



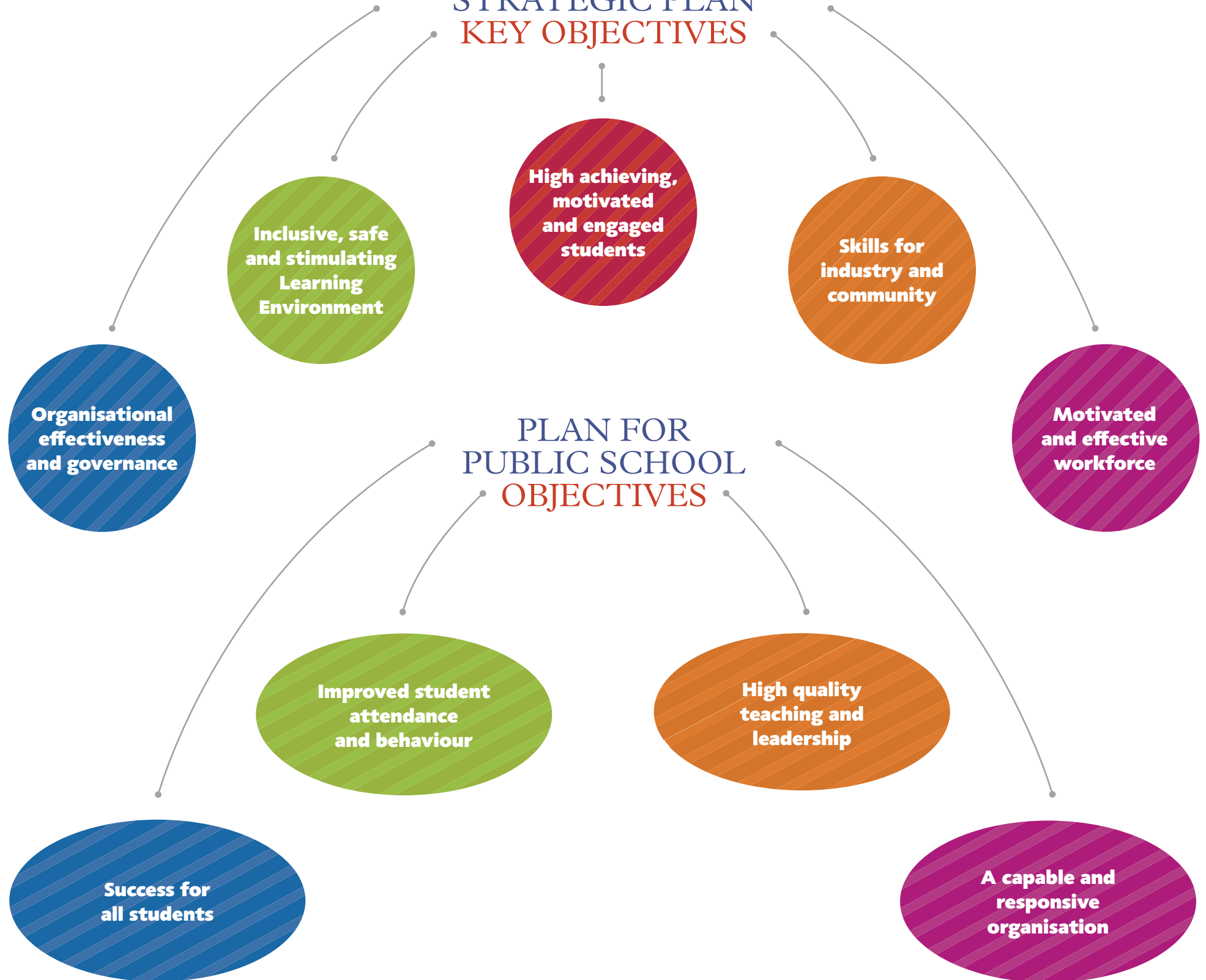
# Business Plan 2015-2017



## OUR PURPOSE

- Our purpose is to provide our students with high quality learning programmes, where high achievement is fostered through quality teaching, academic rigour and opportunity.
- We aim to maintain a school environment which is calm, friendly and based upon mutual respect and tolerance.
- We aim to be a school our students are proud to attend and where they enjoy their learning.
- Through encouragement, recognition and reward we seek to promote self-belief and aspiration.

DEPARTMENT OF EDUCATION  
STRATEGIC PLAN  
KEY OBJECTIVES



## WARNBRO CHS STRATEGIC PLAN

### PRIORITIES

<b>A teaching and learning environment where high engagement and achievement are promoted and recognised</b>	<b>Literacy and Numeracy</b>	<b>An inclusive, safe and stimulating learning environment which embraces school pride, good citizenship and student success</b>	<b>Success for all students</b>
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### HOW DO WE DO THIS?

