



Armadale
SENIOR HIGH SCHOOL

2023-2025 Business Plan

Aspire . Strive : Achieve 



Armadale Senior High School respectfully **acknowledges the Whadjuk Noongar people as the traditional custodians of the land on which we gather to educate and learn.** We wish to acknowledge and show our respect for their elders, past, present and emerging, for their continuing culture and the contributions they make to the life of our community.



A large, light grey watermark logo on the left side of the page. It is circular with a crown at the top. Inside the circle, it says "1953 | 2023" and "70 YEARS" in a large font. The words "ARMADALE SENIOR HIGH SCHOOL" are written around the inner edge of the circle.

ABOUT THE SCHOOL

Welcome to the Armadale Senior High School Business Plan for 2023 - 2025. Armadale Senior High School is an Independent Public School dedicated to providing students from Year 7 to Year 12 with strong academic achievement and positive engagement. **We aim to provide every student with a positive and successful learning experience.** We offer an extensive range of nationally recognised vocational education and training courses. Students complete training in industry through workplace learning providing them with the core skills to be job ready. For students who are university bound we offer an ATAR program and UniReady Program with strong links to Curtin University, ensuring a smooth transition to tertiary education. We offer endorsed specialist programs in Information Technology and Visual Art. In addition, we also have Extension Instrumental Music, Hospitality, Plumbing, Automotive and Construction. These specialist programs and pathways allow our students to study and explore their passions.

We believe in our students and recognise that each is an individual to be welcomed and respected. Our passionate staff are committed to providing a high standard of education to the young people in our community. 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 our students. The school community has worked collaboratively to develop the strategic direction Armadale Senior High School will take for the future.

OUR VISION

Positive relationships are at the heart of effective learning and all staff at Armadale Senior High School are committed to ensuring our students are supported by staff that care, know them well and encourage them to always be the best they can be. Our vision is to create learners who have the resilience and integrity to be successful and contribute positively to our community.

OUR VALUES

We are Engaged Learners

We are Respectful

We are Accepting

We are Safe

OUR 2023-2025 BUSINESS PLAN PRIORITIES

The 2023 - 2025 Armadale Senior High School Business Plan **goal is to develop successful students**, while recognising that success looks different for every student.

To achieve this our agreed priorities are:

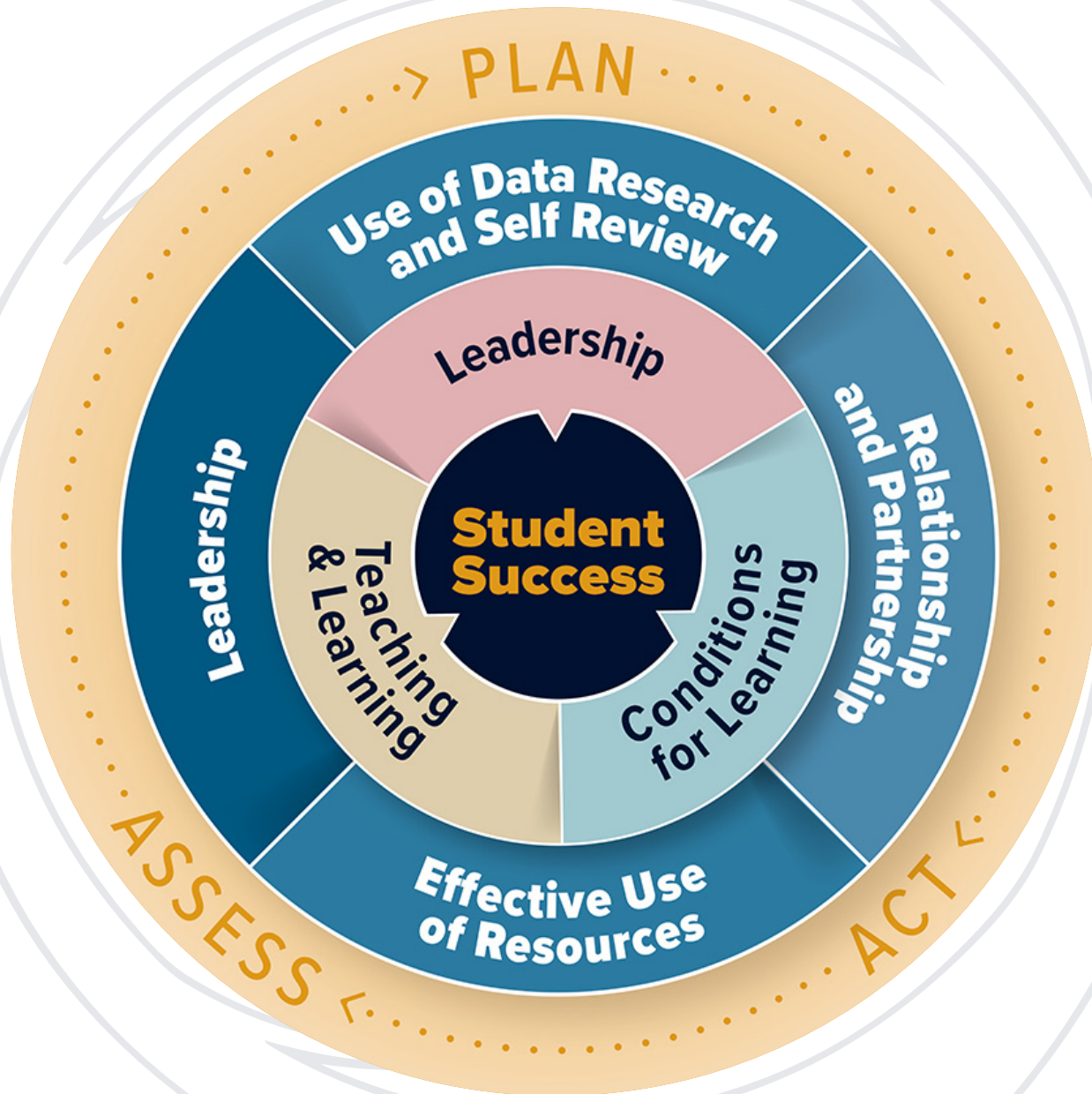
- Conditions for Learning
- Teaching and Learning
- Leadership

