



2025-2028 *Strategic Plan*

From the Principal

Welcome to Ravensthorpe District High School

I am proud to present to you the Ravensthorpe District High School Strategic Plan 2025 – 2028. The Strategic Plan provides our vision and direction for how we will continue to improve our student outcomes.

The four priority areas of 'Pathways to Student Success', 'Excellence in Teaching and Learning', 'Positive School Culture' and 'Positive Partnerships and Relationships' are reflective of our most recent strategic plan and foundation of success in which we will aim to continue to build upon. Aligning with Focus 2025, including our 2023 Public School Review recommendations and other guiding documents from the Department of Education allow us to maintain our strong direction in improving student outcomes. As we continue to deliver on the high standards our community expects, it is essential we focus on what is pivotal to student success. It is a strategic plan that identifies new areas of focus for our school but looks to embed and build upon prior foci and support the needs of every student at Ravensthorpe DHS to give them the opportunity to succeed. This will be supported by our internal operational plans in the above four priority areas that contain targets for successfully delivering this strategic plan.

Our Values of Care, Respect and Ambition underpin the vision of the school. As we move forward with our PBS and Cultural journey, we will look to include a fourth value of 'Belonging'. Our dedicated staff create environments which enable each child to achieve their personal best. We have whole school evidence-based strategies, and a broad curriculum which is challenging, diverse and inclusive that enables our students to achieve. Our staff pride themselves on going the extra mile for the young people in their care ensuring high standards of pastoral care and support. We are committed to building positive relationships with all stakeholders that will improve student outcomes. As the premier school in the Shire of Ravensthorpe, we are proud to be the heart of our community and welcome you to join us on our journey.

Mat Kennedy







Acknowledgement of Country

We, the Ravensthorpe District High School Community, acknowledge the Wudjari Peoples of the Noongar Boodja as the Traditional Custodians of this Land we share.

We acknowledge the Noongar people as the traditional owners of their lands in the southwest of the state and their significant and unique contribution to our cultural identity. We will respect and honour the ancient wisdom that guides our way in Caring for Country as we walk this journey forward together.

Koora, Nidja, Boordawan

*'Yesterday, today,
and tomorrow'.*

Our vision

Our vision is to empower and inspire our students to become life-long learners through inclusivity and high quality teaching and learning. To nurture our student well-being, build resilience and achieve success through real life experiences and community collaboration.

“Ngalak Keyen Moort Ngalang Boodja”



Our Teaching Beliefs

At Ravensthorpe DHS, we believe that our students have the greatest chance of success when:

They have self-belief that empowers them to apply learned knowledge and skills.

They are taught by highly skilled staff using innovative, co-operative and explicit teaching styles that build upon prior student knowledge.

Quality early intervention and support is put in place to reduce the 'learning gap'.

Timely, targeted feedback is delivered at point of need.

They learn in a supportive, engaging, enjoyable and safe environment.

Their social, emotional, physical, creative and academic needs are met.

We have high expectations of ourselves, students and community.

Community relationships and partnerships are based on mutual respect and trust.



Pathways to Student Success

WHAT WE WILL DO

- 1.1 Continue to build on and embed age appropriate and targeted instruction in Literacy
- 1.2 Continue to build on and embed age appropriate and targeted instruction in Numeracy
- 1.3 Make connections to enable pathways after leaving RDHS through FBN and other community partners.
- 1.4 Explore opportunities to enhance 'other' curriculum areas
- 1.5 Approach our students with a holistic approach
- 1.6 A key focus on K – 2 learning areas
- 1.7 Enhance and embed the integration of information, communication and technology into teaching and learning with a key focus on ICT skills

WHAT YOU WILL SEE

1.1

- Continue to build on and embed our evidence-based programs to support oral language, phonological awareness, synthetic phonics, spelling and reading
- Continue to make sure our intervention strategies are utilised to full capacity.
- Key focus in K – 2 including NQS, EYLF and Kindy guidelines
- Ongoing targeted support provided for students who have not yet attained OLNA

1.2

- Embedding the RDHS Instructional Framework as the base for all mathematics lessons
- Implementation of problem solving framework
- Exploring of possible intervention approaches for identified at risk students in numeracy
- Exploring of possible extension mathematics classes
- Ongoing targeted support provided for students who have not yet attained OLNA

1.3

- Continue to build upon Year 10 Work Experience (2 week block) - Term 4
- Continue to build upon Year 9 Work Experience (2 week block) - Term 4
- Dedicated periods in timetable for Careers Pathway focus
- Career Pathways program developed and implemented routinely each year in conjunction with ESHS
- A framework organised for high school students to set goals and build towards an apprenticeship
- Continue to build on transition programs at both ends of the school eg Esperance Residential College Stayover for Year 10s and Western Cell transition camp/transition days
- Visits from FQM & Arcadium Lithium Mine, ESHS VET and ATAR representatives, University representatives, TAFE representatives to present information to students, teachers and parents
- Continue to engage in Perth based Career Expo opportunities for secondary students

