



Narembeen District High School

Business Plan 2026 - 2028



Learn • Achieve • Succeed
Preparing Students for a Changing World

THE NAREMBEEN WAY

At Narembeen DHS we are driven by a shared commitment to the continuation of the embedded culture of excellence and success. Our school has a well-deserved reputation for high academic performance, community engagement and a dedication to the educational and social, emotional growth of our students. Through the implementation of, and adherence to, our past Business Plans, we have embedded an extremely positive school culture, that enables our students to learn in a safe, positive, inclusive and caring environment. The behaviour of our students is of the highest standard due to a consistent whole school approach that has proven to be highly effective. Recognised in 2013 & 2017 as finalists in Primary School of the Year, and as a finalist in the Mental Health Awards in 2021, in 2022, we won the Department of Education Excellence in Teaching and Learning Primary award. We were also one of four finalists in the Department of Education Awards in 2023 in Leadership. Our excellent outcomes are the result of a committed, experienced, enthusiastic and highly professional staff, who provide differentiated learning programs that engage all students, leading to improvement. We continue to build on our genuine partnerships with our parents and the wider community, as these relationships are key to maintaining the strong school culture of trust and mutual respect we have established.

The plan details the school's strategic directions for the next three years, with a strong focus on our commitment to making a difference for every student, in every classroom, every day. Our goal is to provide the very best educational opportunity to our students, allowing our parents to see us as the school of choice until Year 10. We generate the opportunity for our students to build on their strengths, develop independence and most importantly resilience, as they mature as a learner.

OUR TEACHING & LEARNING BELIEFS

Our aspiration is for every student, in every classroom, every day to have:

- A safe, supportive and inclusive environment where all students feel valued and encouraged.
- Social, emotional and academic needs nurtured and developed.
- Teaching and learning that is visible and enables quality feedback and reflection.
- High quality teaching, producing high performing students.
- Parents and carers working in partnership with the school, to maximise learning and social outcomes.



OUR VISION

Our vision is to ensure that all students at Narembeen DHS are challenged to pursue excellence and attain their full potential through engagement in quality learning programs. We aim to ensure that students achieve their personal best and develop pride in themselves, their school, their environment and their community. Leadership is fostered, creativity nurtured, individuality respected and values developed and promoted. Our school motto, 'preparing students for a changing world' encompasses our vision to equip students with the knowledge, skills and values to take their place in society as positive members of the community.

OUR VALUES

Our actions are guided by four core values:

LEARNING



We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to **learn, achieve and succeed**. We will not allow the behaviour of any student to affect the learning of others.

EXCELLENCE



High expectations underpin all learning at Narembeen DHS. We set standards of excellence in academic, social and sporting contexts and strive to achieve them. The standards and expectations challenge all of us to give our best to **learn, achieve and succeed**.

EQUITY



We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplace and learning environments that are free from discrimination, abuse or exploitation and that will provide the best possible environment in which to **learn, achieve and succeed**.

CARE



We treat individuals with care; our relationships are based on trust, mutual respect and the giving and acceptance of responsibility. We recognise the value of working in partnership with parents, carers and the wider community in providing a quality education for our students in their endeavours to **learn, achieve and succeed**.

OUR FOCUS AREAS

TEACHING FOR IMPACT

We remain committed to strengthening the conditions and capabilities that allow high quality teaching and learning to flourish. Our work brings together a strong focus on wellbeing, evidence-informed pedagogy, and a cohesive professional culture. We aim to build a school environment where staff and students feel supported, where learning is visible and purposeful, and instructional practice is grounded in the science of how people learn. This collective approach positions the school to grow its expertise, deepen its impact, and create a thriving learning community.

