

# Business Plan 2016 - 2018

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# Visions and Values



## Vision Statement

Girrawheen Senior High School aims for excellence in providing a progressive, supportive and safe learning community in which every individual is valued as an Australian.

## Values

We are committed to our school values.

### **Respect**

Treat everyone with consideration and regard.

### **Responsibility**

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

### **Doing Your Best**

Set goals to accomplish something worthy and admirable.

## Principles Supporting Values

### **We build our school around**

**students.** Students are at the heart of all planning and decisions. Pastoral care is paramount to assist students to enhance interest, attitudes, self-management and engagement in learning.

### **Teachers are in decision making**

**roles.** Teachers are empowered to deliver quality teaching and learning programs with a focus on positive pastoral care.

### **We engage the community in the process of schooling.**

Involving parents, community groups, employers and Alumni as partners in education is critical to successful schooling.



# School Context



Girrawheen Senior High School, established in 1974 is a co-educational Independent Public School catering for students from Years 7 to 12. The School has a history of academic, artistic and sporting excellence.

The school motto, 'Unity is Strength,' is reflected in the strong partnerships between parents, staff, past and present students and other agencies and organisations. Situated in the northern suburbs, 15 kilometres from Perth's CBD, Girrawheen Senior High School has a population of approximately 490 full-time students and 80 staff. The School has a staff profile and resource strategy to meet the educational needs of the school community reflected in the breakdown of our staffing (32 teaching staff, 31 support staff, and six administrative staff).

The catchment area for the School is defined by the local-intake areas of Hudson Park, Roseworth, Koondoola and Marangaroo Primary Schools. The demographic of the area includes families from many ethnic and religious backgrounds.

Characteristics of the school community include families whose first language at home is not English (47.54% of the school population). The Index

of Community Socio-Educational Advantage (ICSEA) of the School is 903. The diverse cultural background of the community is further exemplified by the fact that students' parents were born overseas in non-English speaking countries. We celebrate and recognise our rich diversity. As a result, the School has a focus to address some of the social disadvantages inherent within the community and strives to build resiliency amongst the community's young people. Support is provided to students who require educational and social interventions.

The School's broad curriculum supports student learning and avails academic opportunities to all students. The School provides opportunities to support student aspirations to achieve post schooling, including university entrance, trade and training qualifications and employment. The overall goal of the School is to enable all students to have the opportunity to achieve a Western Australian Certificate of Education (WACE).

Girrawheen Senior High School is a school of opportunity where students have access to an extended learning community that provides extensive pathway choices of courses that are delivered in quality facilities.

Students have access to the New North Education Initiative (NNEI). This partnership amongst five schools (Balga, Eastern Hills, Mirrabooka, Morley and Girrawheen Senior High Schools) allows students to access a wide range of courses and pathways, both Australian Tertiary Admission Rank (ATAR) and Vocational Education and Training (VET).

Additional programs afforded to students include:

- English as an Additional Language or Dialect Program,
- Vocational Education and Training in Schools Program,
- Clontarf Academy,
- Performing Arts Academy,
- After school sports – Basketball, Football, Soccer and Netball.
- Maths Academy
- Homework Centre
- Unity Dance and Cheer

Through these programs and course offerings, staff work toward empowering and developing students to aspire to achieve their potential and become integral members of the Australian community.

# Teacher Beliefs



At Girrawheen Senior High School, as a committed staff we are accountable for:

- Offering every opportunity for students to engage in learning, collaboratively and independently, whilst developing confidence and self-esteem.
- Working collaboratively to increase the physical, social, emotional and educational development of each student.
- Being role models and mentors who actively display correct behaviour, listen, encourage and are accepting of students at each developmental phase.
- Building positive relationships by fostering the School values of respect, responsibility and doing your best.
- Regularly monitoring student progress and providing purposeful feedback to students, parents and carers.

## **All teachers have a commitment to:**

- Motivate all students to achieve success and embrace the desire to learn.
- Provide an excellent learning environment and create opportunities for students and staff to excel.
- Use a range of identified, stimulating learning and teaching strategies that accommodate the different learning styles of students, providing engagement, variety and motivation for students.
- Create teaching and learning environment that supports all students to engage in their learning and develop real world skills which will enable them to achieve their potential.
- Make teaching, learning and assessment authentic and connected to the real world to enable students to make meaning of knowledge, skills and understandings.
- Strengthen positive relationships between students and staff, characterising the relationship by mutual respect, honesty, support, encouragement and acceptance.
- Develop personal and collegial capacity through team building activities, staff functions and increasing staff wellbeing.
- Positive reinforcement providing students with encouragement, constructive feedback and recognition and praise for improvement, in pursuit of excellence.
- Design curriculum and learning programs in the senior years around WACE course options and support students to achieve in their chosen academic and vocational pathways.
- Design programs around the School's vision of a distinctive, comprehensive education with positive academic and vocational pathways that are enriched and enhanced through specialist programs on offer via partnerships forged with local universities, TAFE, training providers, employer groups and the New North Education Initiative collaborative.

