CARINE
SENIOR HIGH SCHOOL

Seeking Excellence in Education

Business Plan
2021 - 2023

Vision

"Seeking Excellence in Education"

Carine Senior High School is an outstanding Independent Public School in Western Australia. We are a professional school community where every staff member pursues excellence. We support our students to realise 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, enabling them to build and display respect to self, others and the environment.

"Overarching School Priority"

Focus on wellbeing for all.

Principal Statement
A Snapshot Of Our School Context

Carine Senior High School has witnessed significant change over the past six years. Our school has grown from just over 1100 student enrolments to a projected enrolment of 2500 by the commencement of our next business plan. This, coupled with many retirements of long serving Department of Education staff has resulted in the appointment of more than 150 new staff at Carine.

Carine is focused on ensuring we attract, appoint and retain the very best teaching staff to ensure we are able to offer an excellent education experience to each of our students.

With the increase in student population, and the new appointments of almost 50% of our workforce at Carine, we have also been carefully planning to ensure each student has every opportunity for a successful educational experience. We ensure that all staff are supported to effectively provide this experience to our students.

It is for this reason that we have whole school priorities which focus on the wellbeing of staff and students. We build the social and emotional skills in students to become resilient 21st century learners, while we still prioritise our focus on academic rigour and innovative, relevant and creative teaching practices.

The context at Carine Senior High School in 2021 is very different to any other year in the school's 48 year history. With the advent of the COVID- 19 pandemic, Carine SHS, with the support of the Department of Education, is carefully and strategically planning how to best ensure ongoing quality teaching and learning programs for our students. Our focus on resilience and mental health within this business plan is both relevant and timely to this current context. Additionally, our school's ongoing record of high performance and high care places us in very good stead to navigate our way through the next few years during a time of uncertainty due to the looming pandemic.

Damian Shuttleworth
Principal

We acknowledge parents, families and communities as the first educators of their children. We acknowledge and respect the Wadjak Noongar people, the traditional custodians of the boodja (land) on which we work and live. We recognise their continuing connection to the boodja, bilya (rivers), ngamma (waterholes) and karda (hills) and we pay our respects to their Elders past and present and emerging.

Understanding The Key Words In This Plan

Priorities:
The school improvement focus.

Strategies:
The methods taken to achieve school improvement.

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

Milestones:
Significant enablers leading towards achievement of school targets.

Target:
The result the school aims to achieve.

Priority 1:
Focus on the wellbeing of staff and students, cultivating a sense of belonging and encouraging positive mental health.

Strategies	Measurement Tools	Milestones	Target
Community Service Program for students.	Reporting to Parents logging system.	Year 10 students to elect to trial program in 2022. Possible rollout after program analysis completed.	Relaunch of Service activities after COVID-19.
Act, Belong, Commit messaging in school events.	Regular social functions for staff.	Regular events promoting the Act, Belong, Commit message.	Growth in student and staff events each year.
Launch Aspirant Teacher Program for mental health, cultivating a sense of belonging through leadership and initiative.	National School Survey data.	Continued awards to students through colours and honours process.	Growth in survey data for wellbeing.
Increased opportunities for staff to work and socialise together, building a sense of team and community.	Student participation in the Community Service program.	Aspirant Leader Programs launched and effective.	Redevelopment of State Achievement recognition system.
Create additional school based mental health and wellbeing positions to support students with needs.	Colour and Honours awards.	Additional items added to Carine uniform.	Aboriginal and Torres Strait Islander artwork incorporated into staff and student uniforms.
Increase the permanent FTE appointment of school psychology staff.		Selection of a location for collaborative staff space.	The creation and use of a space for collaborative staff learning, large enough to support the full staff cohort.
Creation of a common space where all the staff can come together for both casual and planned professional learning opportunities.		Aboriginal artwork that is student created installed at the school.	Growth in our cultural responsiveness and integration of Aboriginal heritage and culture.
A clear focus on the school motto of 'Service".		Continued collaboration with the community and the Follow The Dream Program.	
Cross curriculum collaborative opportunities.			
Student and community collaboration for uniform.			
Continued integration of the Aboriginal Cultural Standards Framework.			

Priority 2:
Prioritise whole school, cross-curricular development of ICT involving functional infrastructure, ongoing support of teacher development and capabilities, and learning opportunities that embed student knowledge and understanding.

