printer Paper	\$1,743	\$0	\$4,000.00	
D1045	Computer Ink	\$0	\$0	\$250.00	
D1077	EFTPOS Merchant Fees	\$85	\$0	\$600.00	
D1084	Cash Shortages	\$0	\$0		
D1085	Entertainment (FBT) Employees	\$0	\$0		
D1086	Entertainment Non-Employees	\$0	\$0		
D1087	Bank Fees and Charges	\$0	\$0		
D1089	Purchasing Card Surcharge	\$0	\$0	\$500.00	

D1091	Courier/Freight	\$52	\$0	\$2,000.00	
D1105	Computer Lease	\$6,852	\$0	\$53,500.00	
D1122	State Fleet Lease Payments	\$486	\$0	\$4,460.00	
D1155	Postage	\$0	\$0	\$1,500.00	
D1253	Telco Payments via CO - Mobi	\$87	\$0	\$522.00	
D1305	Electricity	\$11,874	\$0	\$75,000.00	
D1415	Gas Cylinder-not teach/learn	\$0	\$0	\$300.00	
D1455	Water	\$12,819	\$0	\$73,000.00	
D1475	Rubbish Removal	\$200	\$0	\$19,000.00	
D1505	Gardening	\$1,144	\$0	\$10,000.00	uniforms \$850/mower \$4000
D1510	Cleaning	\$40	\$0	\$13,450.00	
D1615	Photocopier Service Agreement	\$2,741	\$0	\$23,500.00	
D1620	IT Maint./Support/Licenses	\$212	\$0	\$7,500.00	JAMF Licences \$1750
D1625	Ford Ranger Expenses/Licenses	\$27	\$0	\$1,500.00	
D1626	Yutong Bus Expenses	\$1,685	\$0	\$2,500.00	
D1630	Equipment Repairs	\$0	\$0	\$2,000.00	
D1640	Design & Technology Repairs	\$0	\$0	\$1,500.00	
D1686	Minor Works	\$9,429	\$0	\$17,500.00	CCTV cameras \$7565.62
D1687	Routine Maintenance	\$180	\$0	\$14,000.00	
D1688	Preventative Maintenance	\$0	\$0	\$1,000.00	
D1695	Faults Management - Dept of Finance	\$4,849	\$0	\$70,000.00	2026 Allocation \$47290.00
D1696	Faults Management Other Contractors	\$764	\$0	\$7,000.00	
D1701	BLI - Buildings (inc outbuildings)	\$0	\$0		
D2105	Administration Equipment > \$5000	\$0	\$0		
D2115	Plant & Equipment > \$5000	\$0	\$0		
D2255	Yutong D7i Bus	\$0	\$0		
D2491	Admin Equipment (under \$5000)	\$0	\$0	\$1,500.00	
D2505	Computer Equipment (under \$5000)	\$0	\$0	\$22,000.00	L/top trolleys/ Desktop comps
D2510	Furniture & Fittings (under \$5000)	\$0	\$0	\$1,000.00	
D2520	Equipment (under \$5000)	\$0	\$0	\$1,500.00	
D2525	Science Room Consumables	\$0	\$0		
D2605	Medical Supplies	\$0	\$0	\$500.00	
D2650	Chaplaincy - Contract	\$17,725	\$0	\$35,560.00	Chaplaincy \$26888.78 + 2.5% \$27560.99 Addit days \$8000
D2651	Chaplaincy - Other Expenses	\$0	\$0	\$150.00	
D2655	Therapy Dog	\$0	\$0	\$50,490.00	
D2705	Prof. Learning - Catering	\$0	\$0		
D2710	Professional Learning Cont.	\$5,039	\$0	\$15,039.00	Portal cost \$5038.80
D2712	Quality Teaching	\$0	\$0		
D2748	PLIS Public School Prof Dev	\$0	\$0	\$1,000.00	
D2855	Kilometrage	\$0	\$0	\$1,200.00	
D3005	Bookshop	\$0	\$0	\$5,600.00	
D3405	Library Books	\$0	\$0	\$4,200.00	
D3410	Library - Consumables	\$0	\$0	\$800.00	
D3415	Library Support	\$1,649	\$0	\$3,900.00	Oliver V5 \$1960.00 Hosting \$2171.00
D4601	Sec Voluntary Cont. Refund	\$0	\$0		
D4602	Prim Vol Contributions Refund	\$0	\$0		
D4603	Refund PP Voluntary Contributions	\$0	\$0		
D4604	Kindergarten Vol Cont Refund	\$0	\$0		
D4606	Refund 11-12 Course/Subject Charge	\$0	\$0		
D4607	Refund PP-12-Personal Items/Other	\$0	\$0		
D4615	Refund - PP-12 Vol Approved Request	\$0	\$0		

