



2018-2020 SCHOOL BUSINESS PLAN



Together:
We Aspire | We Strive | We Achieve



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VALUES

Our values influence our behaviour and give purpose to our daily work and lives. We aim to fulfil the academic potential of our students, ensuring high performance and do so in an environment of high care and concern based on core values.

Our core values are based on the principles of:



Vision Statement

Armadale Senior High School has a passionate staff who are committed to providing a high standard of education to the young people of our community.

This Business Plan articulates our agreed Moral Purpose, Focus Areas, Priorities, Strategies and Improvement Targets.

The school community has worked collaboratively to develop the strategic direction Armadale Senior High School will take for the future.

Every decision made in our planning relates directly to improving student outcomes. These decisions respond to community needs and the emotional, academic and social development of the students.



OUR MORAL PURPOSE

Staff at Armadale Senior High School are committed to excellence in **TEACHING** and **LEARNING**. They are **ACCOUNTABLE** for and **MOTIVATED** to **IMPROVE OUTCOMES** for all students.

Our Context

Armadale Senior High School is a Year 7 to 12 campus offering academic and vocational programs to cater for the individual needs of our students. Our academic programs span across seven learning areas: The Arts, English, Health and Physical Education, Humanities and Social Sciences, Mathematics, Sciences, Technology and Enterprise and includes Vocational



Education and Training and endorsed specialist programs in Information Technology and Visual Art.

Positive relationships are at the heart of effective learning and we are committed to ensuring our students are supported by staff that care, know them well and encourage them to be the

best they can be at all times. Our students are supported by an effective Student Services team and support staff which includes an Aboriginal and Islander Education Officer, Chaplain, School Psychologist, Learning Support Coordinator, School Nurse and strong partnerships with external agencies.

We recognise the importance of engagement to ensure students achieve their best and our school's vision for Teaching and Learning is:

- Building positive relationships focused on interpersonal and social development
- Recognition of the teacher as a role model
- High expectations of all students which are clearly defined and linked to accountability
- Reflective, innovative, engaging and relevant lessons which are linked to the real world
- Safe rewarding and engaging classrooms where progress is celebrated and ongoing positive reinforcement takes place
- An atmosphere of collaboration and co-operation in which learning takes place

Our Priorities

The Business Plan has two key Focus Areas underpinned by three Priorities and five specific achievement Targets. The plan is shaped by our context and responds to the direction of the Department of Education's strategic priorities and focus areas.



Focus Areas

- High Academic Achievement
- Positive Engagement

Priorities

Priority 1

Successful Students

Priority 2

Effective Quality Teaching

Priority 3

Positive Community Engagement and Partnerships

Targets and Milestones

The improvement targets contained in this plan will enable us to monitor our success along the way. Monitoring will follow a continuous improvement cycle.



Achievement Targets

The following five achievement targets have been identified
By 2020:

1. Attendance

- The overall attendance rate in Semester 1 will be 85% or greater.

2. Naplan

- Writing - 20% of Year 9 students will have achieved Band 8 or higher as measured by the stable cohort (Year 7-9).
- Numeracy - 45% of Year 9 students will have achieved Band 8 or higher as measured by the stable cohort (Year 7-9).

3. Positive Behaviour

- A 20% increase in staff recognising and acknowledging positive student behaviour.

4. Graduation

- The percentage of Year 12 students achieving WACE will be at or above Public Schools.

5. Positive Community Engagement And Partnerships

- There is a 20 % increase in the number of parents and caregivers responding to the National School Opinion Survey.