TARGETS

- Enhance whole school instructional practice by increasing staff engagement in targeted professional learning that aligns with school wide initiatives and programs, ensuring this learning leads to measurable improvements in teaching quality and student outcomes.
- To cultivate and sustain a thriving, inclusive school culture by implementing purposeful and evidence-based wellbeing initiatives that prioritise the mental health of staff and students, resulting in increased engagement, resilience, and improved academic achievement.
- Strengthen whole school writing achievement by improving the quality of writing instruction, assessment, and student ownership of learning through explicit teaching practices, targeted use of Brightpath data, consistent writing moderation, and structured development of typing skills to support fluency and confidence in digital text creation.
- To develop, implement, and embed a whole school Reconciliation Action Plan (RAP) that strengthens relationships, builds respect, and creates meaningful opportunities with and for Aboriginal and Torres Strait Islander peoples. This will ensure culturally responsive practice, increased staff capability, and improved educational outcomes for First Nations students.
- Introduce and embed evidence based Science of Learning principles across all classrooms by strengthening staff capability through targeted professional learning, utilising the expertise of a staff member undertaking a master's degree in this field to lead and upskill colleagues.
- Strengthen whole school consistency and high expectations by ensuring The Narembeen Way, our staff and student standards handbook, developed in 2025, is actively used across the school from 2026 onward, with annual review and refinement to maintain alignment with current practices and priorities.
- Strengthen daily classroom practice by ensuring the school's eight 'Visible Learning Characteristics' are explicitly taught, modelled, and used so students can clearly articulate, demonstrate, and apply them in their learning.

“Making a difference for every student, in every classroom, every day.”

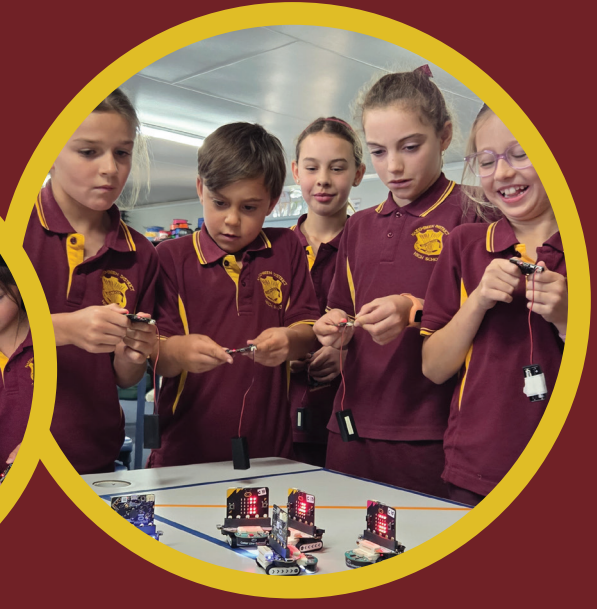
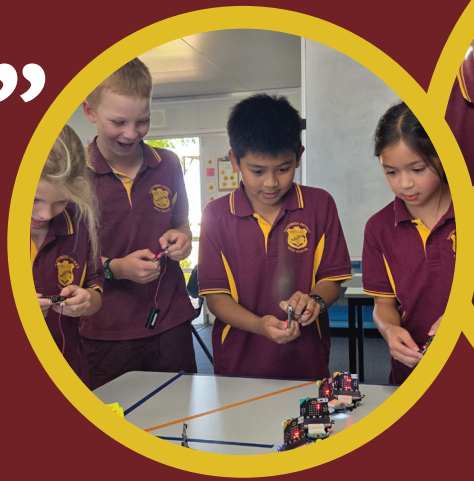