D4625	Refund-K -Extra Cost Opt. Charges	\$0	\$0		
D4626	Refund - PP-6 - Extra Cost Opt. Ch	\$0	\$0		
D4627	Refund - Y7-10 Extra Cost Opt. Ch	\$0	\$0		
D4628	Refund - Y11-12 Extra Cost Opt. Ch	\$0	\$0		
D4629	Refund -K- Vol. Approve Req. Other	\$0	\$0		
D4632	Refund-K-Personal Items/Other	\$0	\$0		
D4806	Refund Other	\$0	\$0		
D4845	Refund Clothing Allow received S	\$0	\$0		
D4902	Student Shirts	\$0	\$0		
D4905	Presentation Night	\$1,338	\$0	\$2,650.00	\$700 2025 Expenditure
D4906	Leavers Presentation	\$0	\$0	\$2,000.00	
D4999	GST Rounding	\$1	\$0		
D5005	English K-Y6	\$0	\$0	\$4,420.00	CC \$1085
D5015	English Y7-12	\$0	\$0	\$1,828.00	CC \$1180
D5105	Mathematics Y1-6	\$0	\$0	\$3,500.00	CC \$830
D5115	Mathematics Y7-12	\$0	\$0	\$8,600.00	CC \$1438
D5205	HASS Y1-6	\$0	\$0	\$2,025.00	CC \$415
D5215	HASS Y7-10	\$271	\$0	\$1,060.00	CC \$648
D5305	Science Y1-6	\$0	\$0	\$4,000.00	CC \$415
D5306	Science Y7-12	\$0	\$0	\$6,439.00	CC \$808 Robotic CC \$114
D5307	Horticulture & Environment K-10	\$0	\$0		
D5410	Information Technology	\$0	\$0	\$3,000.00	CC \$242
D5415	Home Economics	\$0	\$0	\$11,720.00	CC 7/8 \$410 Hospitality 9/10 CC \$1200
D5430	Design Technology Y7-12	\$54	\$0	\$20,000.00	CC 7/8 \$410 CC 9/10 \$4068
D5431	Design Tech – Indust Gas	\$50	\$0	\$1,000.00	
D5440	STEAM K-6	\$0	\$0	\$3,500.00	CC \$1085 CHANGE TITLE RM FINANCE TO STEAM 1-6
D5450	STEAM Y7-12	\$0	\$0		
D5505	LOTE - Indonesian	\$0	\$0	\$600.00	CC \$497
D5605	Phys Ed/Health Ed	\$331	\$0	\$13,000.00	CC \$2093
D5610	Yr 11/12 Health Studies	\$0	\$0	\$1,652.00	\$352 Books CC\$171
D5615	Outdoor Education	\$9	\$0	\$12,500.00	CC \$2334
D5705	Visual Arts	\$0	\$0	\$3,000.00	CC \$743
D5706	Photography	\$0	\$0		Not offered
D5710	Dance	\$19	\$0	\$5,710.00	CC \$132
D5715	Music	\$2	\$0	\$9,000.00	CC \$415
D5720	Drama	\$0	\$0	\$4,400.00	CC \$114
D5725	Marine Studies	\$0	\$0	\$1,350.00	CC \$960
D5905	VET / Hospitality	\$0	\$0	\$4,664.00	CC \$1200
D6005	Kindy-Jeffery/Watt (A1)	\$0	\$0	\$400.00	
D6010	PP - O'Brien/Watt (A2)	\$0	\$0	\$428.00	
D6011	DNU 2026	\$0	\$0	\$428.00	
D6015	K-P Learning Area	\$19	\$0	\$4,000.00	CC \$1275
D6105	General Stock	\$2,495	\$0	\$5,000.00	
D6120	Year 1/2 - Ellery/Spencer (B1)	\$0	\$0	\$205.00	
D6121	Year 1 - Griggs/Cullen (B2)	\$0	\$0	\$216.00	
D6126	Year 2/3 -Wellstead/Dennis (D3)	\$0	\$0	\$216.00	
D6127	Year 3/4 Watson/Cullen D4	\$0	\$0	\$205.00	
D6133	Year 4/5 – D Owen/M Owen (C1)	\$0	\$0	\$270.00	
D6134	Year 5 - Pereira/Bedford (E2)	\$0	\$0	\$292.00	
D6135	Year 6 - Mark/Ritchie (E4)	\$0	\$0	\$313.00	
D6140	Ed Support Consumables	\$0	\$0	\$100.00	
D6145	Subject Comps & Workshops	\$0	\$0		
D6220	Student Services	\$70	\$0	\$11,045.00	
D6225	SAER	\$0	\$0	\$1,250.00	
D6226	Cultural Responsiveness	\$0	\$0	\$3,650.00	