School Self- Assessment

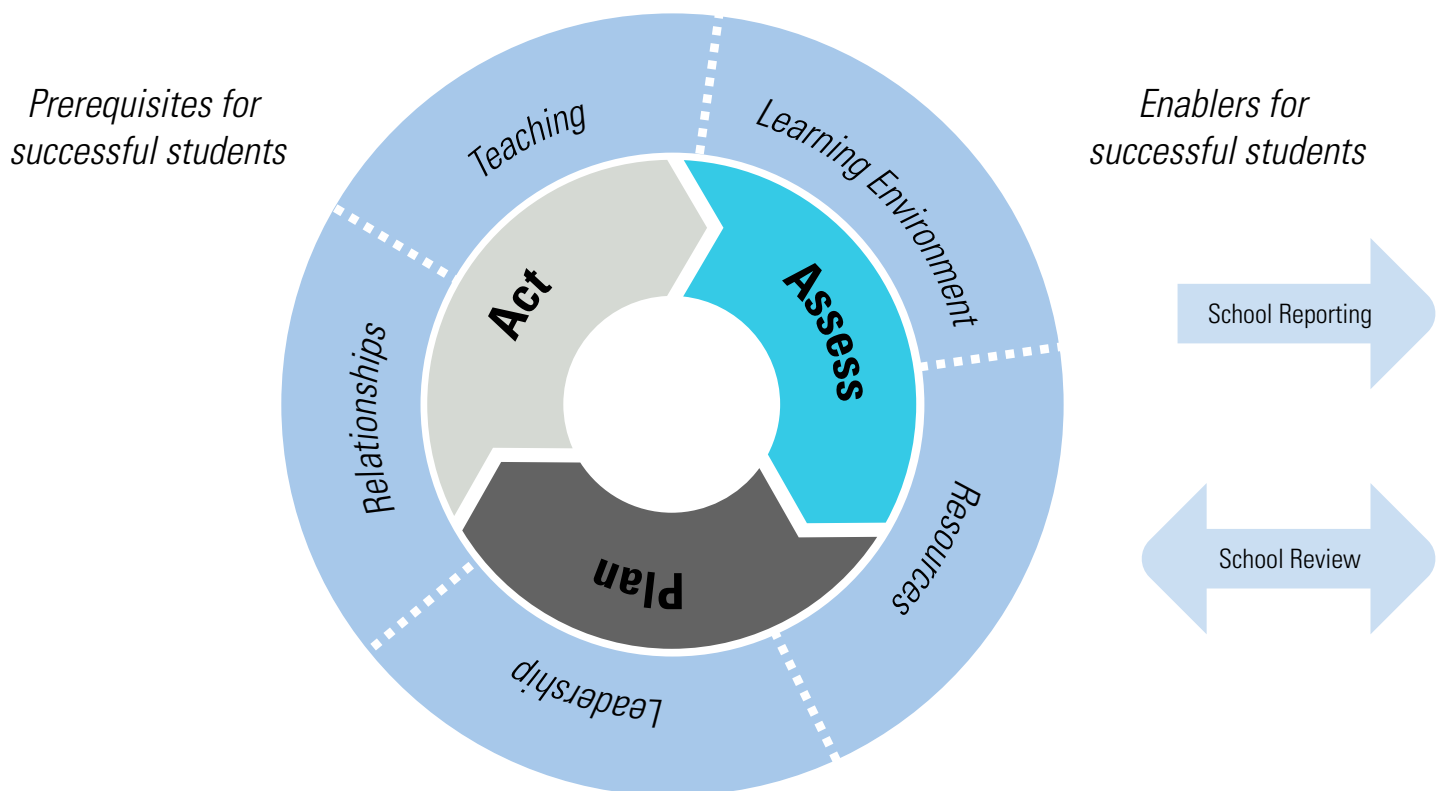
At Armadale Senior High School student learning and health and well-being are central to our planning. Our school maintains a reflective self-assessment process involving the Executive Leadership Team, the Board of Management, the School Board, Teaching and Support Staff.

The self-assessment process involves gathering relevant data within agreed timelines and making judgements about our performance. The process considers a range of data and information that reflects student performance, program effectiveness, staff performance, feedback from parents/caregivers, staff and students and makes comparison with State and National achievement levels. The analysis informs our strategies for improvement in the priority areas outlined in this Business Plan. Progress in meeting the targets outlined in this Business Plan underpins a bi-annual self-review. The self-assessment process enables the School community to respond to the dynamic and evolving needs of the School.

The Business Plan and the analysis of data are translated into Learning Area Operational Plans. These Plans are implemented and reviewed each year.

School Accountability Framework

Conceptual Model for School Accountability



HIGH ACADEMIC ACHIEVEMENT

Priority 1: Successful Students

Focus Area	Strategies	Evidence
Literacy	<ul style="list-style-type: none"> - The formation of a Literacy Committee. - Baseline testing for Year 7's –and identified new enrolments to Armadale Senior High School using Progressive Achievement Testing - Use of customized NAPLAN Analysis Platform (CNAP) data to enhance judgements. - A focus on Writing across Years 7-10. 	<ul style="list-style-type: none"> - The development of a Literacy Plan by the end of Semester 1 2019. - Students will be proficient in the application of literacy skills as evidenced by NAPLAN data. - Teacher allocated Grades to align with NAPLAN results. - To adopt an intervention program to support students with low levels of literacy.
Numeracy	<ul style="list-style-type: none"> - The formation of a Numeracy Committee. - Identify students at educational risk across all year levels. - Baseline testing for Year 7's –and identified new enrolments to Armadale Senior High School using Progress Achievement Testing. - Use of customized NAPLAN Analysis Platform (CNAP) data to enhance judgements. 	<ul style="list-style-type: none"> - The development of a Numeracy Plan by Term 4 of 2019. - Intervention Program/s in place for identified students at educational risk. - The development of Individual Education Plans for identified students. - Teacher allocated Grades to align with NAPLAN results.
Graduation / Attainment	<ul style="list-style-type: none"> - Monitor and track the progress towards Western Australian Certificate of Education (WACE) i.e. General requirements, Breadth and Depth, Achievement Standard. - Monitor and track the progress of Year 11 & 12 students with a focus on attainment Certificate II 	<ul style="list-style-type: none"> - All Year 11 & 12 students will have met three times per year with Case Manager (Student Services Manager/Year Coordinator/Program Coordinator Vocational Education and Training Coordinator//Deputy Principal). - Attainment percentage will have increased.
Academic Extension	<ul style="list-style-type: none"> - Investigate the implementation of an Academic Extension Program in Years 7-10 with a focus on a pathway to improve ATAR participation in senior school. 	<ul style="list-style-type: none"> - The learning experiences for students who are identified as achieving higher bands in NAPLAN will be extended. - The Academic Extension Program will be adequately resourced to meet this priority.