"All students are given an opportunity to engage in learning"



# School-wide Pedagogy



Girrawheen Senior High School provides a curriculum that matches students' interests, abilities and aspirations. The School staff considers these factors when developing its programs. Staff recognise the need to use different approaches, ensure they are equipped with a range of instructional strategies and are developing proficiencies in their use of appropriate technology.

Girrawheen Senior High School continues to model and facilitate the effective delivery of curriculum through explicit teaching.

**Lower secondary school (Years 7, 8 and 9) sets the foundations in developing student learning for senior school.**

## Emphasis is on:

- Encouraging goal setting for advanced growth, understanding the need to succeed in all years in order to develop a meaningful pathway,
- Inclusivity and engagement for learning,
- Teaching skills and values that are required for success that include study skills, revision, work ethic, respect and care for self and others,
- The Western Australian Curriculum.

## Senior secondary school (Years 10, 11 and 12) focuses on:

- Delivering curriculum supporting students to attain University and State Training Provider entrance,
- Delivering Certificate Courses,
- Engaging students in traineeships and workplace learning,
- Preparing students with employment related skills to succeed in the workplace, and
- Providing real life learning in the workplace.

A strong relevant Year 6 Transition and Extension Program, involving all learning areas, continues to develop with feeder schools to integrate a smooth and successful inclusion of Year 7 students into secondary school.

## Whole school focuses on:

- Encouraging and fostering a sense of self, belonging, resilience, self-esteem and respect,
- Developing leadership programs for peer support,
- Encouraging students to be involved in volunteering, leadership and peer and community support service,
- Developing an understanding of the school local and global community context.

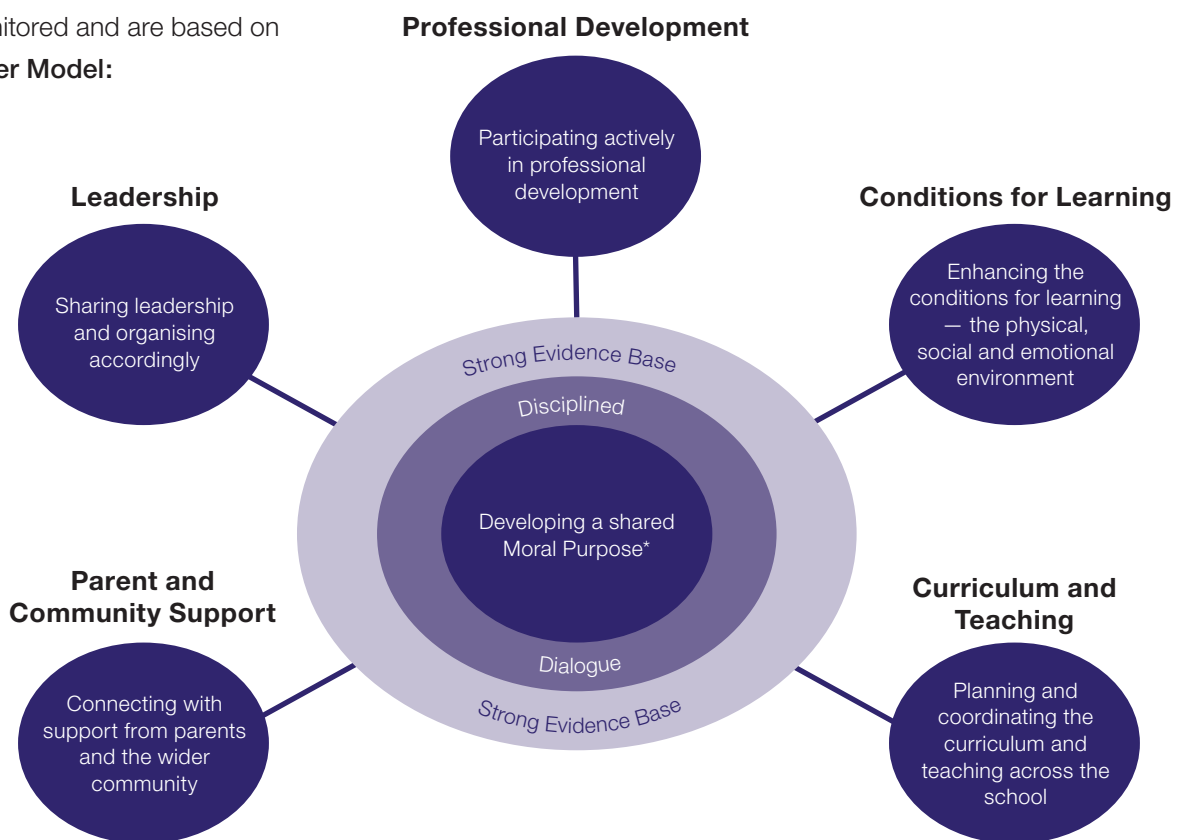
Girrawheen Senior High School provides a curriculum that matches students' interests, abilities and aspirations.

