



Independent Public School 2015

Strive to Achieve

2015 – 2017

Business Plan



BUSINESS PLAN

MISSION

Our mission is to provide an education experience for our students that encourages the development of a sense of self that is confident, optimistic and committed to enhancing their own wellbeing through education, pursuit of excellence, as well as fostering ethical and socially responsible engagement with the community in which they live now and in the future.

We seek to engage students in learning that is challenging, rewarding, and lifelong with the underpinning philosophy that every child can learn in an environment where they are respected and where resilience is fostered, where they in turn learn to develop their critical thinking, a sense of justice and generosity, and commitment to making a positive difference in their future pursuits and endeavours.

OUR VALUES

Our values embody the beliefs of our school community.

Members of our school community promote:

- Self-belief and confidence to strive to achieve in all aspects of schooling to the best of their ability.
- Self-respect and self-acceptance by developing the social capabilities to self-regulate emotions and build positive relationships.
- Respect and understanding of others including respect for the history and traditions of indigenous Australians and intercultural diversity in the local and global community.
- Integrity in our behaviour, actions and decisions that reflect the principles of justice, ethical and moral behaviour.

MOTTO - *Strive to Achieve*



BUSINESS PLAN

Our goal is to provide our students with a quality education that caters for both their academic achievement and personal and social development.

This goal drives us to effectively plan the curriculum that we design and deliver in relation to the needs and aspirations of our students and our community. While a small school we are driven to address the diversity of needs that differentiates us as rural school to provide a quality school experience for our students. Our school leadership and teaching staff need to be supported to deliver high standards of achievement through appropriate recruitment, professional development and school based collegiate structures. Our school resources must be used wisely to support teaching and learning as well as providing infrastructure to support a flourishing school community.

The following four priorities are interconnected but provide the focus of our planning for the next three years and embody significant goals that impact on the educational outcomes for students.

Priority 1: Success for All Students	Priority 2: Positive School Culture	Priority 3: Excellent Teaching and Leadership	Priority 4: Building Community Connectedness
<p><i>We believe that all students can learn and can achieve success. Learning programs should give respect to prior learning and teachers differentiate the curriculum to allow for success, engagement and extension.</i></p> <p><i>We believe that students need to become confident independent learners, who can access, research, interrogate and analyse information to respond in ways that are appropriate to the situation. This could include creative, technological and interpretive responses.</i></p>	<p><i>We recognise that for our school to thrive we need to develop a culture of belonging and connectedness between all members of the school community. We aim for our school to be inclusive and supportive.</i></p> <p><i>We believe that students and staff need to be supported holistically to improve general health and wellbeing.</i></p>	<p><i>We are committed to developing and celebrating best teaching practice in our school. Teachers are the single most important asset to the enabling and fostering of learning that we have. Good leadership supports teachers to be effective and provides the necessary professional development, resources and encouragement reflective practice and innovation within the school community.</i></p>	<p><i>We believe that our school needs to be part of our community and our goal is to engage further with the community to enrich learning opportunities for our students.</i></p> <p><i>Our parents are an integral part of providing a home environment where education is valued and supported. We aim to connect with parents to engage them in what is happening within the school and most importantly with their child's education</i></p>

Our key strategies include:

- Improving attendance.
- Differentiating the curriculum to both engage and challenge students.
- Providing challenging and engaging pathways that maximise the educational opportunities for all students.
- Providing effective and timely feedback to students and parents to personalise, improve and guide students to meet the challenges of learning and problem solving – including support for students who struggle with literacy and numeracy and those with a disability.
- Integrating Technology to improve the learning experience as well as preparing students for a connected world where information is constantly being reworked in creative and meaningful ways.

Our key strategies include:

- Providing and supporting an effective student service team.
- Establishing positive relationships with parents and communicating effectively.
- Establishing appropriate community service activities and recognizing student contribution.
- Developing and delivering student leadership and peer support programs.
- Reinforcing and focusing on resiliency and coping with anxiety programs for student
- Embedding “Mindmatters” and “Getting it Together” into the school curriculum through a whole school approach.
- Developing programs and professional learning that enhances Staff health and wellbeing

Our key strategies include:

- Development of Learning Communities that are well lead and support and encourage collegial interactions and dialogue.
- Encourage and support Level 3 HODs to lead teams that improve the education outcomes of students and have high expectations and provide quality feedback and coaching to individual teachers, and foster a sense of belonging and teamwork.
- Develop teacher understanding and self-reflection on Australian Professional Standards for Teachers and embed mentoring and performance feedback as part of a supportive and nurturing process.
- Encourage and support the careful and reflective analysis of data as part of forward planning.
- Support teachers to more fully interact with technology within their teaching programs.
- Ensure high standards of professional conduct and ethics.