D6230	PALS	\$0	\$0		
D6232	NAIDOC	\$0	\$0		
D6235	Sustainability	\$0	\$0	\$500.00	
D6236	CMIS	\$0	\$0		
D6240	SIDE	\$0	\$0	\$1,200.00	
D6602	Yr 6 Camp	\$545	\$0	\$600.00	2025 Expenditure
D6604	Dance Productions / Yoh Fest	\$587	\$0		
D6606	Swimming Lessons	\$0	\$0	\$3,600.00	\$20 per student P-6 (180)
D6607	Country Week	\$0	\$0		
D6608	Excursions	\$0	\$0	\$2,500.00	
D6609	Performances	\$0	\$0	\$5,500.00	
D6611	Outdoor Ed Camp	\$0	\$0		
D6613	PEAC	\$90	\$0	\$500.00	
D8960	Interschool Sports Carnival	\$0	\$0		
D8965	Payments Broome Camp School	\$0	\$0		
D9320	Plant & Equip Reserve Transfer	\$0	\$0		
D9555	BLI-Building Add/Improve Res	\$0	\$0		
D9610	Resource Reserve Transfer	\$0	\$0		
D9622	Cleaning/Grdn Equip Res T/fer	\$0	\$0		
D9625	D & T Equip Resource Res T/fer	\$0	\$0		
D9630	Home Ec/Hospital Res Transfer	\$0	\$0		
D9635	Technology Resource Res T/fer	\$0	\$0		
D9645	Photocopier Reserve Transfer	\$0	\$0		
D9675	Phys Ed/Outdoor Ed Res T/fer	\$0	\$0		
D9905	Photocopier > \$5000 Transfer	\$0	\$0		

Acronyms

ABLEWA	Curriculum materials and assessment tool (ABLES) for students with disability and additional learning needs
AC	Australian Curriculum
ACARA	Australian Curriculum, Assessment & Reporting Authority
ACHPER	Australian Council for Health, PE & Recreation
AIEO	Aboriginal & Island Education Officer
C&C	Contributions and charges
CHAT	Changing Health Acting Together
CLAP	Common Literacy Assessment Profile
CRT	Central Regional TAFE-formally Durack IT
D & T	Design and Technology
DoE	Department of Education
DWP	Daily Work Pad
ECh/ECE	Early Childhood Education
ELYF/EYL	Early Years Learning Framework
EST	Externally Set Task
GATE	Gifted and Talented Education
GCU	Geraldton Combined Unis
GEP	Geraldton education partnership
GRTTC	Trade Training Centre
H&WB	Health & Well Being
HIT	High Impact Teaching
HASS	Humanities and Social Sciences
ICT	Information Communication Technology
IEP	Individual Education Plan
IT	Information Technology
IWB	Interactive Whiteboard
KAT	Kindergarten Assessment Tool
LDAG	Local Drug Action Group
LOTE	Languages other than English
MCJ	Making Consistent Judgements
MPAST	Midwest Phonological Assessment Tool
MRO	Midwest Regional Office
MSE	Monitoring Standards in Education
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy & Numeracy
NMS	National Minimum Standard-NAPLAN
NQS	National Quality Standards
OLNA	Online Literacy and Numeracy Assessment
OSH	Occupational Safety and Health
OT	Occupational Therapy
PAIS	Pre-Apprenticeship in School
PALS	Partnership, Acceptance, Learning, Sharing Program
PATHS	Promoting Alternative Thinking Strategies
PBS	Positive Behaviour Support
PD	Professional Development
PEAC	Primary Extension and Challenge
PL	Professional Learning
PM Readers	Reading Assessment Resources
PWIM	Picture, Word, Inductive Model
SAER	Students at Educational Risk
SAIS	Student Achievement Information System
SAKG	Stephanie Alexander Kitchen Garden
SBA/T	School Based Apprenticeship/Traineeship
SCASA	School Curriculum and Standards Authority
SDERA	School Drug Education and Road Aware

