



Onslow School

Engagement Strategy

2022 - 2024

PURPOSE

This plan provides strategies for Onslow School to effectively engage with students, staff, parents and the community and to enhance children and youth participation in learning.



INFORMING THIS STRATEGY

This plan was informed through extensive engagement with school staff, key stakeholders and the Onslow community.

OBJECTIVES

This plan seeks to achieve the following:

- Address key issues, concerns, opportunities and aspirations raised by key stakeholders for how the school can communicate and engage more effectively.
- Improve children and youth engagement in education.
- Develop greater interest, support and advocacy for the school.
- Establish effective communication channels and methods of engagement to generate improved relationships, trust and connections with and between stakeholders (across the school community)
- Enhance the school's reputation and profile in order to generate greater involvement and positive investment from parents and the community - and optimise student engagement and attendance.
- Provision of opportunities for stakeholders to gain an informed understanding of the school, its programs and services, and how they can support future progress.
- Generate collaborative partnerships and support to enable each student to reach their full potential.
- Create the conditions where staff receive greater support, are more motivated and enthused about their role in effective engagement with school and community stakeholders.
- Ensure timely, open and authentic communication and engagement.

KEY DIRECTIONS

Strategies have been grouped according to the following key directions:



Positive Student Engagement



Building Staff Capacity



Cultural Connections



Effective Communication



Partnering with Parents and Families



Proactive Partnerships



DIRECTION 1

POSITIVE STUDENT ENGAGEMENT

FOCUS

STRATEGIES

COMMENCED

SHORT TERM - YEAR 1

LONG TERM - YEARS 2 - 3

Recognise Aboriginal Culture in Learning

- Teach Aboriginal language (Yindjibarndi)
- Use of EALD Progress Map to recognise that Standard Australian English is not the first language/dialect of some Aboriginal students

- Utilise AIEO to input into teaching and learning programs

- Use of Aboriginal perspectives within the current curriculum through targeted resources, e.g. ACARA and programs, e.g. Two-way Science
- Inclusion of bush tucker as part of school garden

On Country Learning

- Identify local community members and Elders to assist with planning for on-country learning
- Engage local knowledge to inform on-country learning activities and program

- Inquire into local rangers to establish link with on-country learning
- Access local resources to support on-country learning

- Develop a sequence of on-country learning activities for each year level
- Establish rich and purposeful on-country learning designed in consultation with local language groups

Community Mentoring

- Seek support from volunteers, including Language groups, to mentor students

Real Life Learning Focus

- Engage students in extra-curricular activities, e.g. Sustainability – Containers for Change, School Garden

- Develop an overview of extra-curricular activities
- Establish a yearly overview of 'special days' to be celebrated as a whole-school

- Engage with emergency services, e.g. St John ambulance, FESA to promote volunteerism
- Provision of incursions to that include altruistic efforts of others, eg. WA Australian of the Year
- Utilise local services/workplaces to engage students in thinking of career pathways

- Form whole-school program focussing on a local issue or aspect, e.g. marine studies
- Engage in philanthropic activities through school-based donations, e.g. Smith family

Student Self Determination Student Voice

- Class teachers negotiate elements of classroom systems, e.g. PBS reward system with students

- Elevate Student Leaders as a forum for student voice that is involved in aspects of school decision-making

- Engage students in decision making process with school and local events with assistance of external organisations

- Work with external organisation/s to form a Youth Advisory Council that is representative of community
- Use current best practice with focus on elements of belonging, mastery, competence and generosity

Incentivising and Recognising Learning & Achievement

- PBS incentive system to continue with class/school Dojos behaviour goals being rewarded

- Review current attendance processes to tailor an approach to different levels of school attendance

- Send a 'postcard' with the child's photo working at school with a quick message
- Celebrate academic achievement in the secondary setting with certificates (academic rigour)

Academic Engagement

- Review of current intervention model to examine inclusion of Tier 3 students
- Inclusion of social and emotional learning for all students

- Provide additional support for students in small groups for self-regulation
- Establish internal case management for students involving local organisations, as required
- Engage students in a yarning circle, with the assistance of AIEO

Improved student attendance (secondary)

- Partnership with Waalij Foundation and V Swans to investigate alternative models and support (e.g. via the youth centre)

- Liaise with Alternate Learning Setting schools to determine alternative pathway models to implement

- Partnership with REFAP in offering short courses
- Establish physical, social and mental health supports for youth
- Implement alternative education pathway model

Partnership with Department of Education Statewide Services

- Seek support for student engagement strategies

- Contribute to and develop school-based pathways relative to work/employment opportunities relevant to Onslow.

