



Mount Magnet District High School

School Plan 2024-2025



Acknowledgement of Country

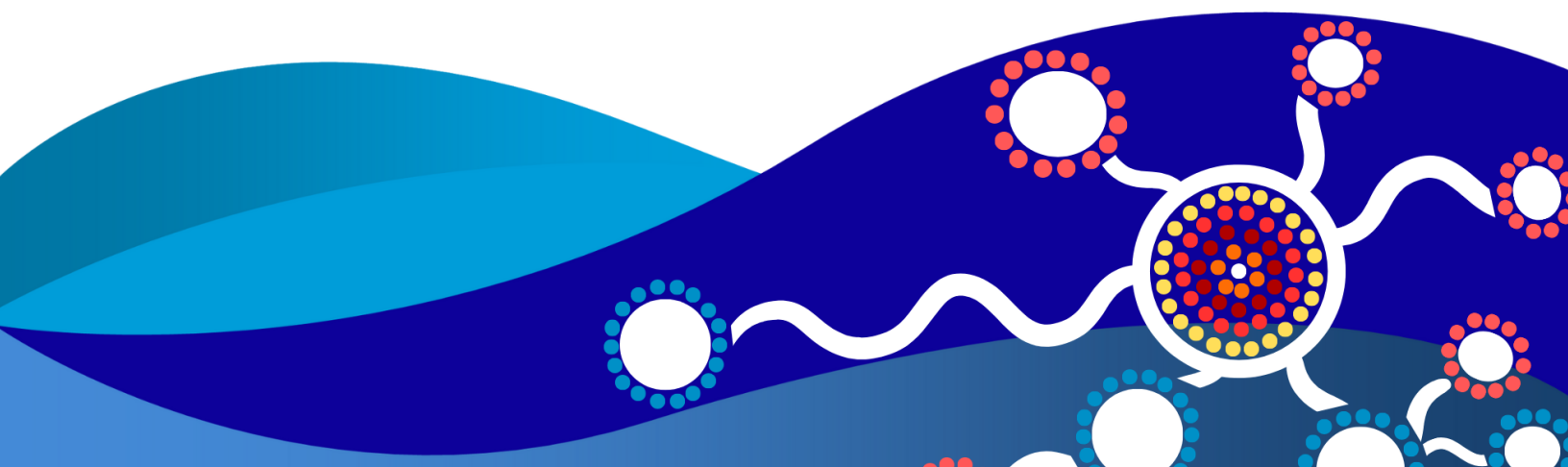
We respect and honour the Badimia people and their country on which we stand. Our respect extends to elders past, present and future. We acknowledge other Aboriginal groups, Torres Strait Islanders, and other nations. We acknowledge the stories, traditions and living cultures as we strive to develop a better understanding of each other's culture, values, and beliefs. We continue our commitment towards building a brighter future together.

About our School

Mount Magnet District High School places a high priority on addressing the learning and socio-emotional needs of all students, respecting diverse cultures and traditions. We have high expectations of all students.

Language and culture are highly respected by all staff members. Aboriginal Language and Culture are taught explicitly and can be incorporated throughout the curriculum. The Aboriginal Cultural Standards Framework underpins the goal for all staff members to be culturally aware and responsive. We have strong relationships with families and the community, including external agencies and organisations partnering with the school.

Our caring and committed staff strive to meet the needs of every student every day throughout curriculum and wellbeing programs.



Our School Factions

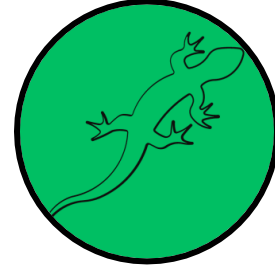
Marlu (the Kangaroo)



Yarlibirri (the Emu)



Bungarra (the Goanna)



Our Vision

Our vision is to ensure our students develop the knowledge, skills, and confidence to achieve their full potential, become lifelong learners and make positive contributions to society.

