



# CARINE

## SENIOR HIGH SCHOOL

*Seeking  
Excellence  
in Education*



**Business Plan  
2025-2028**

## Acknowledgement of Country

Carine Senior High School acknowledges and respects the traditional custodians of the land on which our students live and are educated.

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, present and emerging.



Artwork completed by Noongar artist Mariah Yarran. It represents the three main lakes surrounding our school – Carine, Karrinyup and Star Swamp. The Kangaroo Paw and White Gum flowers are native to the area and in bloom during the season of Kambarang - the season where we celebrate our Year 12 students graduating, and our new Year 7s preparing for their journey into High School.

## 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.

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## 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.





## Principal Statement

Carine Senior High School has a long and proud tradition of excellence, service and strong community connection. This Business Plan 2025–2028 was developed to build on that foundation and to provide a clear and purposeful direction for the continued growth of our school.

At the time of publishing this plan, Carine had recently undergone its Public School Review with the performance of the school confirmed as exceptional. This affirmation recognised the strength of our culture, the professionalism of our staff, and the high levels of achievement and progress demonstrated by our students. It also reflected the strong confidence our community has in the work of the school and the shared commitment to providing the best possible environment for learning and development.

This plan reflects both that recognition and our responsibility to continue striving for improvement. It is grounded in our vision of *Seeking Excellence in Education* and our enduring value of *Service*, which continues to guide the way we educate, support, challenge and develop our students to realise their personal potential and become mature, responsible and active citizens.

Central to this plan is our very strong commitment to wellbeing for all. We know that when students and staff feel safe, connected and supported, strong outcomes follow. Our work over the life of this plan will focus on strengthening a positive and inclusive school culture, ensuring consistency in expectations, and maintaining a strong sense of belonging across our community.

The six priorities outlined in this Business Plan represent the key areas of focus that guide our improvement work:

- Strengthening manners, respect, integrity and inclusivity
- Building cultural responsiveness and understanding of Aboriginal histories and cultures
- Ensuring a consistent whole-school approach to behaviour and expectations
- Maintaining academic rigour and high expectations for every student
- Supporting staff wellbeing and professional growth
- Preparing students for an increasingly digital world through the ethical and responsible use of Information and Communication Technology (ICT) and Artificial Intelligence (AI)

These priorities reflect who we are as a school and what we value most. They recognise that excellence is not achieved through one initiative alone, but through consistent, collective effort over time.

The success of Carine Senior High School is a direct result of the dedication of our staff, the engagement of our students, and the strong partnership we share with our families and wider community. I am continually proud of the way our staff work together to create a supportive learning environment that removes barriers to achievement and promotes high expectations for all.

As we continue through the life of this plan, we remain committed to reflection, improvement and innovation. While the exceptional Public School Review outcome

affirmed the strength of our work, it also reinforced the importance of continuing to challenge ourselves to grow, adapt and respond to the changing needs of our students.

Carine is a school where students are known, supported and encouraged to achieve their personal best. This Business Plan represents our shared commitment to sustaining that culture and ensuring that every student has the opportunity to succeed.

**DAMIAN SHUTTLEWORTH**  
PRINCIPAL



*Seeking  
Excellence  
in Education*

## Understanding the Key Words in this Plan

<b>PRIORITIES:</b>	The school improvement focus.
<b>STRATEGIES:</b>	The methods taken to achieve school improvement.
<b>MEASUREMENT TOOL:</b>	The way the school will measure school improvement.
<b>MILESTONES:</b>	Significant enablers leading towards achievements of school targets.
<b>TARGET:</b>	The result the school aims to achieve.



## Priority 1

### A focus on manners, respect, integrity and inclusivity.

#### STRATEGIES

A daily emphasis within our school community on teaching, modelling and celebrating behaviours of manners, respect, integrity and inclusivity.

A consistent approach to behaviour management that promotes and rewards positive choices.

Raising awareness of the school's core values and celebrating and recognising them.

Continued development of positive social-emotional behaviours through whole-school initiatives.