POSITIVE ENGAGEMENT

Priority 2: Effective Quality Teaching

Focus Area	Strategies	Evidence
Instructional Framework	<ul style="list-style-type: none"> - Implement the Explicit Instruction Program in Year 7 2019. - Development of an Armadale Senior High School Instructional Model. 	<ul style="list-style-type: none"> - All Year 7 Mathematics, English, Humanities and Science Teachers will use Explicit Instruction as a pedagogical framework in 2019. - Positive classroom environment that ensures student engagement and leads to improved learning and behaviour outcomes for students.
Curriculum Differentiation	<ul style="list-style-type: none"> - Support students with special education needs through targeted programs to improve their knowledge and skill set. - Continue to implement Individual Education Plans and Group Education Plans as well as access the Learning Support Coordinator for identified students - Create a tracking and monitoring schedule for students in line with their individual goals by the end of Year 12. - All teaching staff to undertake professional learning on Differentiation. 	<ul style="list-style-type: none"> - Teaching and learning experiences that support students as they successfully transition to further education, training or employment. - Resources allocated to the implementation of programs to support improved student outcomes for students with special educational needs. - A differentiated curriculum that caters for individual learning styles provided by teachers. - Identified students to have an Individual Education Plan or participate in a group education plan by the end of Term 1 of each year of the Business Plan.
Classroom Management Strategies	<ul style="list-style-type: none"> - All teaching staff to train in Classroom Management Strategies Foundation Program in 2019. - Identify and train two additional teachers to participate in Conference Accredited training. - Train all Education Assistants in Classroom Management Strategies. 	<ul style="list-style-type: none"> - Teaching staff will be certified in the Classroom Management Strategies Foundation Program in 2019. - Classroom Management Strategies will be evident in classrooms and consistently applied at all levels of the Behaviour Management process - All Education Assistants participate in the Classroom Management Strategies Program for Education Assistants in 2019.
Whole School Observation Model	<ul style="list-style-type: none"> - Implement Instructional Rounds to enhance pedagogical skills and develop a culture of collaboration by 2020. 	<ul style="list-style-type: none"> - Mathematics, English, Science, Humanities teachers engage in Instructional Rounds in 2019. - Specialist teachers engage in Instructional Rounds in 2020 - Whole School Engagement in Instructional Rounds by the end of 2020.

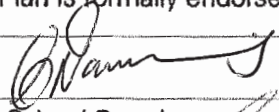
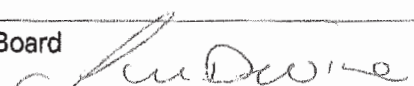
POSITIVE ENGAGEMENT

Priority 3: Positive Community Engagement and Partnerships

Focus Area	Strategies	Evidence
Positive Behaviour Support	<ul style="list-style-type: none"> - Utilize the Positive Behaviour Support framework to lead a review of Armadale Senior High School behaviour management process. 	<ul style="list-style-type: none"> - All teachers to explicitly teach classroom expectations. - Whole school processes in place to support positive behaviour.
Attendance	<ul style="list-style-type: none"> - Target late arrivals. - Partner with network schools to host Attendance Advisory Panels. - Re-ignite the Keeping Kids in Schools initiative with the WA Police to target truancy. - Implement the Armadale Senior High School Good Standing Policy. 	<ul style="list-style-type: none"> - A reduction in the number of students arriving late to school. - A reduction in the number of students in the severe at-risk category. - A reduction in the number of students truanting.
Positive Community Engagement	<ul style="list-style-type: none"> - Tracking of National School Opinion Survey data. - Linking with the parent community in a structured manner. 	<ul style="list-style-type: none"> - Increase the number of parents responding to school surveys in a positive manner. - Implement a school Marketing strategy.
Partnerships	<ul style="list-style-type: none"> - Increase the number of partnerships with relevant external stakeholders. - Establish STEM partnerships to support the implementation of STEM across the school. 	<ul style="list-style-type: none"> - Learning areas will have established meaningful partnerships with relevant external agencies. - Students STEM competencies improved as a result of the partnerships.
Aboriginal Cultural Standards Framework	<ul style="list-style-type: none"> - Establish a Working Party in 2019 to support Armadale Senior High School in becoming culturally responsive to our Aboriginal students and communities. - Link with the local Aboriginal Community. - Students participate in Aboriginal Cultural activities. 	<ul style="list-style-type: none"> - An Operational Plan will be developed by Semester 2 of 2019. - Staff self-reflect on the Aboriginal Cultural Standards Framework Continuum (individual and whole school progress) from Emerging to Capable by 2020.



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This Business Plan is formally endorsed by the Armadale Senior High School Board	
Principal 	Date 9/5/19
Chairperson of School Board 	Date 9/5/19