1.4

- Delivery of a variety of curriculum areas such Languages, Music, Drama and Arts
- Continue to build upon relationship with SIDE and deliver Design and Technology through online platforms
- Explore cross curricular/STEM opportunities to build critical and creative thinking skills and build resilience
- Development of consistent vocabulary across all phases of learning

1.5

- Involvement of Student Wellbeing Officer, Badged Attendance Officers and external agencies such as CAMHS, school psychologist to best support students and families
- Continue to build upon wellbeing programs eg Brekky Club
- Regular meetings between Admin, SAER co-ordinator, teachers, EAs to analyse data and discuss student progress
- Early identification of students at risk using available data and SAER policy checklist
- Key focus on accessing DRS funding for students in need
- Individual education plans and associated teaching adjustments for students working below or above year level expectations

1.6

- All staff trained in/and Walker Learning implemented with fidelity
- A 50/50 balance between play-based learning and explicit teaching
- High quality teaching and learning programs in Early Childhood classrooms aligned to the EYLF and Kindy guidelines
- 100% of NQS areas met in Early Childhood Education

1.7

- Access to iPads and computers for all students K-10 (Laptops - Sec 1:1, Prim 2:1)
- Use of Microsoft Teams by staff to collaborate effectively
- Implementation of the K – 10 ICT skills Scope and Sequence

Excellence in Teaching & Learning

WHAT WE WILL DO

2.1 Continue to build upon and embed collaborative whole school approaches to teaching and learning

2.2 Utilise quality data to inform our teaching practices and programs and provide professional development opportunities that are aligned to the Strategic Plan and build the capacity of our staff

2.3 Continue to focus on the recruitment and retention of teaching staff to provide continuity and fluency in our students' education

2.4 QTS and Teaching for Impact

WHAT YOU WILL SEE

2.1

- Instructional framework in place for Numeracy and Literacy with a focus to extend this into other learning areas
- EL focus for all teachers, specifically in Literacy and Numeracy
- Practice directed by evidenced based approaches including High Impact Teaching strategies
- Numeracy and Literacy blocks in place during morning periods
- Utilise peer observations to reinforce school practice and open classrooms

2.2

- Implement Self-Assessment and Review Document
- Data collected from NAPLAN, PAT, On-Entry, Brightpath and school wide assessment schedule to compare ourselves against like schools
- Continue to build upon Elastik data program and upskill staff
- Transition from School Data Tracking Sheet to Elastik 'marks book'
- Data analysis and target setting by staff with a focus at staff meetings on data literacy and analysis
- Continue to analyse and set targets in relation to attendance and behaviour data
- Provide moderation and networking opportunities for staff
- Focus on aligning performance management and development processes with our strategic plan
- Developing skills and middle leadership capacity through mentoring and provision of leadership opportunities within the school

- Distributive leadership model continuing to be used in leadership and collaborative teams
- PD and qualifications for EA staff
- Graduate induction program supported by mentors/ buddy

2.3

- Staff handbooks/relief handbooks/ flying squad handbooks in place
- Partnerships with universities for practicum students and graduate teachers
- Mentor/Teacher programs
- Planning available through Microsoft Teams
- Align workforce planning with a focus on quality teaching staff recruitment
- Community support and engagement opportunities for new staff

2.4

- Utilise the QTS to develop, implement and sustain effective classroom practice
- Work with QTS lead schools to improve RDHS practice
- Continue to support classroom practice through Teaching for Impact resources and professional learning
- Participate in the Leading Culture of Teaching Excellence learning program



Positive Culture

WHAT WE WILL DO

- 3.1 Embed the Positive Behaviour in Schools framework and RDHS Positive Behaviour Policy
- 3.2 Widely promote, acknowledge and celebrate school events and success
- 3.3 Student Voice
- 3.4 Support students/families to achieve regular attendance.
- 3.5 Recognise and engage Aboriginal staff, students and community members in our cultural space
- 3.6 Create effective learning spaces and environments.
- 3.7 Support staff to be effective in their roles
- 3.8 A focus on emotional, mental and physical health of staff and students
- 3.9 Continued focus on workload reduction measures for staff
- 3.10 Promote the role of health and safety in the workplace