STRATEGIES

- Establish and maintain a whole school register of professional learning aligned to school wide programs and practices, updated annually and reviewed during the induction of new staff.
- Continue to implement the Smiling Mind program as a whole school wellbeing initiative to embed consistent mindfulness practice across all year levels, and staff appreciation initiatives that strengthen staff wellbeing.
- Maintain and promote the Happiness Hub as a dedicated space for emotional regulation and wellbeing for both staff and students.
- Improve student writing through explicit modelling of the writing process, regular student conferencing, and teaching students to independently edit and refine their own work.
- Use Brightpath reports to identify whole class writing needs, form targeted small group instruction and guide forward planning using Brightpath teaching points. In Years 3–10, use tools such as the student friendly language guides and descriptors to support students in setting writing goals and monitoring their own progress.
- Use early close meetings for structured writing moderation sessions in which staff collaboratively examine student samples, discuss achievement standards, and align marking decisions across year levels, while analysing these samples to identify whole class and cohort trends that inform next step teaching and targeted support.
- Introduce structured typing practice across the school by providing 10–15 minutes of focused typing skill development in Digital Technologies lessons from Year 1 and strengthening these skills further from Year 4 by integrating typing practice into the writing program to support fluency, efficiency, and confidence in digital text creation.
- Register and begin the RAP process through the Narragunnawali platform, following its evidence based framework designed specifically for schools.
- Conduct a baseline review of current practices using Narragunnawali's school evaluation tools (e.g., policies, Acknowledgement of Country, flags, curriculum connections).
- Provide staff professional learning on reconciliation, cultural safety, and relevant policy expectations (aligned to state RAP toolkits).
- Provide whole staff professional learning on core Science of Learning principles, including cognitive load, working memory, explicit teaching, and effective feedback, as supported by national evidence based teaching frameworks.
- Use staff meeting time, professional learning days, and instructional coaching cycles to embed shared language and understanding across the school of Science of Learning.
- Allocate time for the staff member undertaking a master's degree in the Science of Learning to lead professional learning sessions, model lessons, and support peer coaching.
- Provide induction and refresher sessions so all staff understand the standards, expectations, and whole school practices outlined in The Narembeen Way and can apply them consistently across classroom and school settings.
- Conduct a structured annual review of The Narembeen Way with staff input to ensure content remains relevant, clear, and aligned with evolving school priorities.
- Provide regular professional learning and coaching to ensure all staff explicitly teach, model, and reference the eight 'Visible Learning Characteristics' during lessons.
- Create shared routines, visual supports, and common language to promote consistency across all classrooms.
- Provide structured opportunities for students to discuss, display, and reflect on the 'Visible Learning Characteristics' through learning goals, success criteria, and classroom conversations.
- Incorporate the characteristics into student self assessment, goal setting, and classroom displays to make learning behaviours visible and actionable.



“ Empowering staff and students through deepened knowledge.”



DIGITAL CAPABILITIES

In an everchanging digital world, we aim to empower staff and students through deepened knowledge, understanding and purposeful application of digital technologies, fostering high quality effective teaching and confident, capable and successful learners.

TARGETS

- Establish a Digitech Continuum to guide the use of digital technologies by students across the school from K-Year 10.
- Set up a Digital Technologies Hub to provide a central point for staff to access digital resources.
- Leading/Connections: leading to improved internal digital communication with staff and students.
- Teaching/Professional Learning: improved teacher engagement in Digital Technologies professional learning
- Learning/Digital Technologies: students develop knowledge and skills as stated in the Digital Technologies curriculum.

STRATEGIES

- Collaboratively explore, develop and embed a K–10 Digital Technologies learning continuum that aligns with the Western Australian Curriculum. This continuum will integrate the purposeful use of both iPads and PCs to ensure consistent, developmentally appropriate digital learning experiences across all year levels.
- Critically analyse the findings from the Digital Capabilities Leadership Reflection Tool (DCLRT) to inform a strategic, evidence-based approach to strengthening whole-school digital capability over the next three years. This process will prioritise targeted growth in areas identified as ‘emerging’, ensuring that planning, professional learning, and resource allocation are aligned to building staff confidence, consistency of practice, and improved student digital outcomes.
- Provide students in Years 4–10 with daily opportunities to access and manage their school email as part of routine digital practice including opening the computer room each morning to provide students in Years 4–10 with supervised access to their DoE email and Connect. This ensures all students have a consistent daily opportunity to check messages, manage online learning tasks, and build responsible digital communication habits.
- Set appropriate learning tasks on Connect for students in Year 4 and above to support and extend classroom learning.
- Implement consistent use of Compass for recording student behaviour and for communicating daily notices, including school events and relief teacher allocations. This ensures streamlined information sharing, accurate documentation, and improved organisational clarity across the school.
- Ensure that a Narembeen teacher presents at staff meetings once each term to build staff capacity in Digital Literacy. These sessions will focus on practical strategies, curriculum-aligned skills, and effective use of digital tools to strengthen whole-school digital capability.
- Provide targeted professional learning on Connect and Compass delivered by Department of Education specialists, ensuring staff develop confidence and consistency in using these platforms for communication, learning management, and school operations.
- Integrate the use of GROK as a structured, curriculum-aligned resource to guide Digital Technologies instruction from middle childhood onwards. This approach supports the systematic development of students’ computational thinking and coding skills through sequenced, age-appropriate learning pathways.
- Engage as a trial school in the use of ClassmAlte to enhance teaching, learning, and curriculum planning. This trial will support staff in exploring how AI-enabled tools can streamline programming, personalise learning, and strengthen digital pedagogy across classrooms.
- Strengthen parent engagement by ensuring families have active access to Connect, aligning with the school’s priority to enhance parent–school communication and support connections to students’ learning and progress.