Our key strategies include:

- Engaging parents in recognising that attendance is a vital part of the education process.
- Using “Connect” to engage parent participation and understanding of the learning process.
- Encouraging student’s participation in extra-curricular activities and involving community participation in these activities.
- Creating opportunities for understanding environmental and sustainable living within our school and local community.
- Encouraging volunteer work and community service in conjunction with community service groups.
- Strengthening ties with the Aboriginal community and celebrating indigenous culture.
- Strengthening partnerships with the Universities particularly UWA Albany and Great Southern Institute of Technology.

Targets 2015-2017

We are committed to achieving the Priorities outlined in the Business Plan 2015-2017. We will regularly assess and monitor our progress towards the achievement of our Priorities by setting targets and analysing data at various set milestones.

Success for All Students:

Academic Achievement Targets:

1. **OLNA Online Literacy and Numeracy Assessment**

- 1a. That 75% or better of the Year 10 Cohort achieve OLNA literacy/numeracy by the end of Year.
- 1b. That 80% or better of the Year 11 cohort achieve their OLNA literacy/numeracy by the end of Year 11.
- 1c. That 85% or better of the Year 12 cohort achieve OLNA literacy/numeracy by the end of Year 12.

2. **NAPLAN National Assessment Program Literacy and Numeracy**

- 2a. Maintain parity/or better the State and National means in Reading/Writing/ with the Year 8 (2015) cohort.
- 2b. Maintain parity/or better the State and National means in Numeracy with the Year 8 (2015) cohort.
- 2c. The proportion of Year 9 students attaining Band 8 in NAPLAN Numeracy is at least 55% of the cohort.
- 2d. To improve the mean score within 10-15 points of State and National means with the Year 7 cohort in Reading.
- 2e. To improve the mean score within 5-10 points of State and National means with the Year 7 cohort in Writing.
- 2f. To improve the mean score within 10-15 points of the State and National means in Mathematics.

3. **Senior School**

Denmark SHS provides a responsive and effective Senior School curriculum which provides the capacity and opportunity to transition to their post school choices.

- 3a. Denmark SHS will successfully manage the introduction of the new WACE requirements and achieve 90% Year 12 Graduation levels from those eligible.
- 3b. Of the students eligible for ATAR 90% achieve an ATAR sufficient to enter the university of their choice.

- 3c. The number of students achieving an ATAR scaled exam mark of 75% in one or more subjects will statistically be more than 30% of the cohort.
- 3d. Of the students (stable cohort) enrolled in Certificate 11 courses 75% will achieve at least one full Certificate by the end of the Year 12.
- 3e. The Successful transition of students to post-school destinations.

Measured by:

- Review of TISC and Student Achievement Information System data on student performance
- Department of Education annual intentions and destinations data report for Year 12 students.
- School based Year 12 satisfaction and intentions survey.
- TISC university course enrolment data.
- Special Needs Students are successfully transitioned into Post School options.

4. Attendance

- 4a. Our aim to raise the average attendance rate to between 85%- 90% overall average.
- 4b. Our unauthorised absence figure in 2014 was 56%. Our aim in the 2015-2017 period is to reduce this by 50% or more.

5. Maintain and improve on student, parent and staff perceptions of our school as to how our school is inclusive, inspiring and positive.

This will be measured by:

- 2015 & 2017 National School Survey of students, staff and parents.
- 2016/17 Staff Wellbeing Survey.
- Transition survey/data Primary to Year 7 and Year 10 to Year 11.
- Student Mental health Survey (Mindmatters).
- Levels of student participation and engagement in community service activities, and school leadership.
- Whole school participation in charitable events, volunteering and fundraising.
- Reviewing student and staff attendance data.
- Reviewing student behaviour data and suspension data.
- Review data on the success of individual intervention programs regarding attendance, academic performance and behaviour.

6. Excellence in Teaching and Leadership

All Learning Areas will have consistent leadership and teachers will be engaged in the establishment of Learning Communities

- Whole school review of data and student performance will occur annually.
- Evidence of differentiated curriculum and learning will be collected annually and shared across Learning Areas.
- Teachers will increase their repertoire of and engagement with technology in the classroom and each LA will develop a documented strategy for implementation.
- Review and development of repertoire of Instructional Strategies 2015-2017.
- Development of an in-class observation for conferencing and mentoring all staff will be implemented in line with performance management standards as described by the Australian Professional Standards for Teachers.
- Staff Wellbeing program will be implemented by 2016.
- Plan for Workforce management and recruitment of new staff will be developed.