Our PBS Expectations

Mount Magnet District High School is a PBS school. PBS (Positive Behaviour Support) is a framework that helps us to positively support the behaviour of our students. If you were to visit our school, you would see posters, signs and other noticeable features that highlight the importance of pro-social behaviours.

Our three PBS behaviour expectations are:



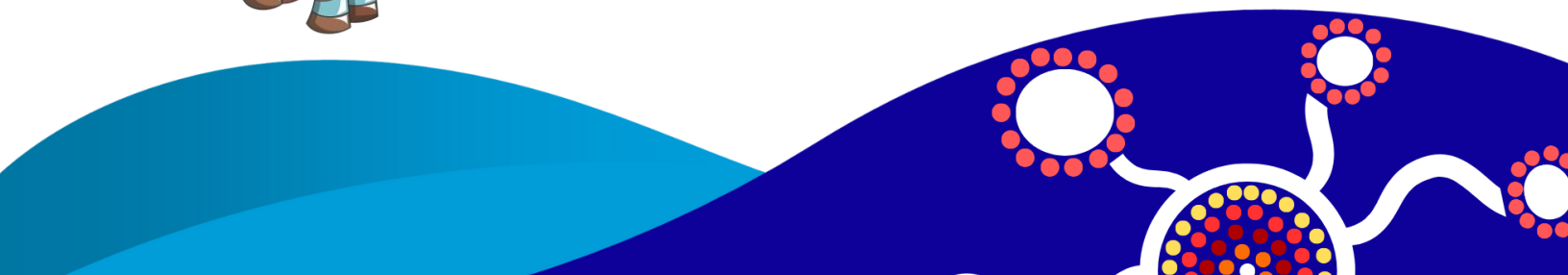
We are RESPECTFUL.

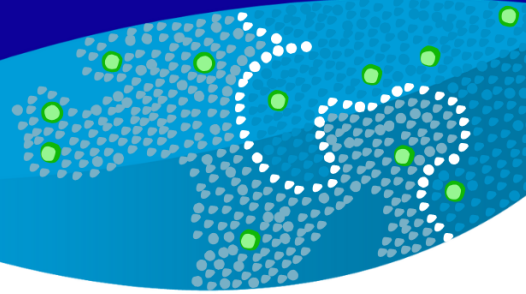
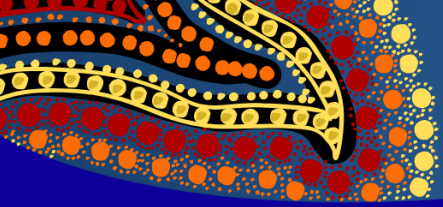


We are RESPONSIBLE.



We are ACHIEVERS.





School Focus One:

Literacy and Numeracy

Our goal is that every student will demonstrate progress and achieve the learning standard of which they are capable.

We support student achievement by:

- A focus on evidence-based whole school approaches to teaching literacy and numeracy using the Teaching for Impact guidelines,
- Embedding Aboriginal cultural perspectives in the curriculum,
- Teachers reviewing student achievement and progress as part of school improvement,
- Having an explicit teaching focus and measuring progress using standardised and Department of Education endorsed assessment tools,
- Helping teachers use and review information about student learning,
- Setting individual goals for students who need adjustments to participate in learning,
- Have a pathway plan for secondary students, and
- Prioritising small class sizes with over-staffing.



School Focus Two:

Student Behaviour

Our goal is that students will behave in a way that supports their own learning and the learning of others.

We support student achievement by:

- Having a strong Positive Behaviours program,
- Planning for students with specific needs,
- Saying 'No' to physical violence,
- Partnering with services who contribute to student well-being,
- Using the Aboriginal Cultural Standard framework as a key supporting reference for school improvement initiatives, and
- Seeking guidance from the Aboriginal Education Officers.