#### MILESTONES

Principal is recognised as visibly leading this priority by staff, students and community as this priority is recognised as a crucial enabler of each of the other priorities in this Business Plan.

Carine's core values and expected behaviours consistently promoted through visible signage, assemblies, staff modelling and communication platforms.

Respectful behaviours regularly recognised and celebrated across pastoral care programs and in classrooms.

Mentoring and peer-leadership programs (Prefects, Student Leaders, Peer Support, Follow the Dream) are operating and accessible across all year levels.

House and reward systems actively celebrate kindness, service and integrity (Colours, Honours,

Attitude, Behaviour, Effort (ABE), Principal Awards).

Whole-school wellbeing education is embedded and reviewed annually (e.g. Mega Life Week, Motivational speakers such as Paul Dillon sessions, Harmony Day and Health Expos).

Active partnerships with external organisations (Rotary, City of Stirling, local businesses) provide authentic service-learning opportunities.

The Code of Conduct is co-developed and visible in all learning areas and online platforms, and referenced regularly in class discussions.

Annual nominations for Education Awards are submitted that recognise wellbeing and inclusivity initiatives.

#### MEASUREMENT TOOLS

National School Opinion Survey (NSOS) (students, staff and parents).  
Attendance data.

Student Information System (SIS)/ Compass behaviour and incident data.

Connect engagement data.

Encouragement Awards system data (volume and spread of awards).

Colours and Honours Award system data.

School-based student survey on school culture and wellbeing.

Participation data in mentoring programs (e.g. number of mentors/mentees).

Public School Review feedback.

Teaching for Impact framework to guide professional learning, instructional practice and evaluation of impact on student outcomes.

#### TARGET

Throughout the life of this plan, behaviour data continues to reflect low levels of negative behaviour and a strong, positive school culture across all year levels.

Survey results consistently show that most staff, students and parents agree that manners, respect and inclusivity are visible and consistently demonstrated at Carine.

Each year, most students in Years 7–12 receive one or more forms of positive recognition (e.g. teacher verbal recognition, house points, Colours, Honours, ABE, Principal or Service Awards), reflecting high expectations and a strong culture of acknowledgement.



## Priority 2

### Educate our students to understand and be culturally responsive to Aboriginal cultures and histories.

#### STRATEGIES

Engage in ongoing professional development opportunities.

Utilise Truth-Telling and Aboriginal Histories in practice.

Promote and celebrate local Aboriginal culture, events and community.



#### MILESTONES

Staff Professional Development schedule includes regular, high-quality sessions on Aboriginal histories, cultures and culturally responsive practice.

Mandatory induction module on the Aboriginal Cultural Standards Framework (ACSF) completed by all new staff.

Aboriginal visibility is strengthened through dual-language signage, Noongar seasons artwork and local acknowledgements.

Co-designed curriculum elements and partnerships implemented with Aboriginal-led organisations (e.g. Follow the Dream).

Annual National Aborigines and Islanders Day Observance Committee (NAIDOC) and Reconciliation Week events co-led by students and community representatives.

Aboriginal art and cultural knowledge embedded in staff uniforms, new building murals and outdoor spaces.

Staff utilise annual reflection tools to self-assess cultural competence and set goals for improvement.

#### MEASUREMENT TOOLS

ACSF self-assessment and review tools.

Records of staff engagement in culturally responsive professional development.

NSOS (items relating to inclusion, respect and culture).

Staff feedback from professional learning and reflection tools.

Public School Review feedback.

Teaching for Impact framework to guide professional learning, instructional practice and evaluation of impact on student outcomes.

#### TARGET

Over the life of this plan, all staff complete and maintain the agreed induction and professional learning related to the ACSF as a standing expectation.

Student feedback consistently indicates that a clear majority of students feel they regularly learn about local Aboriginal histories and cultures and that these are respected, visible and embedded at Carine.

Each year, the school sustains a strong and embedded pattern of culturally significant events and partnerships, so they are recognised as a normal and valued part of school life.

## Priority 3

### A focus on a consistent approach to whole-school behaviour, expectations, policies and procedures.



#### STRATEGIES

Establish consistent processes to acknowledge and reward students who demonstrate ongoing positive behaviours.