SEN	Special Education Needs
SENAT	Special Needs Education Reporting Tool
SG	School Grant
SIDE	School of Isolated and Distance Education
SIS	School Information System
SN EA/EA	Special Needs Education Assistant/Education Assistant
SOCS	Schools online Curriculum Services
SPELD	Dyslexia and Specific Learning Difficulties Association
SPOT	Student Placement Online Tool
SSEND	School of Special Educational Needs: Disability
SSP	School Salary Pool
STAWA	Science Teachers Association of WA
STEAM/STEM	Science, Technology, Arts, Engineering and Mathematics
T&E	Technology & Enterprise
TAFE	Technical & Further Education
TAGS	Talented and Gifted Student
TORCH	Tests of Reading Comprehension
TR	Teacher relief
VET	Vocational Education and Training
VETiS	Vocational Education and Training in School
WABIAD	Write a Book in a Day
WPL	Workplace Learning
WSLP	Whole School Literacy Plan



DONGARA DISTRICT HIGH SCHOOL

**WHOLE SCHOOL LITERACY PLAN
2026**

WA Curriculum ENGLISH version 9

Strands

Language – how English works

Literature – engaging with and responding to texts

Literacy – applying language skills in real contexts

Text Purposes

Imaginative, Persuasive, Informative, Analytical, Reflective

Key Text Features

Organisational, Language and Viewing features

Key Writing Elements

Audience, Text Structure, Ideas, Devices, Vocabulary, Cohesion, Paragraphing, Sentence Structure, Punctuation, Spelling

Key Writing Stages

Plan, Draft, Edit

Key Teaching & Learning Modes and Levels of Support

Familiarising, Analysing, Modelled, Shared, Guided, Independent



Our Teaching and Learning Beliefs

At Dongara District High School, we believe that:

- All students can learn and succeed socially, emotionally and academically
- All students' individual differences should be celebrated, valued and nurtured
- High expectations within a safe, supportive and inclusive environment will encourage students to achieve their best
- A shared commitment to use High Quality Teaching practices will result in successful outcomes for our students
- Strong partnerships between school and the community will support positive teaching and learning outcomes

PRIORITIES AND TARGETS 2026

Targets identified from analysis of student performance data.	Whole School English Focus Strategies for Improvement	Key assessment and recording strategies.
<p>School level targets:</p> <p><i>Students will show improvement in Phonological Awareness skills.</i></p> <p><i>Students to achieve year on progress in Writing.</i></p> <p><i>Students to achieve year on progress in Spelling.</i></p> <p><i>Students to achieve year on progress in Grammar.</i></p> <p><i>All Year 12 students achieve 'Category 3' in OLNA</i></p> <p><i>Whole school focus: Reading</i></p>	<ul style="list-style-type: none"> • Primary teachers will implement Seven Steps to Writing Success as a consistent, evidence-based approach to Writing. • All Phonological Awareness programs and assessments will meet requirements of the Phonics Initiative. • A PP – Year 3 Sounds Write Phonics Scope and Sequence will be followed • PP to Year Six Teachers will implement Sounds Write strategies as a whole school Tier 1 and Tier 2 approach to Literacy. • Data will inform planning to meet individual student needs. • Use research based best practice that directs Quality Teaching and is supported by the Department's Teaching for Impact resources: • Improve the range and effectiveness of strategies used to <u>differentiate</u> the curriculum. • Provide students with the opportunity to practice independent, 'unassisted' writing under test conditions – including regular use of computers for typing. 	<ul style="list-style-type: none"> • Whole school Assessment Schedule • Online Entry PP • SOCS • MPAST • DIBELS data (BOY) • Heggerty PA resources • Decodable reading assessments • Sounds Write Scope and Sequence and assessment tracking • Brightpath Writing • WAMSE • NAPLAN • OLNA