Strategies	Measurement Tools	Milestones	Target
Clearly developed and communicated accountability and planning processes in the leadership and structure of the ICT Team. Timely response to faults and longer term issues. Development of ICT Plan with a cross-curricular focus.	Introduction of ticketing system for 2022. Increased FTE in ICT department. New Wireless Access points installed and Increased WIFI access points ahead of school growth. 1:1 laptop ratio.	Improvement to reliability of ICT hardware and infrastructure. High levels of staff and student satisfaction in ICT infrastructure and support. Decreased turnaround time for closing tickets. Maintaining 1:1 functioning laptops in classrooms. Replace outdated ICT infrastructure. Whole school WIFI coverage. Staff progressing to cloud based teaching and data storage. Ongoing review of school structure to ensure appropriate resources are focussed on achieving targets of this priority.	All staff to use ticketing system. Decrease % IT equipment repairs. Structured and ongoing audit, repair and maintenance schedule for all IT Infrastructure. WIFI installation ahead of schedule.
Development and support of ICT Teacher Champions in each learning area. Clear digital literacy skills embedded in teaching and learning programs. Access to ICT for all students across all learning areas as required.	Connect usage data. School professional learning records. Rollout of Microsoft Teams for staff and students. National School Survey data. School developed targeted surveys.	Ongoing implementation of NAPLAN/OLNA Online. Each Department achieving an ICT Teacher Champion	High standards in ICT capability by staff and students. Increase % classrooms using ICT effectively. Professional Learning offered for Microsoft Teams. Ongoing development of ICT Teacher Champions to review and embed ICT strategies into programs.

Priority 3:
Foster well developed social and emotional skills in students to build resilient, 21st Century, lifelong learners.

Strategies	Measurement Tools	Milestones	Target
Extensive pastoral care team. Personal and Social Capabilities – whole school plan (based on work already underway – academic and social behaviours). Opportunities: Camps, excursions, incursions and guest speakers. Partnerships with parents and wider community. Programs that develop self-awareness and identity. Integration of Aboriginal Cultural Standards Framework.	National School Survey data. Attendance data. SIS/SEQTA behaviour data. Connect usage data. Encouragement awards system data. Colours and Honours award system data. House system data. Engagement in Mentoring programs. Year 7 Induction survey data. Audit of our practices against the Aboriginal Cultural Standards Framework.	Staff consistency in use of school processes and provision of feedback. Surveys reflect high level of satisfaction in school progress and operations. Revised Year 7 Induction program. Ongoing review and upgrade of Student Services structure to ensure resources meet growing student numbers and needs. Development of integrated, whole year schedule for emotional wellbeing programs. Increased Teacher engagement with SEQTA to report behaviour and pastoral student needs. FTE for cultural programs. Collaborative development and input for a planned Reconciliation Action Plan.	Consistency in communication processes, including provision of feedback to staff following issues. Successful school wide usage of Connect. Consistency in communication and feedback processes. Increase % whole school attendance. Increase % students with 90+%. Increase in authorised vs unauthorised absence. Decrease % of unexplained absence. Reduction in SIS/SEQTA reported negative behaviour incidents. Development of a planned Reconciliation Action Plan.

Priority 4:
Strive for academic rigour appropriate to aspirations and abilities of students.