# Self-assessment Overview



Girrawheen Senior High School's Business Plan focuses on gathering data to make judgements about student performance to implement strategies for improvement in the priority areas of the plan. Focus areas are also monitored and are based on the **Dempster Model**:

## Leading Learning — A Framework



Self-assessment is cyclical using data collection, reflection and analysis. Fortnightly learning area planning meetings and senior and lower secondary meetings occur for reflection, data analysis and moderation.

### Data includes:

- SAIS, NAPLAN, OLNA, ATAR, VET, Behaviour, Attendance, post school destinations, surveys.
- Operational Plans are aligned to the Business Plan and provide strategic direction across Learning Areas.

# Student Achievement Targets



## Girrawheen SHS Business Plan Priorities 2016 – 2018

**Strategic Intent for 2016-2018: To improve student academic performance, attendance and behaviour.**

### School Priorities

#### Literacy Numeracy

Improve Literacy and Numeracy

#### Senior School Performance

Improve student WACE and VET results via student graduation

#### Attendance and Behaviour

Improve attendance and behaviour based on 2015 benchmark

### Strategic Initiatives

#### A. Improve Literacy and Numeracy

- A1 Implement whole school literacy plan.
- A2 Implement literacy enrichment program across all learning areas.
- A3 Implement differentiated programs in lower school classes (extension and focus programmes).

- A4 Implement ICT and collaborative strategies in lower school classes to increase engagement and promote learning.
- A5 Embed ACSF outcomes in school programmes to develop benchmark OLN levels of Literacy and Numeracy.

#### B. Senior School Performance

- B1 Track performance of Year 7-12 students and provide targeted interventions to optimise student performance.
- B2 Implement course counselling processes and monitor student progress. Use teacher and student performance data to inform course offerings in timetabling and improve course results.





1.1 NAPLAN Reading: Increase top and decrease the bottom band by 10% compared to cohort NAPLAN 7 results.

1.2 NAPLAN Writing: Improve top and bottom band by 10% compared to cohort NAPLAN 7 results.

1.3 NAPLAN Numeracy: Improve top and bottom band by 10% compared to cohort NAPLAN 7 results.

1.4 OLN: Increase OLN achievement by the end of Year 12 to 80%

2.1 WACE achievement 80%

2.2 VET Certificate Completion 100%

3.1 Attendance improved across each year group by 2% on 2015 benchmark. Year 11 and 12 attendance to equate to public school mean for each year.

3.2 ATSI attendance improved to 5% above the ATSI state mean 2015 benchmark

3.3 Increase the ratio of positive referrals against negative behaviour referrals

## C. Attendance and Behaviour

- |  |   |   |
|--|---|---|
| <p>B3 Implement a whole school career development program to improve student aspiration, engagement and motivation.</p> <p>B4 Link student aspiration to available scholarship and grant opportunities during and post secondary schooling.</p> <p>B5 Implement study programs in all years. Transition students to university, employment, TAFE and apprenticeships through Year 11/12 Life Skills and development of Exit Plans.</p> | <p>C1 Positive behaviour coordinators to implement and assess effect of whole school positive behaviour strategies.</p> <p>C2 Document risk management plans for students requiring additional support.</p> <p>C3 Review attendance data fortnightly and implement attendance strategies/planned interventions.</p> | <p>C4 Review behaviour data (twice per term) and implement planned interventions.</p> <p>C5 Implement strategies to increase enrolment of students in Year 7.</p> |
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# Focus area 1

## Parent and community support to improve student outcomes & reputation



**Girrawheen Senior High School is committed to improving its public perception and school pride, as well as fostering positive community partnerships with the School.**