SAER STUDENTS

Beliefs about SAER	Key Instructional Strategies for SAER Students	Identification and Key Assessment
<ul style="list-style-type: none"> • Every child has the potential to learn & experience success. • Children develop and learn at different rates and in different ways • Children learn best in a positive, caring and risk-taking environment. • Children learn best through the gradual release of responsibility model 	<ul style="list-style-type: none"> • Development of oral language • Explicit teaching targeting Phonological Awareness Skills • Explicitly teach phonics skills following the structure and sequence of the Sounds Write program • Environmental print to support students • Programs and experiences for extension • EA support and targeted intervention programs to address IEP's • Regular, spaced practice to master new skills and transfer information into student's long-term memory 	<ul style="list-style-type: none"> • On Entry testing • Heggerty program – K – 2 and Tier 2 intervention students • Recording of MPAST data – PP-2 • Decodable and diagnostic reading assessments • IEPs for SAER students • Brightpath Writing • Sounds-Write spelling assessments • ABLEWA scope and sequences for students with a diagnosis or imputed disability

READING

Whole School Agreements	Strategies, Support and Resources	Monitoring and Assessment
<p>Primary Agreements</p> <ul style="list-style-type: none"> • Teachers to follow Sounds-Write phonics sequence, with PP to Year Three teachers implementing DDHS created scope and sequence • Teachers will use decodable readers to support the phonics teaching sequence. • Teachers will regularly assess students and provide feedback 	<ul style="list-style-type: none"> • Students to access decodable texts until reading fluency within the extended phonics code is established. • EA Literacy support – working with Tier 2 intervention groups (Phonological Awareness and reading fluency) • Teachers will expose students to a range of appropriate reading strategies including choral 	<ul style="list-style-type: none"> • Classroom walk throughs. • Decodable assessments used until students established in extended phonics code level • DIBELS Reading MAZE and ORF assessment Years One to Six • NAPLAN • Class based assessments

<ul style="list-style-type: none"> • Students will be provided with a range of cross curricula daily reading opportunities • Teachers will explicitly teach Tier Two and Three vocabulary across all learning areas • DDHS Paired Reading Fluency model to be developed 	<p>reading, echo reading, paired/partner reading, guided reading, independent reading and shared reading</p> <ul style="list-style-type: none"> • Purchase of cross-curriculum reading resources • <i>Robust Comprehension Instruction</i> by Beck, McKeown and Sandora • <i>Reading Reconsidered</i> by Lemov, Driggs and Woolway 	
<p>Secondary Agreements</p> <ul style="list-style-type: none"> • All secondary teachers explicitly and implicitly teach Tier 2 and 3 subject-specific vocabulary • All secondary teachers provide frequent opportunities for students to read • All secondary teachers continuously and dynamically assess student comprehension by checking for understanding through questioning • English teacher provides opportunities for students to read interdisciplinary cross-curricular DIBELS-style informative texts 	<ul style="list-style-type: none"> • Teacher-made learning reviews, including explicit vocabulary instruction • Whole class and small group guided reading sessions • Literacy Specialist EA intervention for SAER, targeting oral reading fluency and comprehension • Classroom culture of reading aloud and sharing written responses • <i>Reading Reconsidered</i> by Driggs, Woolway & Lemov 	<ul style="list-style-type: none"> • DIBELS Maze and ORF diagnostic and summative assessments • Teacher-made DIBELS-style ORF tests and mock assessments • Teacher-made NAPLAN/OLNA-style reading tests and mock assessments • Teacher-made Reading/Responding unit assessments • NAPLAN Years 7/9 Reading assessment