Our strategies to achieve improvement in these priority areas will be underpinned by:

- Use of Data, Research & Self-Review
- Leadership
- Relationships & Partnerships
- Effective Use of Resources



CYCLE OF SELF-ASSESSMENT



The Armadale Senior High School Business Plan 2023-2025 provides clear direction to meet the needs and aspirations of our students and to realise the school vision. Our Business Plan aligns to the Strategic Directions for WA Public Schools 2020-2024. Within this framework, a Strategic Plan is developed by every Learning Area and Team. These plans have focused strategies that are implemented, monitored and reviewed to support the achievement of set targets aligned to the Business Plan 2023 – 2025. Armadale Senior High School commits to an ongoing cycle of self-review to ensure our work is targeted and relevant to our school community.



OUR VISION FOR...

CONDITIONS FOR LEARNING

- A calm and orderly school in which students can engage in learning.
- We have high expectations for students and staff in student behavioural and engagement.
- A proactive, responsive, and individualised approach to student case management to ensure the needs of each student are met.
- Improved student attendance at school and to classes.
- We will promote a culture of respect across the whole school community.

What we will do	How we will know
Implement Positive Behaviour Support (PBS) with fidelity across the school.	Maintain and resource a PBS Team representative of a range of staff. The school has an operational, resourced and used (by staff and students) rewards system. PBS lessons are developed collaboratively and delivered by all staff. The teaching of expected behaviours is evident in staff responses to behaviour. The PBS team conduct regularly timed and scheduled review of data to inform PBS focus. The PBS team reports regularly to Executive, Senior Leadership and all staff. There is an increase in recorded positive behavioural incidences in Compass. PBS visuals reminders are in place across the school.

What we will do	How we will know
<p>Maintain Classroom Management Schools (CMS) training for all classroom based staff.</p> <p>Use School Development Days (SDDs) and Staff Meetings to enact regular professional learning on CMS application in the ASHS context.</p>	<p>CMS foundation training occurs yearly or as required.</p> <p>CMS evident on School Development Day (SDD) and Staff Meeting agenda and features positively in staff feedback.</p> <p>CMS use is evident in staff responses to student behaviour.</p> <p>There is a school wide reduction in escalation of behavioural incidence, evidenced by reduction in recorded negative behaviour data.</p>
<p>Staff will receive training and support in restorative practices.</p>	<p>Use of restorative practices will align with PBS and CMS in staff responses to student behaviour.</p>
<p>ASHS continues to develop and resource Student Services structure, policy and process based on research proven best practice and data. For example, a response to intervention approach.</p>	<p>A Strategic Plan for Student Service is in place, enacted and reviewed.</p> <p>Student Services Operations & Strategic Team meeting occurs regularly.</p>
<p>Student Services develops and maintains high levels of communication and leadership across the school and community.</p> <p>Professional learning through SDDs and Staff Meetings to ensure staff understand a whole school approach to student case management and their role in this.</p>	<p>Student Services (with Exec as appropriate) conducts regular analysis of data to inform their responses and practice.</p> <p>Communication structures are present, known, understood, and followed by staff.</p> <p>An active, supportive, clear and understood connection both operationally and strategically exists between Student Services and Executive.</p> <p>Student Services continues to foster external partnerships to enhance opportunity for student success.</p>