Ensure a consistent approach in the application of the Behaviour Management Policy.

Behaviour Management Policy and Code of Conduct to be displayed in all learning environments.

Create a supportive learning environment through promoting whole-school approaches to positive behaviour that incorporates restorative practices, effective classroom management strategies and clear behavioural expectations and processes.

Continue to utilise multi-tiered systems of support that are responsive to student needs.

#### MEASUREMENT TOOLS

SIS/Compass behaviour and incident data.

House point data.

Attitude, Behaviour, and Effort (ABE).

Colours and Honours awards data.

National School Opinion Survey data on behaviour, safety and connectedness.

Participation and recognition in service activities.

Whole-school and year group assembly records (e.g. recognition, messages and themes).

Public School Review feedback.

Teaching for Impact framework to guide professional learning, instructional practice and evaluation of impact on student outcomes.

#### MILESTONES

Development and implementation of Learning Centre and Student Services support for behaviour and engagement.

Code of Conduct and references to House Point systems visible in all learning environments.

Regular staff professional development for Classroom Management Strategies (CMS) and Instructional Strategies for Engagement (ISE), embedded in the Professional Learning Calendar.

Staff induction and Behaviour Handbook used for all new and returning staff to ensure procedural consistency.

Recognition systems (Honours, Colours, Principal Awards) clearly aligned to school values.

Data-informed reflection cycles using Compass, SIS, and ABE each term to identify trends and plan responses.

Student Services and Learning Centre collaboration meetings scheduled for early intervention.

Year Manager and Student Support Officer model fully implemented and understood by staff, students and families.

Targeted behaviour “blitz” campaigns and assemblies used to recalibrate expectations across the school.

#### TARGET

Behaviour data over the life of this plan continues to show low and well-managed levels of disruptive behaviours and suspensions, appropriate to a high-performing school.

Behaviour records consistently demonstrate a strong positive-to-negative ratio, with positive acknowledgements clearly outweighing negative entries.

Staff feedback indicates that most staff feel behaviour expectations and processes are clear, fair and applied consistently across the school.

Each year, most students receive house points or positive acknowledgements linked to behaviour and service, confirming that high expectations and positive recognition are firmly established.

Achievement of targets from Priority 1 are supported and reinforced by consistent, school-wide behaviour systems and processes.



# Priority 4

## A focus on academic rigour, applicable to the diverse aspirations and abilities of all students.

### STRATEGIES

Set high expectations in classes and celebrate academic achievement, student growth and positive attitudes across the school.

Use data to plan relevant and challenging syllabus that is differentiated to monitor student progress and increase academic rigour.

Moderation and review processes are used to ensure accuracy/ consistency and measure student engagement and achievement.

Consistently encourage student accountability and parent engagement.

Students are challenged to think about and take control of their own learning.

Engagement is promoted by challenging all students through a range of pedagogical techniques such as CMS and ISE, thinking strategies, scaffolding and cooperative learning.

Staff appointed to lead the Quality Teaching Strategy.



### MEASUREMENT TOOLS

Year 12 results (Western Australian Certificate of Education (WACE) attainment, Median Australian Tertiary Admission Rank (ATAR), General achievement).

Year 12 destination data.

Semester report analysis (grades, effort, comments).

NAPLAN and Online Literacy and Numeracy Assessment (OLNA) results.

'90s Club' membership data and other academic recognition.

NSOS data on engagement and expectations.

Public School Review feedback.

Encouragement, Colours and Honours Awards data (academic categories).

House points and reward data related to academic effort and improvement.

Student Leadership Council feedback.

Attendance at Try-a-Trade, careers and university open day events.

Data from Careers, Pathways and Transitions Coordinator (e.g. pathway uptake, completions).

Teaching for Impact framework to guide professional learning, instructional practice and evaluation of impact on student outcomes.

### MILESTONES

Differentiated curriculum delivery evident across faculties (programs, assessments, adjustments).

Positive reward systems (house points, awards) explicitly linked to academic achievement and effort.