Whole School Agreements	Strategies, support and Resources	Monitoring and Assessment
<p>Primary Agreements</p> <ul style="list-style-type: none"> • Teachers of English will complete Seven Steps to Writing Success Professional Learning and implement the program to develop Writing skills • Teachers will follow the <i>Implementing Seven Steps to Writing Success at DDHS</i> to ensure spaced practice of Steps • Teachers will follow the Brightpath assessment schedule 	<ul style="list-style-type: none"> • Seven Steps PL and resources • Seven Steps to writing success website https://www.sevenstepswriting.com/ and resources • Modelling and coaching opportunities • Sounds-Write PL and resources • Intervention Specialist to support with Brightpath data entry 	<ul style="list-style-type: none"> • Classroom walk throughs • Student writing samples • Brightpath, moderation and progress reports • Sounds-Write phonics assessments

<ul style="list-style-type: none"> • Teachers will follow Sounds-Write phonics sequence, with PP to Year Three teachers implementing DDHS created scope and sequence • Teachers will explicitly teach Tier Two and Three vocabulary across all learning areas • Teachers will follow 2026 Assessment Schedule 		
<p>Secondary Agreements</p> <ul style="list-style-type: none"> • All teachers to develop Tier 2 and 3 vocabularies within their learning area. • All secondary teachers will support minimal Literacy expectations across learning areas. • All staff to explicitly teach the PEEL paragraph structure within their learning area. 	<ul style="list-style-type: none"> • Explicit instruction in planning and writing • Teacher-made writing exemplars • Teacher-made writing checklists • Teacher-made PEEL paragraph marking key • Teacher-made PEEL paragraph exemplars • Student revising and editing • Student sharing of written responses by reading aloud • ‘The Writing Revolution’ by Hochman & Wexler 	<ul style="list-style-type: none"> • Frequent timed writing tasks (e.g. PEEL paragraph or 50+ word response in eight minutes) • Student written responses in classwork • Student PEEL paragraphs in classwork • Teacher-made Writing/Creating unit assessments <p>□</p>

SPELLING

Whole School Agreements	Strategies, Support and Resources	Monitoring and Assessment
<p>Primary Agreements</p> <ul style="list-style-type: none"> The teaching of synthetic phonics / spelling will follow the Sounds-Write sequence Teachers will use Sounds Write diagnostic testing to inform differentiation and targeted teaching <p>Secondary Agreements</p> <ul style="list-style-type: none"> All secondary teachers explicitly and implicitly teach Tier 2 and 3 subject-specific vocabulary English teacher explicitly teaches Tier 2 and 3 vocabularies relating to classwork and unit tasks as well as subject-specific vocabulary across disciplines 	<ul style="list-style-type: none"> EA Literacy support and targeted spelling strategies Sounds-Write PL and resources Small group spelling intervention groups identified for target teaching through diagnostic assessment Teacher-made learning reviews, including explicit vocabulary instruction Teacher-made vocabulary worksheets, especially with target phoneme or subject-specific wordlists <i>The Complete Phonic Handbook</i> by Diana Hope, Sounds Write and Sound Waves 	<ul style="list-style-type: none"> Classroom walk throughs Sounds-Write assessment diagnostic assessments and data Teacher-made vocabulary worksheets Student written responses in classwork Student PEEL paragraphs in classwork Teacher-made Writing/Creating unit assessments with NAPLAN/OLNA-style marking keys containing criteria for Vocabulary and Spelling