- Partner with SIDE to develop units of competency for Year 9 – 12
- Strengthen internal student services processes to support mental health of young people



DIRECTION 2

**BUILDING
STAFF CAPACITY**



FOCUS

**Staff Engagement
Expertise**

**Specialist
Communications
and Engagement
Staff**

**Communications
Standard**

Staff Induction

Staff Recognition

STRATEGIES

COMMENCED

- Key learnings described in the School Plan'- Conditions for Learning

- Employment of Public Relations Officer to support communication to community

- Establish a communication tree to ensure that staff are informed of key messages prior to parents and the community

- Special days recognised within the school e.g. World Teachers Day
- STARS each Friday to acknowledge efforts of individual staff

SHORT TERM- YEAR 1

- Provide training of staff to ensure that they can foster a positive engagement culture and increase their confidence in communicating and engaging with parents and the community
- Provide simple training for staff on techniques for effectively responding to and managing how to handle suggestions, concerns and complaints from parents

- Review of hours to be conducted by Principal/MCS
- Allocation of roles and responsibilities across staff (and inclusive of School Council) for aspects of Community Engagement Strategy

- Develop an agreed and common approach to communication across all classroom and teachers – type of communication tool used, frequency of contact, key messages

- Update Staff Handbook and provide a checklist on 'getting started' for all new staff
- Liaise with Shire of Ashburton and other stakeholders regarding a 'Welcome to Onslow' event for new staff

- Introduce staff wellbeing initiatives across the school, e.g. random acts of kindness, gratitude cards for teachers

LONG TERM - YEARS 2 - 3

- Provide as part of a staff handbook some key tips and ideas on how to engage effectively with students, parents and the community
- Seek provision of professional learning for leadership team and front Office staff related to conflict resolution
- Accessing DOE resources, e.g. Keeping Our Workplace Safe

- Provide staff with a range of communication proformas, e.g. letters/ emails and key statements to use in their communication to students, families and the community

- Provide new staff with an induction on school expectations in relation to communication and engagement to students, families and the community

- Utilise the annual staff survey to identify any staff wellness issues and suggestions for positive wellness initiatives
- Seek to develop ways of developing 'acknowledgement' from community (Facebook, website)



DIRECTION 3

CULTURAL CONNECTIONS



FOCUS

Cultural Awareness

COMMENCED

- All staff comply with completion of DOE Aboriginal Cultural Appreciation online training
- Conduct an audit using the Aboriginal Cultural Standards Framework (ACSF)

STRATEGIES

SHORT TERM- YEAR 1

- Support teachers to develop the skills and knowledge to effectively engage and develop relationships with Aboriginal students
- Work with local Traditional Owners and Elders to provide on-country experience for staff to build an understanding of local customs, history and culture

LONG TERM - YEARS 2 - 3

- Co-Design the integration of the Aboriginal Culture Standards Framework to meet the local context of Onslow

Aboriginal Stakeholder Engagement

- Engage with local elders to determine interest and support for establishing a working agreement and an Aboriginal Advisory Group

- Work with AIEO to map cultural groups and Traditional Owners in Onslow
- Establish regular yarns with key traditional owners and Aboriginal stakeholder contact to discuss a collaborative approach to support children and youth in education
- Engage with local elders, community members and organisations to establish a working agreement
- Establish two-way communication to determine what a culturally safe school (community) is

- Form an Aboriginal Advisory Group

Engage in Community

- Work with Waalitj Foundation to meet families and community members (leadership team only)
- Sustain home visits

- Appoint staff to join Waalitj Foundation on bus route to collect students 2 – 3 times per week

Culturally Safe School

- Fly the Aboriginal flag at school
- Utilise Aboriginal and other cultural posters and murals in consultation with the local community to build a sense of belonging

