CARINE
SENIOR HIGH SCHOOL

CSHS

SERVICE

Seeking Excellence in Education

**Business Plan
2015 - 2017**

Vision

"Seeking Excellence in Education"

Carine Senior High School aims to become an outstanding Independent Public School in Western Australia.

We aspire to develop a professional and innovative school community where every staff member pursues excellence in order to support our students to realize their personal potential, both educationally and socially to become mature, responsible and active citizens.

Values

"Service"

Carine Senior High School has a rich tradition of service to the local, national and international community. We support and challenge our students to foster and demonstrate their commitment to service through their personal pursuit of quality and display of respect to self, others and the environment.

Principal Statement

As the fourth principal of Carine Senior High School in its 43 years of operation, I consider it a privilege to have entered the school in 2014 and taken part in the formation of Carine Senior High School assuming Independent Public School status.

As an Independent Public School, it is imperative that all members of a school community are aligned and committed to the school priorities and it was with this foresight in mind, that every staff member played a role in establishing this set of school priorities in late 2014. Using data analysis of student behaviour and achievement standards from previous years, the whole staff selected and voted on these five key school priorities and their accompanying strategies to lead Carine into 2015 and beyond. These were endorsed by the school community via consultation with the School Council, School P&C and student leadership groups. Families had further input through the whole school survey conducted in 2014 in which common themes for improvement and change were identified.

To support the new set of school priorities and successfully commence the chosen strategies the school underwent a significant school re-profile from 2015, with the creation of ten new roles.

At Carine Senior High School our aim is to support every student to be a successful student and realise their potential and we believe that the 2015-2017 Business Plan supports our students to achieve success.

Damian Shuttleworth

Principal

School Context December 2014

Carine Senior High School students are not achieving as expected. The school has been coasting and significant improvement in student achievement is required. The school's offering of Certificate 2 courses is extremely poor. The grounds and buildings at Carine are in poor repair and out-dated. In addition there are inadequate shade areas for students. The school has 70% of its computer fleet more than 4 years old. The school has a large proportion of its workforce close to retirement age and it is anticipated that the school will appoint up to 80 new staff during the cycle of this 2015-2017 Business Plan.

The school has successfully applied for Independent Public School status and is finalising a re-profiling process which will result in the creation of many new key leadership roles which will significantly enable the achievement of the priorities identified in this Business Plan. Along with these new roles, the experienced and professional staff have indicated their openness to educational and operational change for school improvement.

An Associate Principal responsible for Year 7 Transition has been appointed to plan and implement the 2015 transition of Year 7 to secondary school. Staff have participated in extensive professional learning including Year 7 Phase of Development, Year 7 Literacy and Numeracy requirements, Occupational Health & Safety requirements including the management of 12-18 year olds on site, timetabling and program development. This initiative should result in a successful commencement for the new cohort in 2015.

Poor student performance snapshot:
- Medium ATAR historically lower than like schools
- 2013 – Unit of Competency participation rate was 25%
- 2013 – percentage of students achieving a Certificate 2 or higher was 11%
- 2013 – Attainment rate was 67%
- 2013 – 81 students did not attain a Certificate 2 or an ATAR 55 or higher
- 2013 – 19 ATAR students did not achieve an ATAR 55 or higher
- 2011-2013 Carine SHS has on average had 12% less students placed in the top tricile and 11% more in the bottom tricile when compared to like schools
- Carine SHS has historically not performed as well as like schools in the Writing and Numeracy components of the Year 9 NAPLAN

Understanding The Key Words In This Plan

Priorities:
The school improvement focus.

Strategies:
The methods taken to achieve school improvement.

Measurement Tool:
The way the school will measure school improvement.

Target:
The result the school aims to achieve.

Milestones:
Significant enablers leading towards achievement of school targets.

