

GIRRAWHEEN SENIOR HIGH SCHOOL

BUSINESS PLAN 2019 - 2021





Photograph by Briannah Underwood, Year 9

OUR VISION





All students regardless of their background are provided with a learning environment to reach their learning and achievement potential.

SCHOOL VALUES AND EXPECTATIONS

"Unity is Strength"

Girrawheen Senior High school is committed to an education and belief that competencies can be learned and therefore all students are supported and challenged to achieve their best on a personal level and within the community.

Students are expected to be:

-  **Aspiring;** Achieving personal goals,
-  **Caring;** Caring for ourselves as well as others and environmental impact,
-  **Including;** Accepting, welcoming and respecting all people, and maintaining a sense of strong social justice, and
-  **Contributing;** Making a difference locally and globally.

These expectations are promoted through the School Values:

RESPECT

Treat everyone with consideration and regard

RESPONSIBILITY

Be accountable for one's own actions, resolve differences of opinion in constructive non-violent and peaceful ways

DOING YOUR BEST

Set goals and accomplish something worthy and admirable



PRINCIPAL'S STATEMENT: School Context



The following brief statement aims to provide a snapshot of information that gives a guide to the learning context of Girrawheen Senior High School.

Our student population is culturally diverse and in 2018 was composed of 21% Aboriginal, and 26% of families whose first language is not English. The Index of Community Socio-Educational Advantage (ICSEA) of the school has fallen from 903 at the beginning of the last business planning 3 – year phase (2016) to 888. Students are characterised as having attendance rates lower than the state average; the school attendance rate in 2018 was 82.8 % (state average was 89.6%). Enrolments in Year 7 increased to 78 in 2018, and with larger cohorts leaving the student population has declined from approximately 483 in 2016 to 442 students at the beginning of 2018. The NAPLAN data of students enrolling over this period indicates that there are increasing numbers of students enrolling in the school with literacy and numeracy levels below 'like schools'.

Girrawheen Senior High School caters for a small Australian Tertiary Admission Rank (ATAR) cohort, Western Australian Certificate of Education (WACE) aspirants and a small number of non-WACE candidates in Year 12. Student achievement in 2018 ATAR continues to outshine 'like schools', with a median ATAR (TISC applicants) of 72 (public schools 79.5 and like schools 56.4). Attainment (achievement of an ATAR of 55 or higher, and/or a Certificate II) continues to be a focus. WACE achievement is aligned with OLNA success, with 91% of students achieving the C grade WACE requirements, but only 77% of students achieving WACE due to not meeting the literacy and numeracy requirements of OLNA. The overall goal is for students to achieve WACE and therefore teaching programs are tailored for literacy and numeracy improvement.

Senior school students have a wide range of courses to choose from available at school, and through the New North Education Initiative (NNEI) at our partnership schools. Girrawheen's Year 12 results compare favourably with like schools. Students are supported into pathways to University, TAFE, traineeships and employment post school.

Our school recognises that social and educational interventions are required to address the inequity of disadvantage. The Girls Academy for Aboriginal girls has been implemented to complement the Clontarf Academy. These academies provide mentors to support the education and life opportunities of Aboriginal students.

In 2019 the form class structure for all students changed to vertical forms (Year 7 – 12) modelled on the same structure as Clontarf and The Girls Academy, to create an improved pastoral care focus, mentoring from older students and focus on the improvement of pro social behaviours of younger students. The school also provides a Mathematics Academy, Homework Centre, and Performing Arts Academy to empower and develop students to aspire to achieve their potential.

The timetable for the following year begins 3 weeks before the end of the school year to provide students with a strong learning program after semester 2 reports have been completed. Students are also provided with learning, engagement and career development opportunities through excursions with many opportunities provided by our partners The Smith Family, The Australian Business Network, Aspire UWA and Heirisson Rotary. Teachers provide a range of extra-curricular afterschool sports activities and support students in state and national academic competitions.