Operational Goals	What We Have Achieved	Focus Goals
<b>Improving rapport with feeder primary schools.</b>	<ul style="list-style-type: none"><li>• Transition days for Year 6.</li><li>• Scholarships offered to Year 6 high achievers.</li><li>• Give it a go day for Year 6s.</li><li>• Advertisement and promotion of internal programs; math academy, homework centre.</li><li>• Offer scholarships for high achievers from feeder primary schools.</li><li>• Provide feeder primary schools with resources such as class, teacher etc to acclimatise students to High School.</li></ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"><li>• GSHS Community Service students to visit feeder primary schools and work with potential students in the classroom.</li><li>• GSHS executive to attend P &amp; C meetings at feeder primary schools.</li><li>• GSHS executive to work with feeder primary school Principals to identify opportunities for promotion of GSHS to parents.</li><li>• Develop information sheet to circulate with primary school newsletters, focused on GSHS academic and extra-curricular options and programs, student achievements, invitations to school events and other key information.</li><li>• Promotion of anti-bullying policy, including via feeder primary schools.</li><li>• Advertise and promote internal programs e.g. Math Academy/Homework Centre Via school newsletter, in primary school info sheet.</li></ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"><li>• Promotion of school community through open days, fetes, festivals.</li><li>• Showcase to be a whole Arts department event, including inviting feeder primary schools to attend and/or participate.</li></ul>
<b>Allocate resources to promote and market the School.</b>	<ul style="list-style-type: none"><li>• Monthly newsletter.</li><li>• Continued development of website.</li><li>• Replace sign on campus grounds with electronic version.</li></ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"><li>• Use the SKOOLBAG app to communicate with parents.</li></ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"><li>• Develop and implement a strategic plan.</li></ul>

"...committed to improving and cultivating a positive community attitude towards the School."





Operational Goals	What We Have Achieved	Focus Goals
<b>Encouraging rapport and communication between parents and teachers and students.</b>	<ul style="list-style-type: none"> <li>• Use of online marks book for reporting to parents.</li> <li>• Students utilising CONNECT to access online marks book.</li> <li>• Teachers have a CONNECT account.</li> <li>• Inviting parents to NAIDOC, Clontarf footy matches, assemblies, parent nights and lunches created by Home Economic students.</li> <li>• Developed teacher understanding of capabilities of CONNECT through professional development.</li> <li>• SKOOLBAG app to provide electronic alerts linked to website and electronic newsletter.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>• GSHS executive to work with feeder primary school Principals to identify opportunities for promotion of GSHS to parents.</li> <li>• Increase parent awareness of importance of completing homework in improving academic outcomes.</li> <li>• Improve newsletter – include items from all learning areas, give students the opportunity to submit articles, promote at least one student/staff achievement each edition, highlight areas where parents can assist.</li> <li>• Advertise and promote internal programs e.g. Math Academy/Homework Centre Via school newsletter, in primary school info sheet.</li> <li>• Continue to develop teacher understanding of CONNECT.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>• Attain 75% of parents at Reporting to Parents Night (Years 8-12), Year 8 Night, and Course Counselling Year 10 Night.</li> <li>• Improve teacher, student and parent use of CONNECT, including teachers place email/post assessment outlines in CONNECT.</li> </ul>
<b>Proactively communicating and promoting student and staff achievement.</b>	<ul style="list-style-type: none"> <li>• Showcasing of students' talent through annual arts showcase.</li> <li>• Promotion of student achievement through scholarship programs.</li> <li>• Improve and publicise student results in newsletter and website.</li> <li>• UNITY achievement on DET website.</li> <li>• School achievements reported in community news.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>• Facilitate and promote student participation in a range of competitions - inter-school, interstate and global.</li> </ul> <p><b>Long Term Goals</b></p> <ul style="list-style-type: none"> <li>• Include more stories for the Department of Education's School Matters magazine.</li> <li>• Improve identification and promotion of school achievement and events via a range of sources, including the press.</li> <li>• Explore options for engaging with school alumni to promote success of former students and inspire current students.</li> </ul>
<b>Targeted engagement with community, academic and other organisations to develop or build on mutually beneficial relationships.</b>	<ul style="list-style-type: none"> <li>• Taking part in a wider range of activities/competitions outside school.</li> <li>• NAIDOC Day.</li> <li>• Fundraising for Cancer Council 'Biggest Morning Tea'.</li> <li>• ECU MATES program.</li> <li>• Annual Mathematics Summer School</li> <li>• Maths Academy, Creative Science and Thinking Science programs in conjunction with UWA Aspire.</li> <li>• Science programs in conjunction with ECU venues.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>• Increase and maintain student opportunities for workplace learning.</li> <li>• Providing educational support to lower school students via the ECU MATES Mentoring program.</li> </ul> <p><b>Long Term Goals</b></p> <ul style="list-style-type: none"> <li>• Promotion of school community through open days, fetes, festivals.</li> <li>• Lower school students to engage in a community service program for 20 hours over the course of the year.</li> </ul>



# Focus Area 2

## Conditions for Learning



Girrawheen Senior High School aims to provide a safe and caring learning environment where every child is supported to achieve their potential within the values framework of the School. The School wishes to improve behaviour, help students feel safe, improve attendance and assist all students to achieve their potential.