- Commit to cultural celebrations (at least one per semester)
- Have language reflected within and across the school community, e.g. name of newsletter
- Access local knowledge by working alongside AIEO to support teaching and learning programs

- Co-design and develop a culturally safe place for gathering to be held on the school grounds, e.g. Yarning circle



DIRECTION 4

EFFECTIVE COMMUNICATION



FOCUS

STRATEGIES

COMMENCED

SHORT TERM- YEAR 1

LONG TERM - YEARS 2 - 3

Good News Sharing

- Maintain celebrations as part of meeting agenda for staff
- 'High expectations' display board located in the Front Office with student work and/or students at work

- Develop a good news register on the staff whiteboard or register in the staffroom on positive things to share
- Pipeline (local newspaper) publication at least twice per year

School Stream

- Use of School Stream for parent notification and updates
- Clear protocols established for Admin/teachers

School Newsletter

- Newsletter format changed to reflect Business Plan focus areas
- Newsletter to include more photos of students
- Newsletter distributed to key stakeholders (including School Council)
- Newsletter printed and distributed to school community and published on school website

- Seek to include student voices in the newsletter

Social Media

- Facebook schedule and guidelines for 'good news' stories established – fortnightly meeting with Public Relations Officer
- Facebook/Website/Instagram to be used to promote key school initiatives and promote the school in the community
- Facebook/Website/Instagram to be used to acknowledge school-based sponsors

Website

- Website to contain 'articles' that share school events
- School Stream and newsletter redirects to website
- Parent consent form adjusted for permissions to publish to website/ Facebook/School Stream
- School Council and P&C Updates to be 'posted' website

School Brand

- Establish a set of values for staff, students, parents and community
- Unify email signature for all staff
- Develop Acknowledgement of Country to be added to communication

- Rename school as Onslow School (or reclassified as a District High School)
- Review the school brand (including logo)

Onsite environment communications

- Removal of posters and addition of logo at entrance of school

- Pull up banner purchased with logo and mission statement, address, website
- Use screen in Front Office as a form of communication to visitors
- Purchase of school noticeboard

Kick Starter communications

- Enrolment pack updated with consistency in format
- Information located on website

- Parent Handbook to be updated
- Update letterhead
- Sharing of teaching programs with community using video

- Letter to all parents from Principal outlining communication and engagement strategy, priorities and key activities proposed (one per semester)



DIRECTION 5

PARTNERING WITH PARENTS, FAMILIES AND THE COMMUNITY



FOCUS

STRATEGIES

COMMENCED

SHORT TERM- YEAR 1

LONG TERM - YEARS 2 - 3

School Council and P&C Development

- P&C provide a "Welcome to Onslow School" each semester

- Provide training for each School Council member on the role of the Council and their role as a member which includes understanding the governance role and difference in roles with the Principal
- Promote the School Council and the P&C and their roles to the school community – profiles, invitation to special events, website

- Undertake a social activity with members of School Council and P&C to encourage a collaborative approach

Personal Contact with Parents and Families

- Letter of introduction to parents with 'new' staff that shares some basic personal information
- Each class to conduct a "Welcome session" at the beginning of each year that outlines programs and expectations
- Administration team to be visible at the beginning and end of the school day in the school grounds
- Class teachers to provide regular information on what's going on in class describing what students are learning

- Share ways of engaging parents in the classroom – parents as partners in education
- Invite parents to participate in class activities/excursions

- Provide parents with simple information on how to support their child's learning both in the classroom as parent help and at home

Parent and Community Recognition

- Develop templates to acknowledge external contributions to school, e.g. OCCI
- Parent and volunteers 'thank you' morning tea (Semester 2)

Engaging Hard to Reach Families

- Commitment to home visits a regular basis (minimum of four per term)
- Establish role of AIEO in connecting school with community

- Yarning Circle for Aboriginal families

Parent and Family Engagement

- Provide Term Planner (paper copy) with anticipated events for the term
- Provide paper copies of school communication
- Provide clear and consistent messages to parents and community about goals

- Develop parent-school communications that link to DOE Complaints Management Policy
- Develop parent-school communications that link to DOE Complaints Management Policy
- Establish a schedule for formal parent information session and topics (one per term)
- Parent morning tea after assemblies
- Thank you morning tea each semester