Priority 1:
To Encourage All To Embrace Rigorous Academic Learning And Reject Mediocrity

Strategies	Measurement Tools	Target	Milestones
Re-profile school structure. Introduction of Year 9 Semester 2 exams and Year 10 Semester 1 and 2 exams with a focus on preparation and study skills. Create consistency in presentation and organisation standards across whole school (PL for teachers to implement moderation, interrogate content). Creation of a culture where academic success is celebrated and success is reinforced (enhance and increase opportunities for student achievement recognition). Review of subject selection and career pathway process (initiation of semesterised report review process). Review the Homework and Assessment Policies for Lower School and Senior School students. Analysis of Year 9 NAPLAN results to identify strengths and weaknesses and enact strategies for improvement (PL for teachers in data analysis). Data analysis to identify, monitor, support and mentor at risk Senior School students. Subsidised WACE revision support for Year 12.	Year 12 results. Year 12 Destination data. NAPLAN results. Semester Report analysis. 90's Club membership data. Colours & Honours award system data. Professional Learning records. National School Survey 2016 and 2017.	Increase WACE attainment rate. Increase school median ATAR. Lower % differences between Predicted and Actual ATAR. Lower % ATAR students with <55 ATAR. Increase % of students in Mid and High ATAR Tricile data. Increase % students to achieve English language competency. Reduce % difference in course moderation. Increase Certificate programs for selection. Increase completion rate of Certificate programs. Improve ranking in WA annual schools ranking. Lower student movement from Year 11 ATAR to Year 12 General. Improvement in Year 9 NAPLAN results.	Creation of two Associate Principal positions responsible for Academic Performance: Lower School and Senior School. Creation of two Academic Performance Manager positions: Lower School and Senior School. Implementation of Elevate Education across Years 7 to 12. Successful implementation of new WACE (Year 11, 2015 and Year 12, 2016). Ongoing employment of expert teachers. Capacity of teachers to use and understand data analysis (first cut/SAIS). Differentiated and flexible curriculum delivery across learning areas.

Priority 2:
Raised Expectations And Standards For All

Strategies	Measurement Tools	Target	Milestones
Consistent application of school policy by all staff.	Survey (school-based quality of uniform transition process).	Introduction of new school uniform in 2016.	Successful uniform transition in 2016/2017.
Introduction of a more practical and conservative school uniform.	National School Survey 2016 and 2017.	Successful implementation of Connect including minimum standard for classroom teachers.	Appointment of Associate Principal, Student Services position.
Review of Student Services structure with consistent consequences and rewards for students.	Attendance data.	Common school email signature template.	Creation of two new Student Services Manager Roles to support all in focus on improving standards.
Explicit sanctions for any breaches of protocol across the board.	SIS behaviour data.	Consistency in communication processes.	Staff consistency in use of school processes.
Introduction of school wide communication process (Connect).	Connect usage data.	Increase % whole school attendance.	Surveys reflect high level of satisfaction in school progress and operations.
Explicit identification of expectations and standards across all school communication.	Colours & Honours award system data.	Increase % of students with 90+%.	
		Increase in authorised vs unauthorised absence.	
		Decrease % of unexplained absence.	
		Reduction in suspension.	
		Reduction in SIS behaviour reported negative incidents.	

Priority 3: Working Environment Conducive To Learning For All, Including Grounds Maintenance And IT Provision And Support

