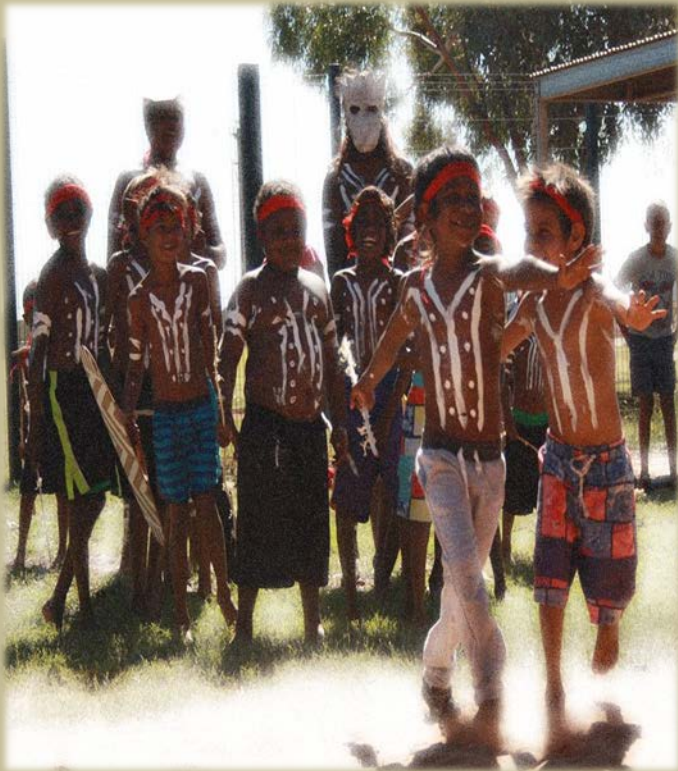




# ROEBOURNE DISTRICT HIGH SCHOOL

## STRATEGIC PLAN 2016 -2018



*Learning Together*

# Our School

Roebourne District High School is a diverse environment, with a number of language groups in Roebourne. Generally our students come from three main language groups - the Ngarluma people who are the traditional owners of the land, the Yindjibarndi people and the Banyjima people. The students speak a range of languages and dialects including Aboriginal English.

Roebourne District High School prides itself on the innovative pathways of success we offer our youth. We provide varied learning opportunities for students to become confident adults in our community. We do this by ensuring an environment that tends to our students' needs in the domains of culture, academics and sport.

Roebourne DHS embraces our motto 'Learning Together'. Relationships are the cornerstone of our success as our focus is always on the need of our individual students to be successful and happy members of our community.

*Learning Together*

# OUR VISION

*“A song that keeps building”*

## OUR PLAN

This plan sets the future direction of Roebourne District High School from 2016 until 2018. It describes the key focus areas and strategies that will be implemented to enhance each child's achievement in and outside of school

**We invite you to read and become familiar with this plan and to support our endeavours to provide a quality and happy educational experience for all young people under our collective care.**



# OUR OBJECTIVES

High quality school leadership and management

Excellence in quality of learning and teaching

A rich curriculum implemented

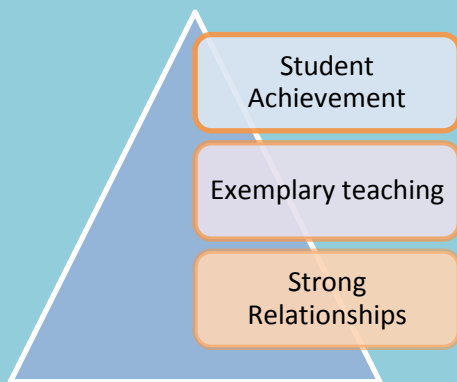
Student achievement is maximised

Student potential is realised

Quality involvement with parents, communities, agencies and businesses

# OUR FOCUS AREAS

The three key focus areas in our school's strategic plan respond to the needs and aspiration of our main stakeholders- students, families and staff.



# FOCUS AREA 1

## Student Achievement

We ensure students are engaged and learning successfully through a tiered approach of case management. Teaching and learning is personalized to the needs of each student and data is used to drive improvement. Successful transitions are in place to ensure continuity of service from Kindergarten to Year 12. Constant dialogue between staff, students and celebrates achievement.



### Future Directions

WHOLE SCHOOL APPROACH TO LITERACY

PROMOTING SUCCESS

INNOVATIVE CURRICULUM

EAL/D AND CULTURAL INCLUSIVITY

SUSTAINABLE ACHIEVEMENT

CULTURE OF SUCCESS

OUTSTANDING CASE MANGEMENT & TRANSITIONS

STRONG LEADERSHIP

A FOCUS ON THE INDIVIDUAL

# FOCUS AREA 2

## Exemplary teaching

We build positive and culturally inclusive relationships. Our teaching and learning exemplifies the continual development of teachers and students. Evidence based pedagogy and strategies are used in a collaborative environment as we are each responsible for our students' learning and well-being.



## Future Directions

EVIDENCE BASED PEDAGOGY  
ACROSS THE SCHOOL

COLLABORATIVE PLANNING

TIERED INTERVENTION FOR  
STUDENTS

INSPIRED LEADERSHP

CAPABILITY FRAMEWORK  
IMPLEMENTED

FOSTERING INNOVATION

OUTSTANDING CASE  
MANGEMENT & TRANSITIONS

A VIBRANT LEARNING  
COMMNUITY

# FOCUS AREA 3

## Strong relationships

We value our families and students as partners in learning. The school makes deliberate and strategic use of mutual partnerships and communications that visibly enhance student outcomes. High levels of trust are evident across the school community.



## Future Directions

INCLUSIVE AND CARING  
SCHOOL COMMUNITY

EFFECTIVE  
COMMUNICATION

A VIBRANT LEARNING  
COMMUNITY

DEFINED EXPECTATIONS

A PROUD SCHOOL

EMBEDDED ENGAGEMENT  
PROGRAMS

A COMMON BELIEF AND  
UNDERSTANDING

## Who we are

We are a school that embraces the motto 'learning together'. Our school is built on positive and inclusive relationships that assist all to be contributing members of the Roebourne community and beyond.

We achieve this through innovation, a focus on the needs of the young people in our care through creating alternative pathways to engage and motivate all.

We dream a song. We sing the song over and over until the song is part of us.

We then start singing it to other people and the song builds in them too.

The song can grow and put into a dance. Then it's in a corroboree and shared across the community.

A good education is like the song – making us and the community strong together.



We are part of that song.



**Roebourne  
District High School**