Relevant, challenging curriculum for all (including extension pathway to ATAR; Approved Specialist Programs; engagement programs)	NAPLAN preparation	Positive Behaviour in Schools and Tribes Programs	Building strong partnerships with primary schools (Year 6 Pre-Extension pathway; ASP pathway into Year 4 & 5; providing support to primary school events; workplace learning)
Fostering high teacher expectations to promote academic rigour	Value adding to the levels of literacy and numeracy attained in Year 7	Encouragement and acknowledgement emphasis throughout the school (attendance; Fleet Rewards; in class rewards; Advanced Standing; merit certificates; subject awards)	A professional and positive school image
Assessment for learning approach. Use of frequent, meaningful, achievable assessments to inform and motivate students	ASP (Approved Specialist Programs) and Extension Pathway to extend students in NAPLAN	Restorative justice and educative approaches to behaviour management	Enrichment programs (Extension Pathway, ASPs)
Use of course outlines; Progress Folders, assessment outlines and task outlines to define expectations, enhance student feedback and encourage student reflection	Year 10 SCSA Literacy and Numeracy testing	Advanced Standing for majority of students	Development of a primary school pathway to the ASP in conjunction and collaboration with industry
Optimum individual achievement targets for students		School Uniform	Collaboration with neighbouring secondary schools via PACT
Explicit teaching and the use of strategies and tactics to enhance the learning environment i.e. instructional leadership		Recognition and celebration of high achievement and success	Building effective partnerships with parents
Learning programs that lead to increased retention rates for Years 10 - 12		Promote tertiary aspirations as attainable (ATAR Pathway; alternative entry to university)	All members of the school community positively promoting the school
ICT in the classroom		Attendance rates	Building effective partnerships with the wider community (Murdoch University; Squire Sanders; City of Rockingham)
Australian curriculum planning and implementation		A whole of school approach to supporting Aboriginal and Maori students in learning, attendance and achievement	

### MILESTONES (What does that look like?)

Sustained ASP enrolments	Value adding to the performance of all students in all NAPLAN tests	A Tribes culture evident, combined with resilience, tolerance and respect	Primary school students visiting the school regularly throughout the year to engage in extension activities
High ASP student performance and transition into ATAR/Industry pathways	Achieve above the DoE expected means in all NAPLAN tests	Increase in number of students able to access ATAR pathways	Regular collaboration between Warnbro CHS and Primary schools
Engaged and well behaved students due to curriculum relevance and engaging pedagogy	Minimisation of the number of students falling within or below the National Minimum standards in NAPLAN	A calm and friendly school where students are respectful, responsible and striving to achieve their best	Improved perception of Warnbro CHS among primary students, teachers & parents
Assessment practices leading to enhanced learning and understandings about where students are at and what they need to do to improve	Students meeting the requirements of the SCSA Literacy and Numeracy tests in Year 10	Students respond to incentive, encouragement and acknowledgement through their good behaviour and achievement.	Increased proportion of enrolments from local primary schools
High student achievement e.g. grades; NAPLAN; ATAR; subject and Certificate completion; graduation		Restorative and educative approaches leading to student understanding about appropriate and respectful behaviour	Increase in pathway choices for senior school students as a consequence of increased rigour and Extension in Years 7 - 10
Increased retention rates Year 10 - 12		Majority of students achieving Advanced Standing in each year level	
Classroom use of technology in relevant and engaging learning activities		All students wear School Uniform	
Timely implementation of the Australian Curriculum and the new WACE		Students feeling a strong sense of school pride and self worth	
Meaningful, professional dialogue about best practice and engaging pedagogy		Increased attendance rates, engagement and achievement for Aboriginal and Maori students	
		Peer conferencing and coaching approach in classrooms for students and teachers	

### DATA COLLECTION (Tracking)

Engagement Program participation data	Schools Online Data (Summary Data)	Student Survey	Number of primary school visits during year
SAIS data	First Cut (Degree of student progress)	Behaviour data & types of incidents	Feedback from primary students and teachers
Year 11 & 12 achievement data	NAPLAN (Like banded schools; AT's and Benchmarks)	Number of students achieving Advanced Standing	Year 7 enrolments – proportion of students
Behaviour data (in class)	Year 12 English Competence to Secondary Graduation.	School uniform – level of compliance	Enrolment trends Years 8 - 12
Attendance data	Year 12 English scaled score of 50 for front door University entry	Attendance data (SAMS)	Parent Survey
Retention Rates Year 10 - 12		Number of Aboriginal and Maori students graduating Year 12	Number of students enrolling in ASPs & Extension Program
ASP and Extension Pathway enrolments		Upper school data re: university offers via traditional and alternative pathways; certificate completion; attainment rates	Number of students successfully enrolling in an Academic pathway in Year 11/12
ASP and Extension Pathway performance (Grades; competitions etc.)			
ASP parent satisfaction			
ASP to ATAR transition			