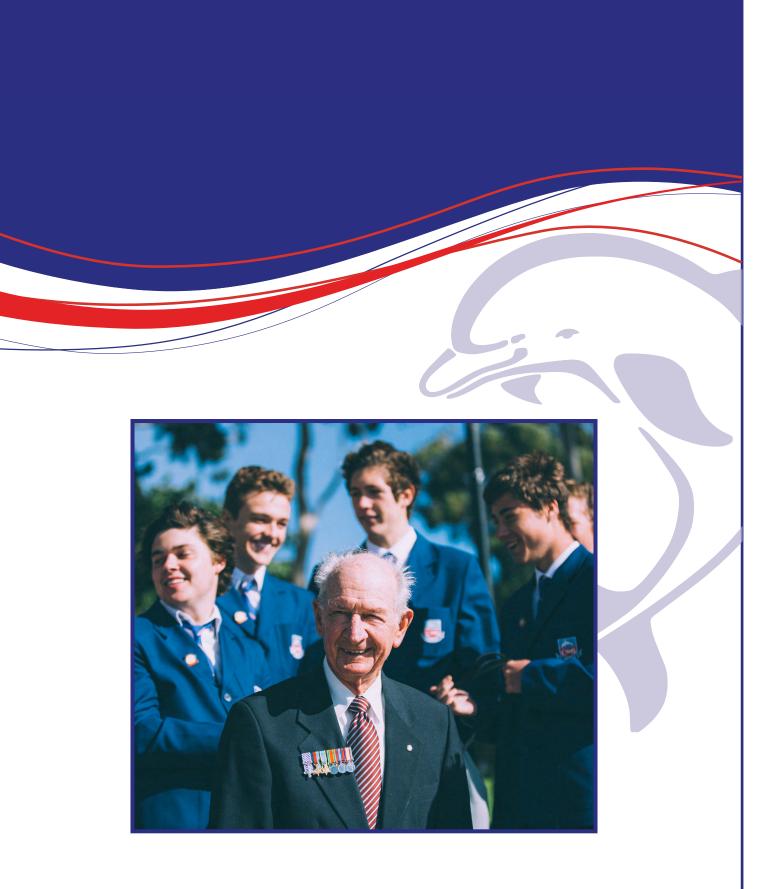| Strategies	Measurement Tools	Target	Milestones
Establish staff workstation minimum requirements. Manage asbestos removal process. Prioritise maintenance issues and develop plan. Review IT support and develop plan. Creation of OSH / Asset Management Role.	National School Survey 2016 and 2017. DET Policy. School developed targeted staff survey. School developed targeted student survey. Grounds Improvement Register. Asset Register.	Every classroom equipped with interactive technology. Functional IT committee. Compliance with DET Policy. Replace 100% of out-dated computer stock by end 2017. Increase to school allocation of internet bandwidth. Functional Grounds and Building Committee with official budget. Replacement of original carpet. Increase shade areas.	Creation of two IT Network Administrator roles. Establishment of functional IT Committee. Successful management of Grounds and Building Committee budget. Refurbishment/upgrade to areas around school. Successful replacement or removal of very old demountable classrooms. Successful application to the department's perimeter fencing program. Creation of OSH / Asset Management Role. Hiring of additional grounds staff.

Priority 4:
Improved And Explicit Communication

Strategies	Measurement Tools	Target	Milestones
Re-profile of school structure. Ensure all parent information is up to date. Increase parent involvement in their children's education and improve communication between school and family. Review quality of school information on internet. Incorporate social media as school communication tool. Renewal of school communication and promotional material including banners, brochures, photographs. Conduct Parent Information Evenings for each year group every year. Review diary use across all year levels.	National School Survey 2016 and 2017. Connect usage data. School developed targeted surveys. Anecdotal community feedback. Event attendance.	Increase community knowledge about school. Improve community perception of school. Accuracy in parent contact information. Regular and appropriate communication from teacher to parent regarding student progress in accordance with school procedure. Accurate school information about school in online sources. Improved school diary usage by students.	Appointment of Marketing and Communications Manager. Successful implementation of Connect as preferred communication platform across school. Successful implementation of social media and accurate online school information. New school website. Creation and display of school communication and promotional material. Installation of state of the art LED monument sign. Successful promotion and high attendance level at school events. Increased parent involvement in school.

Priority 5:
Professional Development For Staff Focussed On Teaching And Learning

Strategies	Measurement Tools	Target	Milestones
Re-profile of school structure with emphasis on teaching and learning.

Align professional learning with school priorities.

Utilise staff expertise.

Professional Learning for staff regarding planning and implementation of new WACE, Australian Curriculum and Year 7 teaching and learning programs.

Establish Performance Development Plan for all staff as per the AITSL model.

Identify, train and develop staff responsible for teacher/lesson observation. | School Professional Learning Records.

Connect usage data.

National School Survey 2016 and 2017.

School based teacher survey.

Parent and student feedback.

Semester Report analysis.

SIS data analysis. | Provision of equitable professional learning opportunities according to school need and priority.

School wide strategic planning based on data analysis of student achievement standards.

School wide use of Connect as school communication platform.

School wide introduction of teacher/lesson observation practice according to CMS protocols of safe, non-evaluative feedback. | Appointment of Associate Principal, Lower School with Professional Learning portfolio.

Appointment of Associate Principal, Senior School with Senior School focus.

Capacity of staff is increased through Professional Learning opportunities.

Teacher surveys demonstrate high levels of satisfaction in workplace opportunities.

Professional learning community exemplified by mentoring and classroom observation.

Successful school wide administration of Performance Development process.

High level of teacher uptake of teacher/lesson observation practice.

Successful transition of Year 7 in 2015.

Successful implementation of WACE, Australian Curriculum and Year 7 programs. |

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