GRAMMAR & PUNCTUATION

Whole School Agreements	Strategies, Support and Resources	Monitoring and Assessment
<p>Primary Agreements</p> <ul style="list-style-type: none"> The teaching of Grammar will follow a Grammar teaching curriculum schedule for each year level - to be developed <p>Secondary Agreements</p> <ul style="list-style-type: none"> All secondary teachers support baseline expectation of students writing coherent sentences with a clearly defined subject, capital letters and full stops English teacher explicitly teaches knowledge and skills relating to grammar and punctuation, especially precise verbs, varied sentence structures and advanced punctuation marks 	<ul style="list-style-type: none"> Explicit teaching of Grammar Grammar Conventions books for yrs 3-6 Explicit instruction of grammar and punctuation Teacher-made sentence exemplars Student revising and editing Student sharing of written responses by reading aloud 	<ul style="list-style-type: none"> Grammar conventions mid -year and end of year assessment tasks. Student written responses in classwork English teacher-made Writing/Creating unit assessments NAPLAN/OLNA-style marking keys containing criteria for Sentence Structure and Punctuation

Supporting Documents: Whole School English Planning – Online and Shared Drive Resources

[WA Curriculum](#)

[SCSA Judging Standards](#)

[The Early Years Learning Framework for Australia](#)

[OLNA Support materials](#)

[NAP - Public demonstration site](#)

[DDHS Assessment Schedule](#)

[Seven Steps Resources](#)

[Sounds Write Resources](#)

[PEEL Resources](#)

Dongara DHS Kindergarten Teaching & Reporting Schedule

		Sem 1	Sem 2
Outcome 1: Identity	Feels safe, secure accepted and supported	✓	✓
	Makes choices and organises self and belongings	✓	✓
	Interacts with others in a positive way	✓	✓
	Shows confidence and is willing to have a go		✓
Outcome 2: Connecting and Contributing	Participates in group activities	✓	
	Shows respect for others		✓
	Shows respect for the environment		✓
	Shows curiosity to learn about the world and its people		✓
Outcome 3: Wellbeing	Interacts with other children and expresses feelings appropriately	✓	✓
	Demonstrates knowledge and skills for healthy living	✓	
	Participates in physical movement activities	✓	✓
	Aware of ways to keep healthy and be safe		✓
Outcome 4: Learning and Thinking	Demonstrates thinking and learning in various ways	✓	✓
	Demonstrates knowledge of counting and patterns	✓	✓
	Demonstrates knowledge of measurement concepts and simple shapes	✓	✓
	Engages in play, exploration and conversations with others		✓
	Shows persistence when faced with challenges		✓
	Collects information, sorts and classifies shapes and objects		✓
Outcome 5: Communication	Communicates for a range of purposes	✓	✓
	Demonstrates knowledge of sounds in words	✓	✓
	Listens and responds to a range of texts	✓	✓
	Aware that other languages are used in homes, school and the community		✓
	Demonstrates concepts of prints and written symbols		✓
	Expresses ideas using a range of media – music, art and dance		✓
	Uses tools, resources and digital technologies		✓