OUR EARLY YEARS

Every child's identity is recognised and celebrated through partnerships with families, the community and highly trained early childhood educators. Each child's potential is achieved through the implementation of inclusive and reflective programs and practices, based on current research and pedagogy.

TARGETS

- Implement annual events including Simultaneous Storytime, Book Week, the Art Show, theatre excursions, ECE contributions to SOCK Week, and celebrations such as Easter, Christmas, Mother's Day and Father's Day.
- Create a mural on the gardener's shed that can be seen when entering the school and install welcome signage at the school entrance.
- Further develop the garden area and yarning circle.
- Install totems representing the Six Noongar Seasons.
- Decorate stepping stones with numerals or symbols.
- Use of school funding and/or grants to enhance Outdoor Learning facilities in the Kindergarten and Pre-primary area.
- Explore and implement imaginative play pods for Year 1 and Year 2 students.
- Complete an audit of all listed resources to ensure consistent and effective implementation.
- Deliver ongoing staff training aligned with identified needs.
- Identify new evidence based approaches that can be incorporated into future teaching practice.

STRATEGIES

- Deliver a programme of activities that reflects the Early Years Learning Framework values of Belonging, Being and Becoming.
- Provide events specifically for ECE students, including opportunities for family involvement, and activities that include multi age or whole school participation.
- Enhance cultural responsiveness by incorporating meaningful Aboriginal cultural elements into the Early Childhood environment and learning experiences.
- Embed Aboriginal language, greetings and cultural symbolism into everyday practices.
- Strengthen the outdoor learning environment by investigating and implementing new ways to structure and enrich outdoor play.
- Seek external funding to support improvements to Early Childhood outdoor spaces.
- Review and refine the use of key assessment and teaching tools such as PLD, Kilpatrick, Peggy Lego, DIBELS, Heggerty and Brightpath.
- Provide professional learning and refresher training for current and new staff members.
- Investigate emerging evidence-based Early Childhood practices to guide continual improvement.