What we will do	How we will know
<p>The case management of students at risk is informed by data and regularly reviewed based on the needs of each individual student.</p>	<p>Student profiles are developed, referred to, and enacted by staff.</p> <p>Documented Plans completed by relevant staff and tracked by relevant school team.</p> <p>Case Management process is reviewed by the Learning Hub Team and Student Services Teams with Executive support regularly. Outcomes and further learnings from these communicated with all staff.</p> <p>Structures to support case management are evident and regular, i.e. Students at Educational Risk (SAER)</p> <p>Review Meetings, SAER tracking data base, regular review of process, professional learning for staff.</p>
<p>Student profiles are developed to ensure we know our students and can therefore provide:</p> <ul style="list-style-type: none"> • Targeted intervention • Meaningful academic pathways 	<p>Evidence of effective leadership and means of communication between Pathways and Directions Team, Student Services Team and Executive.</p> <p>Senior School Tracking process in place to ensure the pathway and status of every student is known and catered for through targeted intervention.</p> <p>Student profiles are developed and evident as a student enters Year 7.</p> <p>Use of the Aboriginal Cultural Framework is evident in planning, documents and implementation of support and inclusion.</p>

What we will do	How we will know
<p>A school wide Attendance Plan is developed, enacted and reviewed regularly.</p>	<p>ASHS Attendance Policy completed and enacted.</p> <p>Through SDD and Staff Meeting staff capacity is developed for their role in the Attendance Policy.</p> <p>Attendance processes followed by all staff.</p> <p>Attendance data regularly reviewed by Student Services and relevant Executive member.</p> <p>Attendance data informs case management of students.</p> <p>Intervention processes for attendance, both school wide and targeted, are evident.</p> <p>Improved school wide and classroom based attendance.</p>
<p>A school wide Anti-Bullying Policy and Education Tool is developed, enacted and reviewed as appropriate.</p>	<p>Anti-Bullying Policy and Education Tool developed, and staff capacity built to develop a shared understanding and enact the Tool across the school.</p> <p>Data analysis conducted by Student Services and Executive to lead and inform responses to bullying behaviours.</p> <p>Regular survey of school community to gauge effectiveness and inform review and responses.</p>

TEACHING & LEARNING

- We will develop successful students supported by a culture of teaching excellence.
- We have high expectation for students and staff in academic achievement.
- We will continue and further develop targeted interventions and pathways which meet students at a point of need to provide extension or support.

What we will do	How we will know
<p>Develop, implement and support consistent application of high impact teaching strategies (HITS). Commit to Leading Cultures of Teaching Excellence.</p>	<p>ASHS agreed instructional framework developed, capacity built and enacted. Observation supports use in the classroom. Survey data supports use in the classroom and informs a professional learning schedule.</p>
<p>Use the School Climate Survey to assess staff capacity and inform implementation of HITS</p>	<p>School Climate Survey conducted at least once a year or aspects as required.</p>
<p>Design and enact a scheduled, resourced and informed Professional Learning program to build staff capacity. This professional learning journey will be responsive to staff needs.</p>	<p>Strategic Plan for Professional Learning developed and enacted. Professional Learning evidenced in SDD and Staff Meeting agendas. External professional learning aligned with this priority. Peer Observation is used by staff as part of professional learning and capacity building. Survey data supports use in the classroom and informs professional learning schedule.</p>