Our students, parents and staff all agreed in the National Opinion survey 2018 that teachers in the school have high expectations for student performance indicating that the school has a deep cultural commitment to provide the best education for its students. The next phase of the 3 – year cycle of this Business Plan includes some new priorities and strategies to increase the positive engagement and wellbeing of students. Resources will be placed where they make the most difference, and we will continue to strive to improve student learning and student achievements. During the next phase we will focus on promoting the ongoing improvements to the community, increasing our parent and student satisfaction and student enrolments.

Barbara Newton, Principal

PRIORITIES

(School Improvement Focus)

1
Literacy

2
Numeracy

3
**Student
Achievement**

4
**Student
Well-being**

5
ICT

Understanding key words in this plan

Strategies: The methods taken to achieve school improvement

Measurement Tools: The way the school will measure school improvement.

Target: The result the school aims to achieve

Milestones: Significant enablers leading towards achievement of school target

PRIORITY 1: Improve Students Literacy Skills

STRATEGIES	MEASUREMENT TOOLS	TARGET	MILESTONES
<p>School wide Literacy Plan and Literacy Committee to drive delivery strategies across school.</p> <p>English teachers to use Progress Maps to inform teaching and report on progress in English</p> <p>Reciprocal reading Year 12 and Year 7 students.</p> <p>OLNA reading and writing revision afterschool.</p> <p>Reading program for students below National Minimum Standard (NMS) in Year 7 NAPLAN.</p> <p>All students below NMS in NAPLAN to have an Individual Literacy Plan (IEP)</p>	<p>NAPLAN 7 to NAPLAN 9 comparison</p> <p>ACER - PATr</p> <p>OLNA</p> <p>Student grades</p> <p>Semester report analysis (and Progress Reports)</p>	<p>NAPLAN: (Y7 to Y9 improvement) Reading: Increase the top band and decrease the bottom band by 10%.</p> <p>Writing: Increase number of students in top band and reduce number of students in bottom band by 10%</p> <p>NAPLAN: Decrease the number of students at and below NMS from NAPLAN 7 to NAPLAN 9 in Reading and Writing.</p> <p>OLNA: 85% of students to pass OLNA reading and writing by the end of Year 12.</p>	<p>English teachers using and understanding Progress Maps for teaching and reporting.</p> <p>IEPs for students with imputed disabilities.</p> <p>All students below NMS in NAPLAN have an IEP.</p> <p>One teacher to aspire to achieve level 3 teacher as school specialist leader.</p>

PRIORITY 2: Improve Students Numeracy Skills

STRATEGIES	MEASUREMENT TOOLS	TARGET	MILESTONES
<p>Develop whole school numeracy plan</p> <p>Implementation of numeracy school wide skills for whole school.</p> <p>Whole school professional learning and regular numeracy communication.</p> <p>Students below level NMS in NAPLAN to have a numeracy IEP and individual goals.</p> <p>Mathematics extension and remedial classes in Mathematics Academy.</p>	<p>NAPLAN 7 to NAPLAN 9 comparison</p> <p>ACER - PATn</p> <p>OLNA</p> <p>Student numbers in ATAR, General and Foundation Maths classes.</p> <p>Student grades and data analysis of semester grades.</p> <p>Learning Area Operational Plans documenting Numeracy focus.</p>	<p>NAPLAN: (Y7 to Y9 improvement) Numeracy: Increase number of students in top band and reduce number of students in bottom band by 10%</p> <p>NAPLAN: Decrease the number of students at and below NMS from NAPLAN 7 to NAPLAN 9 in numeracy</p> <p>OLNA: 85% of students to pass OLNA numeracy by the end of Year 12</p>	<p>Visual aids for numeracy in all rooms eg: times tables, linked to numeracy plan.</p> <p>Teachers embedding numeracy skill development in programs and lessons across learning areas, based on the Numeracy Plan.</p> <p>Students to engage in National Mathematics competitions.</p> <p>One teacher to aspire to achieve level 3 teacher as school specialist leader.</p>

PRIORITY 3: Improve Student Achievement and provide support to cater for the differing circumstances and needs of all students

