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

- Organisational effectiveness and governance
- Inclusive, safe and stimulating Learning Environment
- High achieving, motivated and engaged students
- Skills for industry and community
- Motivated and effective workforce
- Improved student attendance and behaviour
- High quality teaching and leadership
- A capable and responsive organisation
- Success for all students

PLAN FOR PUBLIC SCHOOL OBJECTIVES
A professional, safe and positive school culture

Development of a primary school pathway into the ASP in conjunction with industry

Collaboration with neighbouring secondary schools in the area

Building effective partnerships with parents

All members of the school community positively promoting the school

Building effective partnerships with the wider community (Redcliff University, Jandakot, University of Western Australia)

Priorities:

Mathematics and Numeracy

Well-engaged students take pride in their school and achieve above the Pre-Extension Pathway/DoE expected means in NAPLAN

Sustained ASP enrollments

High AHP student performance and transition to VET pathways

Increased attendance rates, engagement and achievement

Teachers and students feeling a strong sense of belonging and school pride

A school where all students are supported to achieve their highest potential

An inclusive, safe and stimulating learning environment which embraces Warnbro CHS pride, good citizenship and student success

Data for all students

DATA COLLECTION (Tracking)

Year 10 SCSA Literacy and Numeracy

Year 11/12 NAPLAN

Number of students enrolling in an Academic pathway in Year 10

Number of Aboriginal and Maori students

Implementation of the Australian Curriculum and the new SACS

Students needing the requirements of the SACS

All students wear School Uniform

Focus of the Warnbro CHS Strategic Plan

MILESTONES (What does that look like?)

High attendance rates, engagement and achievement

Students responding to incentive, recognition and celebration of high achievement and success

Students responding to feedback and encouragement and acknowledgement

Schools data (Summary Data)

First List (Degree of student progress)

Behaviour data (in class)

Retention Rates Year 10 -12

A whole school approach to supporting Aboriginal and Maori students in learning, attendance and achievement

Fostering high teacher expectations to promote the different learning styles of all students

A whole of school approach to behaviour management

Increased retention rates for Years 10 -12

Students meeting the requirements of NAPLAN

Minimisation of the number of students falling well or below the National Minimum standards in NAPLAN

Students meeting the requirements of the SACS

Students graduating Year 12

Development of a primary school pathway to the ASP in conjunction with collaboration with industry

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## NAPLAN
- **Target Area**: Trending towards “High Progress” whilst also moving towards the “High Achievement” in the Schools Online data
- **Target**: Mean scores within 30 NAPLANS of the state mean in each test
- **Aspirational Target**: Percentage of Year 9 students at and below the National Minimum standard (Band 6 or below) less than 35% in each test
- **Percentage of Students with 12% of students in the top 20% of state**

## OLNA
- **OLNA**: >79% of students achieving Band 3
- **Graduation Rate**: 98%
- **Attainment**: 80%
- **Median ATAR**: 70
- **OLNA**: >90% of Year 10 students achieving Band 3
- **Graduation Rate**: 100%
- **Attainment**: 95%
- **Median ATAR**: 77 (Higher than state mean)

## VET Participation
- **VET Participation**: 95% of non ATAR students
- **ATAR Tricile Distribution**: High 15% 30%, Middle 50% 40%, Low 35% 30%
- **Retention Rate 10 - 12**: 70% 80%
- **Attendance**: Year level attendance rate:
  - 7 > 90%
  - 8 > 90%
  - 9 > 87%
  - 10 > 87%
  - 11 > 89%
  - 12 > 90%
- **Attendance**: 60% of students with an attendance rate above 90%
- **Behaviour**: Percentage of students suspended < 10%
- **Behaviour**: Percentage of students suspended < 5%
- **Adventure Recreation**: Sport & Recreation Certificate II and Stage 3 pathway into Year 12
- **Advanced Technical Design**: 80% retention ATD to ATAR subjects in Year 11
- **Creative Arts Specialist Program**: 80% retention CASP to ATAR subjects in Year 11
- **Aboriginal and Torres Strait Islander Education**: 65% of students with attendance rate above 80%
- **Aboriginal and Torres Strait Islander Education**: Percentage of suspended students equivalent to the percentage of non-ATSI students Year 10 - 12 retention rate close to school rate
- **Maaori and Pacific Islander Education**: 65% of students with attendance rate above 80%
- **Maaori and Pacific Islander Education**: Percentage of suspended students equivalent to the percentage of non-MAPI students Year 10 - 12 retention rate close to school rate
- **Primary School Transition**: Percentage of students successfully transitioning from local primary schools:
  - Endeavour Schools > 60%
  - Kooraloo > 65%
  - Port Kennedy > 70%
  - Rockingham Lakes > 60%
  - Warnbro > 90%
- **Primary School Transition**: Percentage of students successfully transitioning from local primary schools:
  - Endeavour Schools > 80%
  - Kooraloo > 80%
  - Port Kennedy > 90%
  - Rockingham Lakes > 80%
  - Warnbro > 100%
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.