What we will do	How we will know
<p>Resource, train and develop Instructional Coaches to provide additional instructional support to staff.</p>	<p>Instructional Coaches trained in 2023.</p> <p>Instructional Coaches working with staff in alignment with the culture for teaching excellence.</p> <p>Resourcing for Instructional Coaches continued and expanded as appropriate and possible.</p>
<p>We will ensure that our community connections and partnerships are targeted and aligned to build staff capacity and widen student opportunity.</p>	<p>School, industry and community partnerships continued and expanded to improve student aspirations and opportunity for success academically and pastorally.</p> <p>Partnerships audited to assess effectiveness against student success and staff capacity.</p> <p>Student attainment can be mapped to school partnerships.</p>
<p>Enact a supportive schedule of moderation informed by the School Curriculum and Standards Authority (SCSA) Judging Standards.</p>	<p>Moderation is scheduled on the ASHS Reporting and Assessment Timeline.</p> <p>Time from SDDs and/or Staff meetings is provided for moderation to occur.</p> <p>Moderation processes continue to be formalised and refined by Senior Leadership.</p> <p>Use of the SCSA Judging Standards is evident in all moderation practices.</p>

What we will do	How we will know
<p>We will have a strategic multi-tiered approach to learning support.</p>	<p>Our academic extension program - Aspire is operating with clear pathways to Senior School.</p>
<p>Strategic planning is developed, enacted, and reviewed for literacy and numeracy.</p> <p>Continue to resource and develop targeted intervention programs and pathways that are informed by research and data.</p>	<p>The Strive - literacy and numeracy program continues to be developed as a multi-faceted model for targeted intervention.</p> <p>Data from testing (e.g. PAT) is used both regularly and as appropriate to inform the above programs and the development of additional targeted interventions.</p> <p>Targeted intervention programs are developed to address OLNA.</p> <p>Use of the Aboriginal Cultural Framework is evident in planning, documents and implementation of support, differentiation, and inclusion.</p> <p>Students' requiring support are identified and catered to through regularly reviewed documented planning and where identified SEN planning and reporting.</p> <p>Staff will have capacity in SEN planning and reporting.</p>

LEADERSHIP

- The School’s leadership structure is clear, organised and understood by staff and the community.
- A distributed leadership model continues to be developed and used across the school. We are committed to the continued development of leadership at all levels to ensure improved student performance and care.
- Student voice is developed through student leadership and consultation.
- Governance of the school is authentically connected to the community through a diverse School Board.

What we will do	How we will know
<p>We will resource, research, develop and implement leadership capacity building professional learning for staff. This will be both general i.e. Future Leaders Framework, and specific to leadership opportunities i.e. coaching, mentoring.</p> <p>We will ensure all groups, teams, and committees responsible for leadership in the school are resourced and have capacity to provide effective leadership through leadership training specific to need and/or context.</p>	<p>Leadership based professional learning evident in Senior Leadership Agenda, with a particular focus on managing change.</p> <p>Staff who are leading programs and initiatives across the school are identified and supported in their role.</p> <p>Positive School Climate Survey data on school leadership and staff voice.</p> <p>Formal and informal coaching and mentoring in place for established and emerging leaders.</p> <p>Future Leaders Framework or like program in place.</p>

What we will do	How we will know
<p>To support the above we will:</p> <ul style="list-style-type: none"> • Define effective leadership with our staff. • Map the school’s distributed leadership to assess further opportunities. 	<p>Definition of effective leadership exists, is known and agreed upon by staff.</p> <p>Chart of school leadership exists.</p>
<p>Continue to develop easily accessed structures and supports for improved student leadership and voice across our school and the wider community.</p>	<p>Continue the student council. In addition, develop peer support connected to student transitions.</p> <p>Use of School Climate Survey at least one a year or as required.</p> <p>Mechanisms to allow greater student voice ‘built in’ to programs and initiatives.</p> <p>Expanded partnerships between our students and local community and industry that provide for student leadership.</p>
<p>We will continue to actively seek to widen School Board membership to represent and benefit our school community.</p>	<p>A School Board operates effectively with representatives from local industry, government, and community.</p> <p>The School continues its consultative collaboration with the School Board to provide effective governance to ASHS.</p>

OVERARCHING TARGETS

Overall Attendance Rate at or above like schools

NAPLAN at or above expected performance for like schools in Yr9

OLNA at or above like school’s performance in Yrs 10, 11 & 12

WACE achievement to be at or above like schools

80% Positive Set (PBS)

School Climate Survey – Positive regarding school in key domains (staff and community)



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SENIOR HIGH SCHOOL

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