STRATEGIES	MEASUREMENT TOOLS	TARGET	MILESTONES
<p>Promote 'Studiosity' (online homework support) to Year 10s, 11 & 12s</p> <p>Supported 'catch up' for WACE Year 11 students.</p> <p>Revision programs for ATAR students.</p> <p>Mathematics Academy</p> <p>Increase the functions of the homework centre to create an Extended Learning Academy</p>	<p>WACE</p> <p>VET Certificate Completion</p> <p>ATAR 55 and above</p> <p>Number of students attending Mathematics Academy</p> <p>Number of students attending Extended Learning Academy</p>	<p>WACE: Achievement to increase from 77% (2018) to 83%.</p> <p>Certificate II Completion: 100%</p> <p>ATAR: All ATAR students achieve an ATAR above 55</p> <p>ATAR Participation: Maintain an ATAR participation rate of at least 20%.</p> <p>Median ATAR: 72%</p>	<p>All students and staff taught how to use 'Studiosity'.</p> <p>Re furbish the study centre and re-establish expected behaviours for Year 11 & 12 students.</p> <p>Maintain and promote aspirational activities in collaboration and partnership with UWA, ECU, Polytechnic West, ABCN, Heirison Rotary and other community partners</p> <p>Provide tutors or volunteers to support students in after school learning activities.</p> <p>Extended learning Community established to include music lessons, art program, homework centre</p>

PRIORITY 4: Focus on improving student well-being

STRATEGIES	MEASUREMENT TOOLS	TARGET	MILESTONES
<p>Improve student attendance at school</p> <p>Positive Behaviour in Schools team implement behaviour lessons for students and promote a culture of teaching "what we want to see or want students to do"</p> <p>Review and re-establish whole school Anti- bullying program and support processes.</p> <p>Increase student leadership opportunities and create a student voice in the school</p> <p>Implement a pro social behaviour programs across each year level.</p> <p>Develop staff to be culturally responsive to student needs.</p>	<p>SAM</p> <p>Schools Online</p> <p>SIS & Academy</p> <p>National School Opinion Survey</p> <p>Student Behaviour Survey (perception)</p>	<p>ATSI Attendance: 85%</p> <p>Overall Attendance: Increase overall attendance from 82.8% (2018) to 90%</p> <p>Improve student response: To National School Opinion Survey question "Student behaviour is well managed at my school" from average rating 2.8, 27% Agree or Strongly Agree 38% Disagree or Strongly Disagree (2018) to a majority of students Agreeing or Strongly Agreeing in 2020 National School Survey.</p>	<p>Regular reward activities linked to behaviour and attendance targets.</p> <p>Promote Whole School Anti - bullying Program and support processes annually.</p> <p>Student Council extended functions <i>student voice</i>: regular meetings, and complete a leadership project/activity each term, Student leaders giving feedback on school Policies, rewards.</p> <p>Whole of year level programs: Year 7 - 10 and documented school support process to improve Pro social student behaviours.</p> <p>Implement Resilience Improvement Program across Year 7 (Real Life) Implement Program to increase self-regulation/management in Year 8. Implement well-being program across Year 9 and 10 (Drumbeat). Teen Mental Health First Aid Year 10</p> <p>Register student attendance at Extra-curricular Activities</p> <p>Cultural Awareness Training online to be completed by all teachers.</p> <p>One teacher to aspire to level 3 as school well-being specialist leader</p>