Operational Goals	What We Have Achieved	Focus Goals
<b>Attendance</b> <ul style="list-style-type: none"> <li>Attendance targets specific and general are identified by the School annually.</li> </ul>	<ul style="list-style-type: none"> <li>Regular attendance meetings including key stakeholders.</li> <li>Attendance team meet three times a term.</li> <li>Students set individual attendance goals throughout the year during form.</li> <li>SMS system alert parents of absences.</li> <li>PB Coordinators follow up unexplained absences.</li> <li>Students with attendance below 59% identified and case managed.</li> </ul>	<b>Short Term Goals:</b> <ul style="list-style-type: none"> <li>Staff to identify and report students absent from class.</li> </ul> <b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Reduce the number of attendance based academic referrals.</li> </ul>
<ul style="list-style-type: none"> <li>Positive strategies to reinforce desired attendance patterns of students to encourage all students to be present and able to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Rewards for senior school and lower school (raffle draw) students with attendance of 90% and above.</li> <li>Positive Behaviour Coordinator introduced for lower school.</li> <li>90% and above students have Good Standing.</li> <li>Certificates for 100% attendance each term.</li> <li>Rock and Water Program.</li> <li>Every student to create and regularly review attendance goals and data.</li> <li>Drumbeat Program.</li> </ul>	<b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Further develop an engaging curriculum to improve student attendance.</li> <li>Monthly rewards for improving attendance open to more students.</li> </ul>
<ul style="list-style-type: none"> <li>Improve school administration systems and student, staff and parent accountability in recording.</li> </ul>	<ul style="list-style-type: none"> <li>Explained absences shared with form teacher and/or classroom teacher.</li> <li>Implement ICT technology and software for attendance monitoring.</li> <li>Implementation of SMS communication to parents regarding their child's attendance.</li> <li>Teachers informed of explained absences via Academy.</li> </ul>	<b>Short Term Goals:</b> <ul style="list-style-type: none"> <li>Develop an easier way to inform teachers of explained absences.</li> </ul> <b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Continue to improve Academy for up to date requirements.</li> </ul>
<ul style="list-style-type: none"> <li>Improve attendance of all Aboriginal students.</li> </ul>	<ul style="list-style-type: none"> <li>Documented plans to improve attendance and academic performance developed for all Aboriginal students.</li> <li>Goals communicated to families.</li> <li>Attendance rewards for Clontarf students.</li> <li>Aboriginal Girls Program.</li> <li>Clontarf tracks progress of Clontarf students.</li> </ul>	<b>Short Term Goals:</b> <ul style="list-style-type: none"> <li>Develop Individual Education Plans for Indigenous students in lower ability classes.</li> <li>80% attendance of Indigenous students in Years 8 to 12.</li> <li>Ensure good communication between teaching staff and Clontarf.</li> </ul> <b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Improve overall engagement of Aboriginal students.</li> </ul>
<ul style="list-style-type: none"> <li>Increase our student enrolment.</li> </ul>	<ul style="list-style-type: none"> <li>Appointed a 0.4 FTE for Transition and Recruitment Co-ordinator.</li> <li>Increased number of Badged Attendance Officers.</li> <li>Implemented attendance protocols as per Department of Education policy.</li> </ul>	<b>Short Term Goals:</b> <ul style="list-style-type: none"> <li>Increase our intake of Year 7 students from three to four classes.</li> </ul> <b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Increase our retention of students to complete Year 12.</li> </ul>