Target Area	Target	Aspirational Target
<b>NAPLAN</b>	Trending towards "High Progress" whilst also moving towards the "High Achievement" in the Schools Online data  Mean scores within 30 NAPLANs of the state mean in each test  Percentage of Year 9 students at and below the National Minimum standard (Band 6 or below) less than 35% in each test  12% of students in the top 20% of state	"High Progress" and "High Achievement"  Mean scores equivalent or greater than state mean  Percentage of Year 9 students at and below the National Minimum standard (Band 6 or below) less than 25% in each test  20% of students in the top 20% of state
<b>OLNA</b>	>79% of students achieving Band 3	>90% of Year 10 students achieving Band 3
<b>Graduation Rate</b>	98%	100%
<b>Attainment</b>	80%	95%
<b>Median ATAR</b>	70	77 (Higher than state mean)
<b>Percentage of ATAR Students Scoring 55 or Above (University Entry)</b>	90%	100%
<b>Percentage of Students Achieving Scaled Score &gt; 75 in a Course</b>	12%	25%
<b>ATAR Tricile Distribution</b>		
High	15%	30%
Middle	50%	40%
Low	35%	30%
<b>ATAR Course Performance</b>	All courses achieve a mean scaled score equivalent with the state mean or higher	All courses achieve a mean scaled score higher than the state mean
<b>VET Achievement (Full Qualification Completion)</b>	80%	90% Top 50 Schools list
<b>VET Participation</b>	95% of non ATAR students Maintain a position in the Top 50 schools	100% of non ATAR students Top 25 in the Top 50 Schools list
<b>Retention Rate 10 - 12</b>	70%	80%
<b>Attendance</b>	Year level attendance rate: 7 > 90% 8 > 90% 9 > 87% 10 > 87% 11 > 89% 12 > 90%  60% of students with an attendance rate above 90%	All years in excess of 90% attendance rate 75% of students with an attendance rate above 90%
<b>Behaviour</b>	Percentage of students suspended < 10%	Percentage of students suspended < 5%
<b>Adventure Recreation</b>	Sport & Recreation Certificate II and Stage 3 pathway into Year 12	Stage 3 PE Studies pathway Scaled course scores above state average Certificate III Sport & Recreation Pathway
<b>Advanced Technical Design</b>	80% retention ATD to ATAR subjects in Year 11	90% retention ATD to ATAR subjects in Year 11
<b>Creative Arts Specialist Program</b>	80% retention CASP to ATAR subjects in Year 11 70% completion rate of Certificate II courses	90% retention CASP to ATAR subjects in Year 11 85% completion rate of Certificate II courses
<b>Aboriginal and Torres Strait Islander Education</b>	65% of students with attendance rate above 80% Percentage of suspended students equivalent to the percentage of non-ATSI students Year 10 - 12 retention rate close to school rate	80% of students with attendance rate above 85% Percentage of suspended students less than the percentage of non-ATSI Year 10 - 12 retention rate equal to school rate
<b>Maori and Pacific Islander Education</b>	65% of students with attendance rate above 80% Percentage of suspended students equivalent to the percentage of non-MAPI students Year 10 - 12 retention rate close to school rate	80% of students with attendance rate above 85% Percentage of suspended students less than the percentage of non-MAPI students Year 10 - 12 retention rate equal to school rate
<b>Primary School Transition</b>	Percentage of students successfully transitioning from local primary schools:  Endeavour Schools > 60% Koorana > 65% Port Kennedy > 70% Rockingham Lakes > 60% Warnbro > 90%	Percentage of students successfully transitioning from local primary schools:  Endeavour Schools > 80% Koorana > 80% Port Kennedy > 90% Rockingham Lakes > 80% Warnbro > 100%

## OUR 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, but understand that all students do not learn the same way.
- We believe that students learn best from curriculum specialists.
- We are committed to meeting the learning needs of our students and to provide learning experiences which are meaningful and relevant to the interests of students.
- We encourage tertiary aspirations and provide opportunities for tertiary access for those students needing additional support.

## OUR VALUES

### Excellence

- We have high expectations of our students and ourselves.
- We set standards of excellence and strive to achieve them.  
These standards and expectations challenge all to give their best.
- We aim to maintain a highly professional and well organised image in order to continue building public confidence.
- It is equally important for us to effectively support, encourage and acknowledge our high performing students.

## OUR VALUES

### 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 a school which is friendly and safe where mutual respect is promoted and upheld.
- Personal resilience is recognised as being an important attribute for life and is actively developed through Learning Area and whole of school programmes.



## OUR VALUES

### Care

- We aim to treat all individuals with care.
- Our relationships are based on trust, mutual respect and the acceptance of responsibility.
- We recognise the value of working in partnership with parents/ caregivers and the wider community in providing quality education for our students.