Regular celebration of success at year and whole-school assemblies (e.g. 90s Club, growth awards).

Expert staff employed and retained in key learning areas and specialist programs.

Review of school structure, resource allocation and processes to increase engagement and achievement.

Targeted parent information sessions (academic pathways, ATAR/Vocational Education and Training (VET), study skills) scheduled and reviewed each year.

Strong parent involvement supported by effective communication systems (Connect/Compass and information evenings).

Ongoing Parents & Citizens' Association (P&C) and Board engagement with academic targets and progress.

Regular use of student progress data (NAPLAN, OLNA, ATAR analytics, semester reports) to inform differentiated teaching.

Data literacy professional learning for staff and ongoing moderation/cross-faculty analysis of assessment and feedback.

Targeted academic support and enrichment (Learning Centre, tutoring, UniPrep, extension programs) established and reviewed.

Careers and Pathways team coordinating VET, Try-a-Trade, university and industry pathways.

Peer observation and instructional coaching to support high-impact teaching.

Timetables and structures regularly reviewed to maximise collaboration and student success.

### TARGET

Across the life of this plan, senior secondary outcomes (including WACE attainment, Median ATAR, General achievement) remain strong, where students at Carine maintain the current high level of performance.

The proportion of students achieving in the mid and high achievement bands remains strong, with patterns of performance that reflect high expectations and academic rigour across learning areas.

Certificate completion and endorsed program success in VET and pathways remains strong and well established, supporting a wide range of student aspirations.

Year 10 and Senior School assessment data show consistently sound levels of achievement and exam performance, with no decline in standards.

Patterns of movement from Year 11 ATAR to Year 12 General remain limited and appropriate, reflecting effective early counselling and

clear, well-matched pathways.

NAPLAN results over the life of this plan continue to show the majority of students achieving at or above expected levels, with strong representation in proficiency and higher bands.

Recognition and rewards for academic effort and progress remain a prominent, valued feature of school life each year.

Attendance and parent engagement in learning (e.g. information evenings, interviews, subject selection processes) are maintained at consistently high levels.

ATAR participation rate increases over the life of this plan, while maintaining appropriate pathway counselling and high expectations for student achievement.

The percentage of students who meet the Secondary Metrics benchmark increases over the life of this plan.

## Priority 5

### A focus on staff wellbeing.

#### STRATEGIES

Continue to build a sense of community and morale through fostering a positive, supportive, and inclusive work environment.

Focus on staff connectedness through various collaborative opportunities.

Identifying strategies and initiatives to reduce administrative burden, streamline tasks, optimise time, and ensure fairness in workload distribution.

Provide relevant professional learning in relation to workplace rights and responsibilities.

#### MEASUREMENT TOOLS

NSOS (staff wellbeing, workload and support items).

Staff participation data in wellbeing initiatives, professional learning and social events.

Reporting to Parents logging system (to monitor adjustments to workload and processes).

Staff commendations and recognition records.

Public School Review feedback.

Principal Professional Review feedback.

Workers' compensation data.

Teaching for Impact framework to guide professional learning, instructional practice and evaluation of impact on student outcomes.

#### MILESTONES

Alignment of wellbeing initiatives to Department of Education's five wellbeing pillars: Culture and Leadership, Connections and Partnerships, Learning and Development, Supportive Systems, Safe Environments.

Active Staff Wellbeing Committee implementing initiatives aligned to the five pillars.

Dedicated staff wellbeing calendar including fitness, mindfulness, social events and sundowners.

Social Committee coordinating regular staff events.

Peer coaching and aspirant programs (Graduate Teacher Induction, Emerging Leaders, Level 3 Coaching) actively running.

Annual Wellbeing Week and recognition awards (Carine Commendations and tokens of appreciation).

Improved staffroom facilities and shared workspaces to support collegial connection.

Streamlined administrative processes (relief forms, reporting templates, communication clarity) documented and implemented.

Leadership modelling healthy workload boundaries and fair task allocation.

Union and Employee Assistance Program (EAP) engagement highlighted during induction and professional learning.