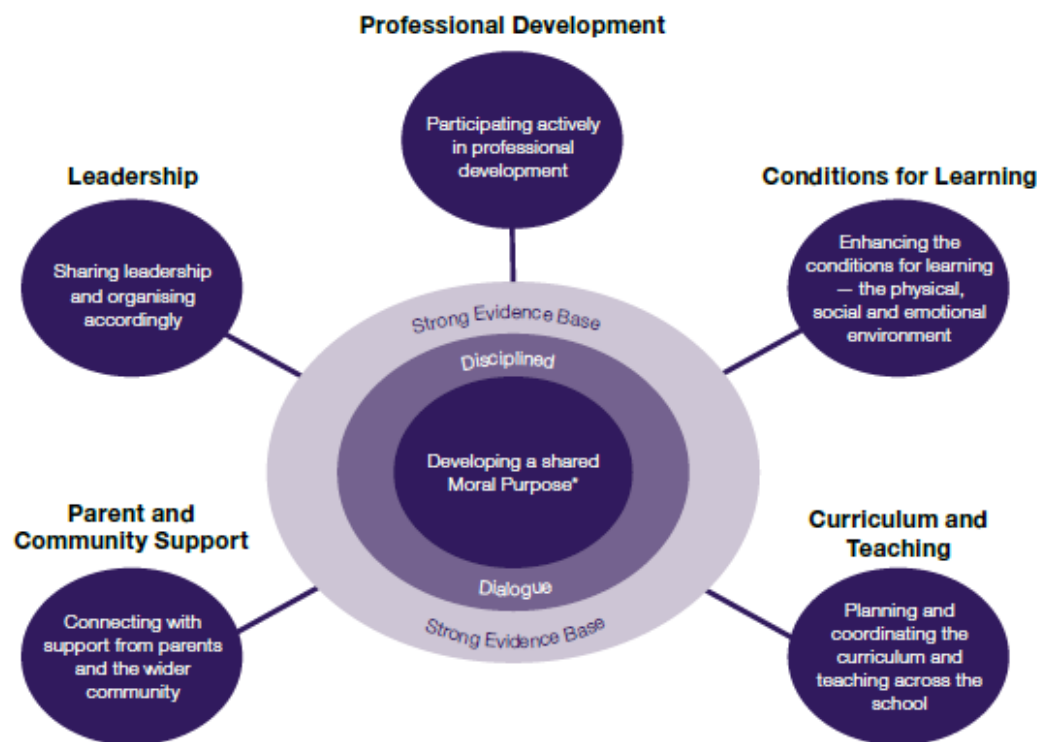
PRIORITY 5: Focus on improving staff ICT capabilities develop competent digital students.

STRATEGIES	MEASUREMENT TOOLS	TARGET	MILESTONES
<p>All Teachers use Connect for Assessment outlines and programs for all classes.</p> <p>All Teachers record grades in RTP in real time.</p> <p>Students practice literacy and numeracy skill development online.</p> <p>Develop mentoring of less confident ICT users by capable staff users.</p> <p>Professional learning opportunities provided to less capable teachers and to lead teachers for "train the trainer".</p> <p>Students understand safe and responsible use of ICT.</p> <p>Increase positive communication to parents and the community through ICT applications.</p>	<p>Learning Area Operational Plans</p> <p>Use of Connect</p> <p>Staff capability surveys (pre and yearly)</p> <p>Performance Management</p> <p>Whole school professional learning activities.</p>	<p>All Teaching Programs to outline digital learning strategies.</p> <p>All teachers have their assessment outline, course outline and marks book in Connect</p> <p>Develop capacity of staff and school to deliver ICT/STEM in curriculum to students Yr 7 -12. (STEM related courses in timetable, Professional learning)</p>	<p>Implement curriculum to improve student knowledge and skills of ICT.</p> <p>One staff member aspire to achieve level 3 teacher and act as ICT leader in the school.</p> <p>Development of Operational Plan for STEM/ICT curriculum improvement.</p> <p>Student workshops and presentations in safe and responsible use of ICT</p>

OUR SELF-ASSESSMENT, REVIEW AND IMPROVEMENT PROCESS

School progress is mapped according to the 5 areas of the *School Improvement and Accountability Policy*:
Relationships and Partnerships, Learning Environment, Leadership, Use of Resources, and Teaching Quality.
Together with **Student Achievement and Progress**, they form the 6 domains reported on using the Electronic School Assessment Tool (ESAT).

The priorities of this Business Plan have been chosen to target specific learning needs of the students and are the focus of our self – assessment and review processes. Data is regularly collected and analysed, collaboratively reviewed, and improvements are planned and implemented. The framework for leading whole school improvement is based on the Dempster Model, shown below.



The school is continuously monitoring targets using key performance indicators as a trend guide (Business Plan Reporting Tool) and reviewing systems, processes and professional growth to effect improvement and maximise student outcomes, as described in this Business Plan.



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