Dongara DHS PP – Year 10 Teaching & Reporting Schedule

Learning Area (As Per WAC)	Year Group	PP		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Semester	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
English	Speaking & Listening	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Reading & Viewing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	Number & Algebra	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Statistics & Probability		✓		✓		✓		✓		✓		✓		✓
	Measurement & Geometry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science	Biological Sciences		✓	✓		✓		✓		✓		✓		✓	
	Chemical Sciences	✓			✓		✓		✓		✓		✓		✓
	Earth & Space Sciences	✓			✓		✓		✓		✓		✓		✓
	Physical Sciences		✓	✓		✓		✓		✓		✓		✓	
Humanities & Social Sciences	History	✓		✓		✓		✓		✓		✓		✓	
	Geography		✓		✓		✓		✓		✓		✓		✓
	Civics & Citizenship							✓		✓		✓		✓	
	Business & Economics												✓		✓
Health & Physical Education	PE: Movement & Physical Activity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Health: Personal, Social & Community Health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Languages - Indonesian	Communicating & understanding							✓	✓	✓	✓	✓	✓	✓	✓
Design Technologies	Knowledge and Understanding	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Design Thinking Skills	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Digital Technologies	Digital Technologies: Knowledge and Understanding		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Digital Technologies: Design thinking skills		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Arts: Visual Arts	Making	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Responding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learning Area (As Per WAC)	Year Group Semester	Year 7		Year 8		Year 9		Year 10	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
English	Speaking & Listening	✓	✓	✓	✓	✓	✓	✓	✓
	Reading & Viewing	✓	✓	✓	✓	✓	✓	✓	✓
	Writing	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	Number & Algebra	✓	✓	✓	✓	✓	✓	✓	✓
	Statistics & Probability		✓		✓		✓		✓
	Measurement & Geometry	✓		✓		✓		✓	
Science	Biological Sciences		✓	✓		Marine	Marine	Marine	Marine
	Chemical Sciences	✓				✓			✓
	Earth & Space Sciences				✓		✓		✓
	Physical Sciences		✓				✓		
Humanities & Social Sciences	History	✓		✓		✓		✓	
	Geography	✓		✓		✓		✓	
	Civics & Citizenship		✓		✓		✓		✓
	Business & Economics		✓		✓		✓		✓
Health & Physical Education	PE: Movement & Physical Act.	✓	✓	✓	✓	✓	✓	✓	✓
	PE: Specialised Basketball		✓		✓				
	PE: Outdoor Education					✓	✓	✓	✓
	PE: Fitness					✓	✓	✓	✓
	PE: Recreation Pursuits						✓		✓
	Health: Personal, Social & Com.	✓	✓	✓	✓	✓	✓	✓	✓
	Health Ed: Friendly Schools		✓		✓				
	Health: Careers Education					✓	✓	✓	✓
Languages - Indo	Communicating & understanding	✓		✓					
Design Technologies	Knowledge and Understanding	D&T Food	STEAM D&T Cottage Crafts	D&T Food	STEAM D&T Cottage Crafts	Metal Wood Hospo	Metal, Wood Hospo, Cottage Crafts	Metal Wood Hospo	Metal, Wood Hospo Cottage Crafts
	Design Thinking Skills	D&T Food	STEAM D&T Cottage Crafts	D&T Food	STEAM D&T Cottage Crafts	Metal Wood Hospo	Metal, Wood Hospo, Cottage Crafts	Metal Wood Hospo	Metal, Wood Hospo, Cottage Crafts
Digital Technologies	Knowledge and Understanding	✓	Robotics	✓	Robotics	✓	✓	✓	✓
	Design Thinking Skills	✓	Robotics	✓	Robotics	✓	✓	✓	✓
The Arts: Visual Arts	Making	Dance	✓	Dance	✓		Photography		Photography
	Responding	Dance	✓	Dance	✓		Photography		Photography

Dongara DHS Aboriginal Cultural Framework

Standard	Continuum	Strategies for Improvement 2026- Waiting for release of 2026 FW by D of E
<p>Relationships Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families and the local Aboriginal community.</p>	Capable	<ul style="list-style-type: none"> • Deepen community networks through AEIO. • Staff and students participate in local aboriginal community activities. • Engage with local Aboriginal community networks. • Create opportunities to involve community in meeting to plan for events and activities.
<p>Leadership Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving educational outcomes for Aboriginal students.</p>	Capable	<ul style="list-style-type: none"> • Formal invitation to attend/participate/contribute to indigenous events. • AIEO regular/continued presence • Whole school PL on Aboriginal culture.
<p>Teaching Culturally responsive schools have high expectations for Aboriginal students and teach ways that enable them to better reach their full educational potential.</p>	Capable	<ul style="list-style-type: none"> • Overarching priority interwoven more often into course work. • Ensure parents are reading and understanding reports and progress. • Implement different learning approaches suitable for indigenous learning student as EALD learners. • EALD professional development to be provided. • PL on indigenous culture. • Re-introduce SEN plans for Aboriginal D students.
<p>Learning Environment Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.</p>	Capable	<ul style="list-style-type: none"> • Acknowledgement of country displayed in front office. • Staff support and encourage local Aboriginal community members to promote consistent and clear messages about student attendance and behaviour. • Foster relationships with indigenous families • Positive contact. • Invite community members to contribute to Indigenous topics.
<p>Resources Culturally responsive schools target resourcing to optimise the educational outcomes for students.</p>	Capable	<ul style="list-style-type: none"> • Build expertise of AIEO to support Literacy and numeracy strategies in the classroom. • Consistent timetabled support for the Aboriginal students. • Aboriginal staff to develop skills and knowledge. • Build on local resources for the library.