#### TARGET

Staff surveys and feedback over the life of this plan indicate consistently positive perceptions of wellbeing, workload manageability and support.

Participation in staff social and wellbeing events remains strong and regular, with events well attended and valued by staff.

Staff feedback consistently describes a strong sense of collegiality, connection and morale, reflecting the school's established culture.

Staff indicate ongoing awareness and appropriate use of support options (e.g. Union, EAP, wellbeing programs).



# Priority 6

## Ethical and Responsible Use of Information and Communication Technology (ICT) and Artificial Intelligence (AI).

### Strategies

Develop and regularly update a school-wide policy for how students and staff should use technology and AI responsibly, safely, and ethically.

Provide staff with regular, practical training on how to use digital tools and AI effectively in their subject areas.

Students will understand how to use AI as a learning tool and how to question and check the information it provides.

Teach students online safety, respectful digital behaviour, and how to protect their privacy.

Monitor how devices are being used at school and display clear reminders about what is appropriate and expected.

### MEASUREMENT TOOLS

IT ticketing system data.

Laptop damage and repair reports.

Connect and Compass engagement data.

School professional learning records (attendance at ICT/AI professional learning).

National School Opinion Survey data on safety and digital learning.

Records of incidents of inappropriate ICT use.

Public School Review feedback.

Teaching for Impact framework to guide professional learning, instructional practice and evaluation of impact on student outcomes.

### TARGET

School records show that levels of laptop damage and inappropriate ICT use remain low and well managed over the life of this plan, with any spikes addressed promptly and effectively.

Professional learning records confirm that staff regularly engage in ICT/AI-related professional learning, appropriate to their roles and responsibilities.

Student feedback consistently indicates that most students feel confident using technology and AI safely, ethically and effectively for learning.

Use of the ICT ticketing system remains consistent and efficient, with issues resolved in a timely and transparent manner.

Over the life of the plan, staff and student feedback reflects sustained high levels of digital capability and confidence, aligned with Carine's expectations as a high-performing school.

### MILESTONES

Annual review of Department of Education guidelines and other best-practice documents used to update local policy for AI and ICT.

"AI in Education" staff professional learning delivered and updated annually to build digital and ethical literacy.

ICT champions in each department identified to model and support best practice.

Curriculum integration of digital ethics, privacy and cyber safety (Years 7–12) documented in learning area plans.

AI and technology modules embedded in Pathways, English and HASS courses to develop critical use skills.

Digital monitoring and safe-use signage visible across the campus.

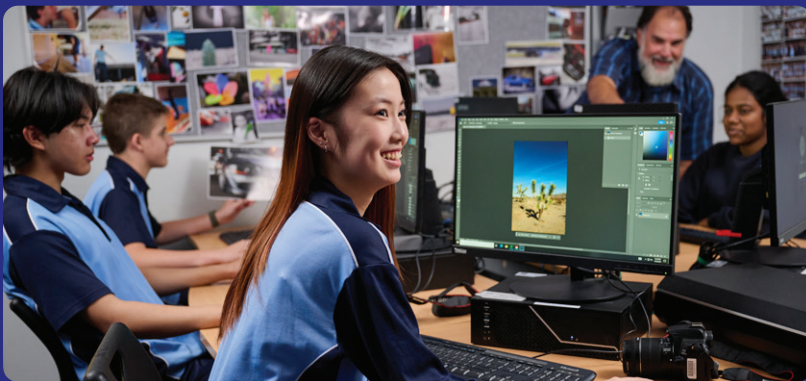
Expanded ICT support (full-time equivalent, FTE) and an efficient ticketing system enable proactive troubleshooting.

Regular student workshops on online safety and responsible technology use.

Microsoft Teams and OneNote integrated for communication, collaboration and learning.

Bank of ICT resources developed and available to staff.

Data-informed reviews of damage reports and inappropriate use undertaken each semester to guide prevention strategies.







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Everingham Street, Carine 6020, Western Australia

Phone: +61 8 6235 7500  
Web: [www.carinehs.wa.edu.au](http://www.carinehs.wa.edu.au)