Operational Goals	What We Have Achieved	Focus Goals
<b>Behaviour</b> <ul style="list-style-type: none"> <li>To effectively use evidence-based strategies to guide focus and embedding of school-wide positive behaviour:               <ol style="list-style-type: none"> <li>Use SIS reports to guide and monitor.</li> <li>Emphasis on use of CMS strategies as school pedagogy.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Using SIS data to inform operational planning of pastoral care group.</li> <li>Teachers to hand out positive reinforcement to students' value point raffles.</li> <li>Data discussed through Staff Association meetings.</li> <li>All staff have undergone professional development in positive behaviour strategies.</li> <li>Staff training in restorative practices.</li> <li>Rolling out engagement pedagogy to Year 7 teachers by P B Co-ordinators and Russell Pilcher.</li> <li>All teachers to be able to access SIS for minor BMIS entry.</li> <li>Liaise with SSENBE to case manage students with complex behaviours.</li> <li>Positive behaviour lessons taught across School.</li> </ul>	<b>Short Term Goals:</b> <ul style="list-style-type: none"> <li>Record all positive and negative behaviour data consistently in SIS.</li> <li>Record more positive data in SIS.</li> <li>Setting up peer observation and feedback in learning area.</li> <li>Whole School training through Staff Association meetings in CMS strategies.</li> </ul> <b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Achieve 2:1 Positive/Negative referrals ratio.</li> <li>Targeted approach to CMS.</li> <li>All staff consistent with behaviour management (emphasis on positive behaviour).</li> <li>Consistent implementation of School's positive behaviour matrix and consequences of negative behaviour.</li> <li>Implementation of counter bullying program.</li> <li>Staff PD on importance of behaviour/risk plans to ensure better implementation.</li> </ul>
Reduce suspension rates in the school by: <ol style="list-style-type: none"> <li>Using positive behaviour aligned with a clear delineation of respectful behaviour.</li> <li>Effective use of Individual Behaviour Management/Risk Management Plans, as identified by data.</li> <li>Identifying engagement and behaviour issues and having processes in place to support students and staff to deal with them (including following up on achievements and breaches).</li> </ol>	<ul style="list-style-type: none"> <li>Rock and Water Program, Drumbeat and House Activities implemented to reduce referrals.</li> <li>Increasing rewards e.g. discos, river cruises and cinema visits to reward positive behaviour and improve student-staff relationships.</li> <li>Creating a positive environment by improving relationships with students and teachers:               <ul style="list-style-type: none"> <li>Student of the Week award.</li> <li>Provide meaningful consequences to negative behaviour.</li> <li>'Are you ok?' questions to students.</li> </ul> </li> <li>Participation referral and SSENBE team referrals.</li> <li>Behaviour/Risk Management Plans implemented.</li> <li>Consistent implementation of Individual Behaviour Management Plans and Risk Management Plans.</li> <li>Students with serious behaviour referrals or repeated referrals to undergo case management.</li> <li>Further development of the school BMIS policy to reflect changes in policy.</li> </ul>	<b>Short Term Goals:</b> <ul style="list-style-type: none"> <li>Disengaged students list across the entire School.</li> </ul> <b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Reduce incidents of major referrals by 20% (this includes suspension offences).</li> </ul>

# Focus Area 3

## Teaching



The school-wide pedagogy reflects quality teaching and learning and incorporates technology to enhance student learning.

Operational Goals	What We Have Achieved	Focus Goals
Use evidence based strategies to improve student learning.	<ul style="list-style-type: none"> <li>Teachers who support students' learning needs.</li> </ul>	<b>Short Term Goals:</b> <ul style="list-style-type: none"> <li>Every teacher to use strategies to assist EALD/NESB.</li> </ul> <b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Every student has learning goals.</li> </ul>
All staff to be skilled in the use of IT and made aware of available resources.	<ul style="list-style-type: none"> <li>Staff sharing knowledge of relevant electronic resources.</li> <li>Create a group of 'ICT champions' to promote ICT usage across the School.</li> <li>PDs to be held to upskill staff on IT.</li> </ul>	<b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Form IT mentor group to assist staff.</li> <li>Electronic whiteboards to be in all classes.</li> </ul>
Implement Western Australian Curriculum (where required) by 2017.	<ul style="list-style-type: none"> <li>All lower class programs in HASS, Math, Science and English based on Western Australian Curriculum objectives (where appropriate) in 2017.</li> <li>Differentiated programs implemented for classes unable to reach C grade Australian Curriculum standard.</li> </ul>	<b>Short Term Goals</b> <ul style="list-style-type: none"> <li>PD to be held to upskill staff on differentiation.</li> </ul> <b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Decrease the number of IEPs required by increasing the number of students reaching C grade standards.</li> <li>Target students in Year 6 (literacy and numeracy) to develop NAPLAN for Year 7 via visiting primary schools.</li> <li>Every student performing lower than a C grade standard on an IEP.</li> </ul>
Western Australian Curriculum assessments applied to incoming Year 7 students to ensure the fair streaming of students into Year 8 to determine streaming.	<ul style="list-style-type: none"> <li>Ongoing assessment results shared with all staff.</li> </ul>	<b>Short Term Goals:</b> <ul style="list-style-type: none"> <li>Use RTP online marks book to identify students who would benefit from re-streaming.</li> </ul> <b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Targeted assessments given to Year 7s at regular intervals.</li> </ul>
Ongoing monitoring and tracking of student progress.	<ul style="list-style-type: none"> <li>Dean of Studies to track progress of students across all years.</li> </ul>	<b>Short Term Goals:</b> <ul style="list-style-type: none"> <li>HOLAs and TICs to track learning area progress.</li> </ul> <b>Long Term Goals:</b> <ul style="list-style-type: none"> <li>Student progress to be reviewed in Learning Areas actioned.</li> </ul>