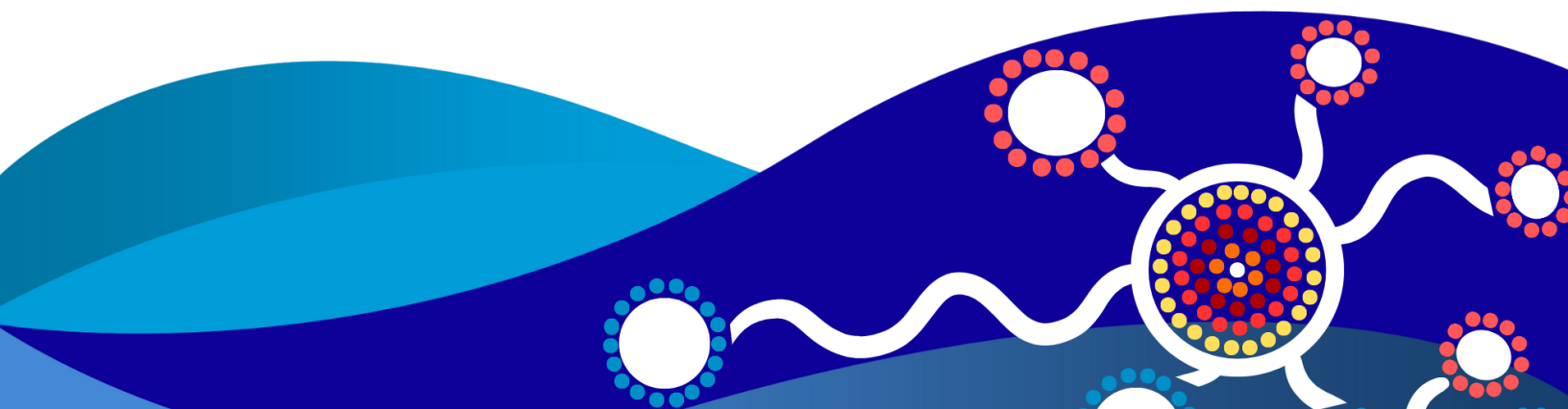
School Focus Three:

Social/Emotional Wellbeing

Our goal is that students will be resilient and make responsible, positive choices.

We support student achievement by:

- Using the Zones of Regulation to describe and teach emotional regulation,
- Purchasing the School Chaplaincy Program,
- Working with external providers to intervene and support individuals and groups of students,
- Regularly training staff in trauma informed practice and other professional learning, and
- Building mutually respectful, solid relationships with the local community and responding to diverse needs.



School Focus Four:

Attendance and Engagement

Our goal is to increase the number of students who attend regularly.