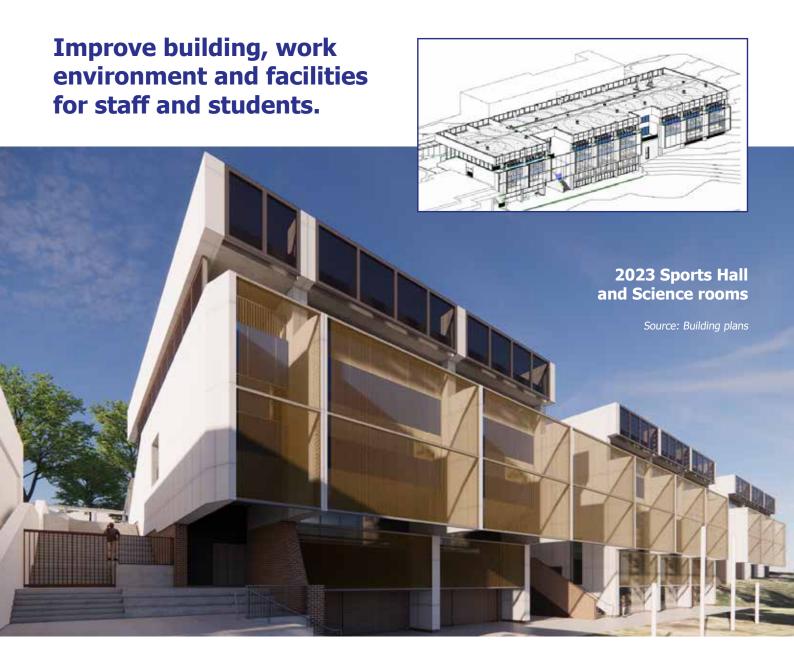| Strategies	Measurement Tools	Milestones	Target
Pathways to a successful future – Focus, Core, Academic extension, Gifted and Talented, Pre-ATAR/General, wide range of General/ATAR/Certificate choices. Introduction of University Preparation program. Extra-curricular opportunities – debating, clubs, competitions. Collaborative partnerships – universities, TAFE, apprenticeships, workplaces. A focus on motto of 'Excellence'. High order thinking skills embedded.	Year 12 results. Year 12 Destination data. Semester report analysis. NAPLAN & OLNA results. 90's Club membership data. National School Survey data. Encouragement awards system data. Colours and Honours award system data. House system data. Student Representative Council feedback. Attendance at Try-a-trade, careers and University open day events.	Differentiated and flexible curriculum delivery across learning areas. Capacity of teachers to use and understand data analysis (first cut/SAIS). Ongoing employment of expert teachers. Staff consistency in use of school processes. Implementation of Year 9 and Year 10 exams with focus on preparation and study skills. Review and implementation of parent information session program across all year groups. Increased parent involvement at school.	Increase WACE attainment rate. Increase student median ATAR. Lower % differences between Predicted and Actual ATAR. Lower % ATAR students with <75 ATAR. Increase % students in Mid and High Tricile data. Increase completion rate of Certificate programs. Increase completion of Year 10 Work readiness program. Provide students with Focus class support and Direct Instruction programs.

Priority 4:
Strive for academic rigour appropriate to aspirations and abilities of students.
(continued)

Strategies	Measurement Tools	Milestones	Target
	Developed partnerships with pathway providers. Anecdotal community feedback. Attendance at parent and student information sessions and school assemblies.	Increased P&C engagement. Increased use of reward point system based on achievement and effort linked to House. Ongoing semester based Year Group Encouragement awards alongside existing Principal Academic awards. School culture of positive competition where success and effort is regularly acknowledged. Ongoing review of school structure to ensure appropriate resources are focussed on achieving targets of this priority. University Preparation Courses introduced as a pathway option.	Increase % students to achieve English language competency. Improve performance in Year 10 Semester 1 exams over time. Improved performance in General Courses in Year 12 over time. Reduce student movement from Year 11 ATAR to Year 12 General. Improvement in Year 9 NAPLAN results. Increase percentage of students receiving awards over time. Successful implementation of efficient positive reward system for students and clerical support to implement.

Priority 5:
Engage in innovative, relevant and creative teaching practices that meet the needs of every student.

Strategies	Measurement Tools	Milestones	Target
Student centred tasks that develop problem solving, critical thinking and independent learning. Researched evidence based differentiation practices from several sources. Classroom Management Strategies Plan – whole school. Instructional strategies, Making Thinking Visible, Teach like a Champion. Support for teaching excellence. Aspirant Teacher-Leader Program – whole school project development. Effective lesson design – group learning, explicit instruction, individual tasks, discussion and questioning, work time, goal setting, links to real life. Engagement in mentoring/ mentee programs.	National School Survey data. School professional learning records. School based surveys. Semester report analysis. Engagement in programs.	Ongoing employment of expert teachers. Surveys reflect high level of staff, student and parent satisfaction in teaching and learning practices. Capacity of staff is increased through professional learning opportunities. Professional learning community exemplified by mentoring and classroom observation. Staff given choice of Professional Learning sessions to attend at Staff Development days.	School wide understanding of evidence based best practice. Increased engagement in Professional Learning for student centred learning. Most staff to have completed Classroom Management Strategies. Professional Development run by staff. Increased uptake of staff attending in-school professional learning. Frequent teacher/ lesson observation practice according to CMS protocols of safe, no-evaluative feedback. Overall improved whole school student performance across all learning areas over time.

Improve building, work environment and facilities for staff and students.

2023 Sports Hall and Science rooms

Source: Building plans

Carine SHS new build with a projected end date of 2023.

- $32 million WA Government funded facility.
- New classrooms, a sports hall, and additional facilities for Science and Technologies.

Other building projects to be completed now or into the future:

- Upgrades and expansion to our Canteen and student spaces.
- Attendance office and Student Services Areas.
- Visual Art classrooms.
- Upgrades to staff office spaces to accommodate growing staff population.
- Future planning to be considered for whole school assembly venues and whole staff collaborative spaces.