Operational Goals	What We Have Achieved	Focus Goals
Academic extension classes in place to accelerate student learning.	<ul style="list-style-type: none"> <li>• Streaming students into academic classes to promote higher learning.</li> <li>• Providing Math extension classes in Years 8 and 9 (through withdrawal and P6 as appropriate).</li> <li>• Provided a range of extra-curricular activities to stimulate accelerated learning. (Thinking Science, Creative Sciences, Math Academy).</li> <li>• Implemented ECU Mates tutoring program.</li> <li>• Lower school exams held in senior school environment separate from Year 10s and 11s.</li> <li>• Exams given at regular intervals to support streaming decisions.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>• Apply resources to sustain existing programs.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>• Identify further opportunities for extending students through external providers (UWA Aspire, Board members, ABCN, Clontarf, ECU Mates etc).</li> <li>• Extra support for low literacy students.</li> <li>• Implement Literacy Enrichment Program across all Learning Areas.</li> <li>• PAT testing to identify reading and numeracy age.</li> </ul>
An holistic approach to collaborative planning and reflective teaching practices.	<ul style="list-style-type: none"> <li>• Staff sharing pedagogy.</li> <li>• Learning area meetings providing feedback.</li> <li>• Teachers program collaboratively in Learning Areas.</li> <li>• Provide Lead teachers with the opportunity to attend Classroom Observation and Feedback Professional Development.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>• Interpreting data to guide learning programs in all classes.</li> <li>• Develop agreed protocols for quality teaching.</li> <li>• Introduce common language of instruction.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>• Develop a high performance culture.</li> <li>• PDs to be held to up-skill staff on IT.</li> <li>• Form IT mentor group to assist other staff.</li> <li>• Electronic whiteboards to be in all classrooms.</li> <li>• Staff to observe colleagues for reflection and growth. Peer observation linked to AITSL.</li> </ul>
Targeted PDs to ensure maximum student engagement and learning occurs.	<ul style="list-style-type: none"> <li>• Information from Professional Learning communicated through SMG to all staff.</li> <li>• Resources developed and utilized to aid students in upper school that have not reached OLN competency.</li> <li>• Provided Restorative Justice PD.</li> <li>• Review CMS requirements amongst staff.</li> <li>• Access PD for OLN marking to gain clarity and requirements and distribute to all staff as well as Network Partner Schools.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>• Staff advised of relevant PDs to promote quality teaching.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>• Effectiveness of PD within Girrawheen context is measured and reported at SMG.</li> <li>• Opportunities for delivering content to wider groups of teachers are evaluated and implemented.</li> <li>• ACSF considered by staff as elements of planning Lower School and Upper School curriculum.</li> </ul>

# Focus Area 4

## Curriculum



The School is committed to providing a differentiated and stimulating curriculum which encourages students to strive for academic excellence.

Operational Goals	What We Have Achieved	Focus Goals
Course counselling performed by professionally trained staff to achieve 100% student retention to end of Year 12 and support WACE achievements.	<ul style="list-style-type: none"> <li>Course counselling team involving a number of teachers from most Learning Areas.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>Streamline processes to complete counselling in a timely manner.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>More staff to be provided internal training for course counselling.</li> <li>Ongoing training for staff to perform course counselling.</li> </ul>
NAPLAN results to be above 'like' schools.	<ul style="list-style-type: none"> <li>Analysing data and implementing strategies to achieve desired outcome.</li> <li>Expert teacher knowledge in NAPLAN requirements.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>Recruiting a low literacy and numeracy support teacher to help remediate students who are not meeting National Minimum Standards.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>Primary school NAPLAN results examined to ensure all students receive the relevant mentoring.</li> </ul>
Western Australian Curriculum to include engaging and differentiated lessons through staff collaboration.	<ul style="list-style-type: none"> <li>Targeted Assessments.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>Learning area meetings provide feedback to Curriculum development.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>Curriculum to target individuals' levels so the lower students can learn and achieve success at school.</li> </ul>
Organising classes to develop student learning.	<ul style="list-style-type: none"> <li>Academic extension classes.</li> <li>Tracking of students who require IEPs.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>Review student placement in classes.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>Maintain high expectations for student learning.</li> </ul>
Developing IEPs across learning areas for multiple year levels.	<ul style="list-style-type: none"> <li>Differentiating assessments and modifying current programs.</li> <li>Learning Support Coordinator appointed to assist teachers with developing IEPs.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>Strong differentiation across streamed classes and revise.</li> <li>Assign teachers to write IEPs.</li> <li>PD to be held on writing IEPs.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>Rollover IEPs through secondary school</li> </ul>
Improve student learning through integration of ICT.	<ul style="list-style-type: none"> <li>Providing student grading through CONNECT.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>Increasing access to teaching and learning resources through CONNECT.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>Maintain high expectations for student learning.</li> </ul>
Implementing a culture of career development	<ul style="list-style-type: none"> <li>Career program for Years 7 and 8.</li> <li>Careers Week in Years 9 and 10.</li> <li>Life Skills in Years 11 and 12.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>Implement a plan to facilitate student career development.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>All students have documented plans for their career pathways.</li> </ul>