**“When every child's identity is valued,
their potential has no limits.”**



PERFORMANCE TARGETS

- To have our attendance rate in both primary and high school classes at 94% through the three years of the Business Plan.
- Aim to have 80% of our students with 'regular attendance' on SAR, which is classified as 90% or more, over the three years of the Business Plan.
- Continue to have 95% of the overall student population to achieve 'usually' or 'consistently' in ABE data in Reporting to Parents.
- Maintain student, staff and parent satisfaction rating of above 80% in the National School Opinion Survey and/or the School Culture Survey.
- Evidence of high impact teaching strategies in practice through admin lesson observation and built on by peer observation.
- Continue to match or exceed like schools in NAPLAN achievement.
- Increase by two the number of students exceeding in Numeracy and Writing and by one the number of students Exceeding in Reading, when the Year 3 2025 cohort are tested in 2027.
- Increase by two the number of students Exceeding in Writing, and by one the number of students Exceeding in Reading while maintaining the number of students Exceeding in Numeracy, when the Year 5 2025 cohort are tested in 2027.
- Decrease by two the number of students scoring in the Developing section for NAPLAN Writing when the Year 5 2025 cohort are tested again in 2027.
- Decrease by one the number of students scoring in the Developing section for NAPLAN Writing when the Year 7 2025 cohort are tested again in 2027.
- Have 0% of our students in the Developing or Needs Additional Assistance sections of NAPLAN in any test when the Year 5 2025 cohort are tested again in 2027.
- Have 0% of our students in the Developing or Needs Additional Assistance sections of NAPLAN in any test when the Year 7 2025 cohort are tested again in 2027.
- Increase the percentage of students at or above the Australian National Mean, in NAPLAN, when the Year 3, 5 & 7 2025 cohorts are tested in 2027.
- Maintain or improve performance in year level ACER Progressive Achievement Tests (PAT) over each 12-month period.
- Maintain excellent student behaviour data, to reflect the continued success of a proactive positive policy embedded in the school and a high care environment maintained for all.
- Continue to use salary funding and creative timetabling to allow the employment of additional teaching FTE, to allow for single year level classes in the junior primary and all primary Mathematics sessions, as well as the employment of EA's on short term contracts to assist in intervention programs such as MultiLit.
- To have our annual K – 2 self-reflection on National Quality Standards indicate that we are meeting all seven areas in the self-assessment and external reviews.
- All professional learning and development opportunities are planned for and documented through Performance Management, linked to personal and school focus areas and occur during School Development Days and staff meeting times.
- Distributed leadership is evident in roles such as our Level 3 classroom teachers, senior teachers, and providing admin FTE and roles for aspirants and focus group leaders.
- Use of student voice surveys biannually to engage teachers in reflective practice to identify their strengths and focus areas for improvement.
- Demonstrate inclusive practices reflecting the school's diversity.



FROM THE SCHOOL BOARD

A good school needs full support from its community. We are privileged to have an outstanding community, and our School Board is a strong representation from this. It was noted in our Public School Review 2021, one which gave us a five-year return, that the 'School Board strongly advocated for the school. Their respect for school leaders and staff, and their pride in the positive behaviour of students, is evident.' We work together for the betterment of the school and therefore the community, with a shared vision and common goals.

FROM THE CHAIR

Over the past three years, Narembeen District High School has demonstrated outstanding success across academic, sporting, and community areas, guided by its core values of learning, excellence, equity, and care. As a strong and successful school within the town, it continues to develop confident children, engaged teenagers, and assured adults.

Academic performance has remained a key strength, with consistently strong NAPLAN results and a 2023 Certificate of Commendation for achievement in Years 3 and 5. The school was also recognised as a finalist in the Western Australian Education Awards for Excellence in Leadership, reflecting the strength of its leadership and strategic direction. Sporting achievements have been exceptional. Highlights include winning every race at the 2024 Cross Country Carnival, securing dual swimming shields in 2025 and 2026, winning every freestyle relay at the 2026 interschool swimming carnival, and earning both athletics shields in 2024 and 2025. These accomplishments reflect a culture that values participation, effort, and excellence.

Strong partnerships with local businesses and active staff involvement in community groups continue to strengthen the school's connection to its town. A commitment to equity ensures that students are supported to succeed regardless of geographic isolation, while high expectations drive achievement across all areas of school life.

Looking ahead, the 2026–2038 Business Plan will guide the next phase of improvement and growth. The Board remains firmly committed to upholding the highest standards of governance, ensuring that identified focus areas, strategies, and targets deliver continued educational success. This will be achieved through a collaborative and constructive partnership with the Principal and staff.

The Board acknowledges the outstanding leadership of Principal Chris Arnold and the leadership team, whose dedication and high standards continue to shape a positive and successful school culture. Appreciation is also extended to the teaching, support, and administrative staff for their professionalism, commitment to students, and strong connection to the community.

Finally, sincere thanks are extended to all Board members for their ongoing dedication and service. Their commitment to the students, the school, and the wider community plays a vital role in supporting the continued success of Narembeen District High School.

Mrs Carissa Wanless - Board Chair



Narembeen District High School

✉ narembeen.dhs@education.wa.gov.au

📍 Ada Street, Narembeen WA 6369

☎ 08 9064 9600

✉ PO Box 8, Narembeen WA 6369

Principal
Christine Arnold

Deputy Principal
Russell Arnold