WHAT YOU WILL SEE

- 3.1**
 - Rewards activities and good standing rewards activities embedded and directed by students for students
 - 'The Ravy Way' - a consistent approach to PBS and classroom management in our school
 - A consistent approach to behaviour management and restorative practice through the RDHS Positive Behaviour Schools Policy and MTSS framework
 - The PBS framework, language and resources are highly evident in each classroom and throughout the school
- 3.2**
 - Promotion through Facebook page, Newsletters, Assemblies and the School Website
 - Promotion through community and regional sources including the Community Spirit
- 3.3**
 - Continue to build upon Student Voice within our school
 - Student successes promoted and greater belonging and connection to the school developed
- 3.4**
 - Build upon our student engagement and attendance focus
 - Individual attendance targets and plans for identified at-risk students
 - Promotion to families of the importance of re-considering in term vacations and how attendance affects learning
- 3.5**
 - Student belonging
 - Implement cultural perspectives in learning activities
 - Embracing of cultural diversity in the community and providing opportunities for engagement
 - Continue to embed our RAP (Reconciliation Action Plan) and build on opportunities in our cultural space eg genestreaming project, Astronomy Night, yarning circle, Indigenous garden
 - Build upon and embed Noongar languages from Years 1 to 8
- 3.6**
 - Physical environments suitable for students to learn and socialise (flexible, indoors/outdoors) with a key priority a new Early Years nature playground
 - Dedicated indoor and outdoor learning spaces that develop and foster creativity, playfulness, critical thinking and openness to STEM learning
 - Create a long term school improvement and maintenance plan
 - Yarning circle and Indigenous garden project to refresh Hosking Street school entry point
- 3.7**
 - Planning available to all staff to access through Microsoft Teams
 - Building Team Strengths through increased collaboration and cooperation for teaching and learning
 - Provision of time for sharing professional learning via collab DOTTs
 - Constructive, timely and respectful communication between staff through a climate of mutual respect and communication policy
- 3.8**
 - Wellbeing Officer engaged in meaningful programs and activities to increase sense of belonging
 - Implement and embed whole school SEL program
 - Implement and embed our Staff Wellbeing plan
 - Focus on team building and social activities
 - Continue to identify clear boundaries and the 'right to switch off' with parents
 - Promote within our community the 'Connect and Respect - Engagement' expectations of parents/caregivers that help promote learning, wellbeing and safety in all public schools
- 3.9**
 - Continue to look at ways to support all staff to reduce workload
- 3.10**
 - Lead workplaces with strong safety cultures
 - Promote the role of health and safety in our workplace

Positive Partnerships & Relationships

WHAT WE WILL DO

4.1 Ensure that our communication processes to parents and the school community are regular, consistent and professional

4.2 Strengthen shared understanding of curriculum, student progress and achievement, and also the strategic direction between the school and community.

4.3 Encourage and support families and community members to become active partners in our school community through providing a range of opportunities

4.4 Support and connect with students and families before they start kindergarten

4.5 Support and build the capacity of our School Council and P and C

WHAT YOU WILL SEE

4.1

- Facebook page, newsletters, Connect, School Website and Face to face via office
- National surveys conducted biannually to reflect parent and community satisfaction

4.2

- Teachers communicating with parents at a point of need to ensure the wellbeing and success of students
- Communication through the school diaries when needed
- Information sessions/workshops to support parents

4.3

- Community members invited in for assemblies, parent interviews, sports carnivals, end of year presentations and possible extra-curricular activities, like an end of term sausage sizzle
- A welcoming environment for parents, families and community
- Continue to invite local Police, Shire and CRC representatives to engage with our school events and student leaders

4.4

- Communication with local childcare centre
- Continue to build on relationship with Playgroup on school site
- Continue to build upon Kindy transition processes
- Support families with PPP seminars
- School website, newsletter, Kaartdijin, Connect and personal contact with parents

4.5

- Work with P and C to support understanding of their role with our school
- Provide training and induction processes to support strong school council governance and community involvement



Abbreviations

ATAR	Australian Tertiary Admissions Rank
CAMHS	Child Adolescent Mental Health Service
CRC	Community Resource Centre
DOTT	Duties other than teaching – rostered time out of class for teachers
DRS	Disability Resourcing System
EA	Education Assistant
ESHS	Esperance Senior High School
EYLF	Early Years Learning Framework
FBN	Fitzgerald Business Network
ICT	Information and communications technology
MTSS	Multi Tiered Support System
NQS	National Quality Standard
OLNA	Online literacy and numeracy assessment
PBS	Positive behaviour support
PD	Professional development
PPP	Positive Parenting Program
QTS	Quality Teaching Standard
RAP	Reconciliation Action Plan
RDHS	Ravensthorpe District High School
SAER	Students at educational risk
SIDE	School of Isolated and Distance Education
SEL	Social and Emotional Learning
STEM	Science Technology Engineering Mathematics
VET	Vocational Education and Training



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