- Provide parents with curriculum overview for year level that gives clear information on learning expectations
- Insert questions into parent surveys related to Community Engagement – sharing results with stakeholders and parent community

Parent Class/Year Representatives

- Redefine Parent Class Representatives with a representative from each class and shared with community seeking interest

- Provide parents with an 'induction'
- Create regular network catch-ups of Parent Class Representatives to feedback regarding school-community links

Engaging Events and Activities

- Continue and adapt school events that promote engagement, e.g. assemblies
- Promotion of school events to school community with at least a two week notice plus reminders
- Invitation to local organisations and community groups to school events

- Onslow School to participate/be represented at community events, e.g. ANZAC ceremony, Remembrance Day, Clean-up Onslow
- Classes to visit local businesses ie. every class to visit a local service at least once per year



DIRECTION 6

PROACTIVE PARTNERSHIPS



FOCUS

STRATEGIES

COMMENCED

SHORT TERM- YEAR 1

LONG TERM - YEARS 2 - 3

Identify Partners

- Develop a database of local organisations
- Organise an off-site event with local organisations (one per semester)
- Acknowledge contribution of organisation and businesses to events

Local Organisation Engagement

- Develop strategic and mutually beneficial partnerships with OCCI
- Local businesses invited to sponsor and/or support school activities, e.g. Year 6 Graduation shirt

- Extend partnerships to other local businesses – REFAP, Chevron, MRL, Men's Shed
- OCCI; REFAP agree to being a party to the development of a Collaborative Commitment Agreement
- Establish an overview for engagement of youth in work experience, work placement and traineeships
- Invite local business and industry to share 'stories' about their work (Year 1 – 9)

V-Swans Partnerships

- Maintain after school activities in partnership with V Swans, e.g. homework club
- Maintain attendance incentives with V Swans

- Link V Swans activities with school focus areas, e.g. Premiers Reading Challenge
- Liaise with V Swans about on-country learning
- Agree to being a party to the development of a Collaborative Commitment Agreement

- Seek to engage students in a mentorship with V Swans or internally
- Develop an agreed approach creating the youth centre as an off-site learning venue with the aim of transitioning engaged youth back to school based education over time

Waalitj Foundation Partnerships

- Maintain attendance incentive with Waalitj
- Provision of education programs for secondary students, including Deadly Sisters Group

- Agree to being a party to the development of a Collaborative Commitment Agreement
- Liaise with Waalitj Foundation about on-country learning
- Student workshops/training, e.g. first aid training, Deadly Thinking Program

Shire of Ashburton (SOA)

- Maintain engagement with SOA for Youth Engagement Strategy
- Share events calendar
- Continue to attend What's on Onslow monthly meeting

- Identify and seek funding sources from SOA
- Promote and support SOA Art & Culture showcasing programs and engage students
- Participate in the Youth Strategy planning and implementation being developed by SOA

- Shire to establish a Youth Advisory Council (YAC) with support from the school

Industry Partnerships

- Extend partnerships to Industry including BHP (Early Learning Program), Chevron (TSH), Mineral Resources to address any aspect within the Community Engagement strategy

Local Services Engagement

- Reinstate Adopt-A-Cop initiative

Other Education Partnership

- Access Chevron funding to support visits for students to engage with other students and/or career pathways

- Identify a school to form a partnership with for school staff and seek to connect on school-based matters


| OUTCOMES

The following Outcomes are sought from the implementation of this strategy.

- Increase the number of all students who attend school regularly (Both primary and secondary).
- Increase the number of Aboriginal students who attend school regularly (Both primary and secondary).
- Increase the proportion of students attaining a Cert I, II or higher.
- Increase the number of Aboriginal students engaging in educational pathways through and beyond school.
- Improve parent and community satisfaction on the school's communication, engagement and reputation
- Establish a level of collaborative commitment with key agencies and organisations to support mutually beneficial initiatives



 Simpson Street, Onslow, Western Australia

 08 9153 2100

 onslow.ps@education.wa.edu.au

 onslowschool.wa.edu.au

 facebook.com/onslowschool

This document has proudly been written and produced by

CreatingCommunities

for Onslow School with the support of Chevron Australia.