# Focus Area 5

## Professional Development



The School is committed to developing staff in a professional capacity by providing them with opportunities to become instructional leaders.

Operational Goals	What We Are Doing	What We Need to Do
Relevant/meaningful professional development courses provided to improve teaching quality.	<ul style="list-style-type: none"> <li>Reviewing curriculum methodologies.</li> <li>Supporting teachers to engage in peer observation and collaborative learning.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>Develop new teachers' knowledge of CMS strategies to facilitate student learning.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>Learning areas to timetable observation of colleague's classes to provide feedback for improving strategies for teaching and behaviour management.</li> </ul>
School employs a whole school teaching and learning approach that furthers student learning and promotes growth in teaching strategies.	<ul style="list-style-type: none"> <li>Developing engaging reflective lessons adapted from professional training and experience.</li> <li>Developing teachers' knowledge of differentiated curriculum.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>Improvement of NAPLAN and OLNA results.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>Explicit teaching and shared common pedagogy to be employed by the whole school.</li> </ul>
Guest expert presenters regularly advise staff of latest best teaching practices.	<ul style="list-style-type: none"> <li>Accessing Secondary Pathways and Transit resources to implement Literacy Plan.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>Implement Literacy Plan five point strategy in all learning areas where appropriate.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>Provide further incursions on PD days to ensure all staff are informed of current updated strategies for all learning areas.</li> </ul>
School collaborates with NNEI schools to participate in learning workshops focussing on moderation and curriculum development to meet system requirements.	<ul style="list-style-type: none"> <li>Lead teachers deliver PDs with fellow NNEI schools.</li> <li>Teachers linked through Connect to develop knowledge of curriculum.</li> </ul>	<p><b>Short Term Goals:</b></p> <ul style="list-style-type: none"> <li>Support teachers to use CONNECT more efficiently and effectively.</li> </ul> <p><b>Long Term Goals:</b></p> <ul style="list-style-type: none"> <li>Schedule time between learning areas of NNEI schools to develop course work and assessments.</li> </ul>



# Glossary of Terms



Acronym	Term	Acronym	Term
<b>ACARA</b>	Australian Curriculum Assessment and Reporting Authority	<b>NESB</b>	Non English Speaking Background
<b>ACSF</b>	Australian Core Skills Framework	<b>NNEI</b>	New North Education Initiative
<b>ATAR</b>	Australian Tertiary Admission Rank	<b>OLNA</b>	Online Literacy and Numeracy Assessment
<b>ATAS</b>	Aboriginal Tutorial Assistance Scheme	<b>PAT</b>	Progressive Achievement Tests
<b>CMS</b>	Classroom Management Strategies	<b>P&amp;C</b>	Parents and Citizens
<b>DoE</b>	Department of Education	<b>PLT</b>	Professional Learning Team
<b>DOS</b>	Dean of Studies	<b>SAER</b>	Student at Educational Risk
<b>EALD</b>	English as a Language Dialect	<b>SAIS</b>	Student Achievement Information System
<b>GATE</b>	Gifted and Talented Education	<b>SSENBE</b>	Schools of Special Educational Needs – Behaviour and Engagement
<b>HOLA</b>	Head of Learning Area	<b>TIC</b>	Teacher in Charge
<b>IEP</b>	Individual Education Plan	<b>TISC</b>	Tertiary Institutions Service Centre
<b>IS</b>	Instructional Strategies	<b>VET</b>	Vocational Education and Training
<b>IT</b>	Information Technology	<b>WACE</b>	Western Australian Certificate of Education
<b>NAPLAN</b>	National Assessment Program Literacy and Numeracy		





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