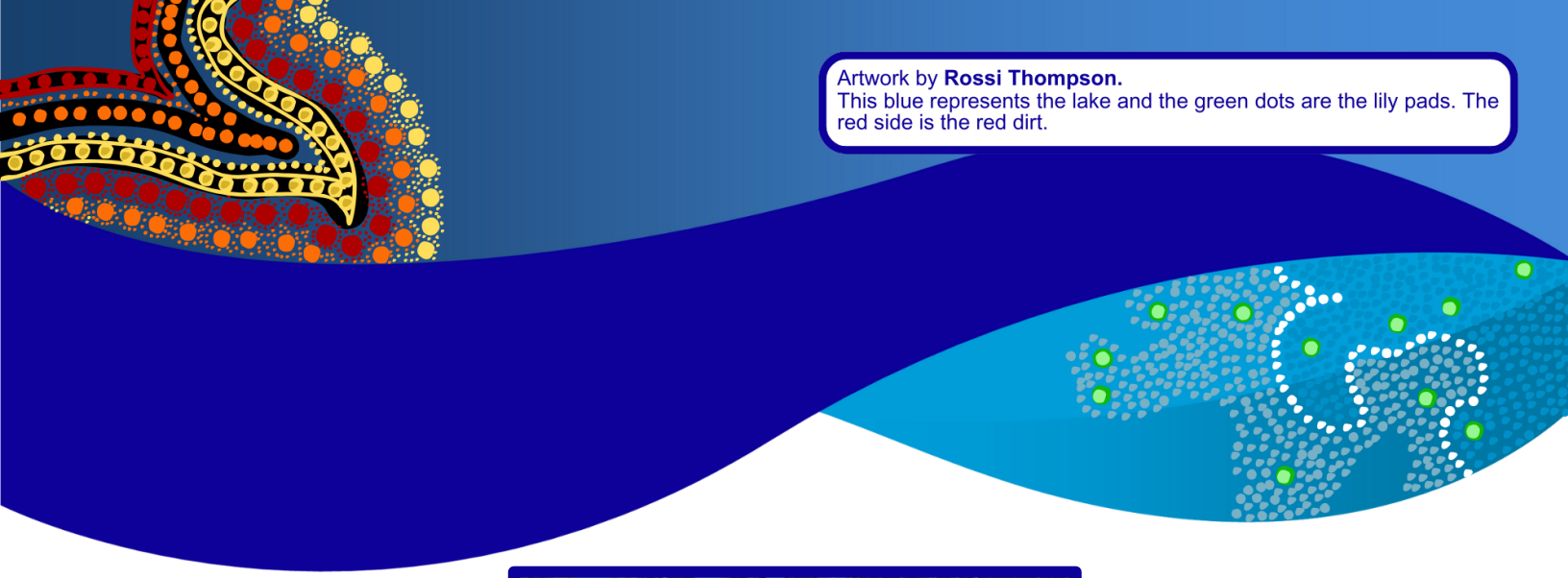
We support student achievement by:

- Differentiating learning for students at educational risk,
- Supporting secondary students on a WACE pathway with access to courses through the School of Isolated and Distance Education (SIDE),
- Facilitating workplace learning for Year 10 students,
- Providing an engagement program to secondary students Year 7-10 who are at educational risk,
- Developing pathway plans for secondary students,
- Developing attendance plans,
- Partnering with Foodbank and Ramelius to fund breakfast and recess snacks,
- Celebrating responsible behaviours with certificates, praise, and tangible rewards,
- Purchasing external programs that demonstrate success as an incentive to increasing student attendance, and
- Building meaningful relationships with the community.

How will families know if we are achieving these school goals?

- Parent/carers receive a student report every semester about their child's achievement, behaviour, and effort. This report also shows if the students have regular attendance ($\geq 90\%$),
- Parent/carers provide feedback to the school in an annual survey. This tells the school if parents think the school is achieving the goals. This is incorporated into the School's Annual Report. The annual report is published on the Department's School website:
https://www.det.wa.edu.au/schoolsonline/annual_report.do?schoolID=4142&pageID=AD08,
- Teachers talk to parent/carers to develop individual plans, parent interviews and when teacher or parents want to discuss student needs,
- Parent/carers receive NAPL:AN and OLNA test results on applicable years, and
- Parent/carers can talk to the School Council parent representative(s). The School Council has more detail about how the school uses its funds to support school goals.

Artwork by **Rossi Thompson**.
This blue represents the lake and the green dots are the lily pads. The red side is the red dirt.



Our Artists

We would like to acknowledge our artists Rossi and Cheneille (pictured above with their original artworks) for their artistic contributions to our School Planning documents. These pieces of art have been digitised with Rossi's, Cheneille's and their carer's permission. These students created these artworks as members of the 2023 Secondary Class after researching a series of Dreamtime stories. They were able to create their own story, using visual art to help symbolize the key features.

© This artwork is Copyright. All rights for the artwork belong to Cheneille Shar and Rossi Thompson. We thank them for allowing us to use their work for our school planning documents.

Artwork by **Cheneille Shar**.
This piece symbolises my family tree. The blue is all the boys and the pink is all the girls. At the centre is my mum and I am top right.

