Business Plan

2015 - 2017

Building capacity through quality teaching and learning
FOREWORD

The 2015 - 2017 Business Plan is the school’s second triennial Business Plan since the school began as an Independent Public School in January 2012. The plan builds on the school’s successful inaugural three year period as an Independent Public School with the success evidenced in the Department of Education Services report ‘2014 Independent Review Findings’ for Tom Price Senior High School. The release of this new plan coincides with the commencement in 2015 of a number of reforms in Western Australian public schools such as Year 7 in secondary school, full implementation of Phase 1 of the Australian Curriculum, major changes to WACE courses and WACE achievement requirements and the Student-Centred Funding Model.

The 2015 - 2017 Business Plan for Tom Price Senior High School establishes the direction for the school to embark on a range of strategies with a focus on targeted student and school improvement whilst being cognizant of the need to implement the new reforms in system level priorities and initiatives. Whilst the Student-Centred Funding Model will present some major challenges for the school during the life of the 2015 – 2017 Business Plan, the Focus Areas in the plan have a lens for improvement that can be achieved based on the opportunities afforded to the school as a result of the model and the constructs of an Independent Public School. Tom Price Senior High School takes pride in being a ‘School of Excellence and Opportunity’ and this new plan encapsulates and expands on this pride.

The Focus Areas in the 2015 – 2017 Business Plan relate to the school’s core business of enabling success for all students through the ongoing advancement of excellence in teaching and leadership and the strategic engagement of the local and broader community. Achievement of the Targets and Milestones for each of the three Focus Areas in the 2015 – 2017 Business Plan will be consistent with the direction of the school’s new Vision Statement that commences in 2015. To coincide with the commencement of this 2015 – 2017 Business Plan, the school has also established a new set of school values – personal best, integrity, respect and resilience.

The school’s 2015 - 2017 Business Plan provides a sustainable direction for school improvement over the next three years. It ensures that the school moves forward toward the achievement of its vision and its purpose to be a ‘school of excellence and opportunity’. It provides for opportunities for every student to experience success attained in a safe and caring learning environment that is supported by the community.

Trevor Henderson

Principal
February 2015
SCHOOL CONTEXT

Tom Price Senior High School is a remote school located in the Pilbara region of Western Australia. The school provides secondary education for students in the communities of Tom Price and Paraburdoo (80km from Tom Price). Both communities provide the workforce, along with FIFO workers, for Rio Tinto Iron Ore and other industries and business. The school has a very transient student population due to its isolation and dependence on mining as being the major industry to attract families to the community. The school has a 25% Indigenous student population. There are three primary schools, one in Paraburdoo and two in Tom Price, which are 'feeder schools' to Tom Price SHS. In 2015 the school has a student population just over 300 students and employs 44 teaching and non-teaching staff.

The school prides itself on promoting excellence and opportunity and this has resulted in students not experiencing disadvantage due to the school's remote location and small size. A relatively small number of students go into Year 11 and 12 with aspirations to attend university by studying university entrance subjects - however, the majority of these students are accepted into a university at the end of Year 12. The school has a strong VET program and hosts a Trade Training Centre. A key to the success of the school are the strong school-community partnerships that have been established to provide authentic educational experiences for the students - be they the school’s award winning Emergency Services Cadet Unit, work experience, attendance at camps in Perth conducted by the University of Western Australia for students with university aspirations or to attend sport carnivals. The school has a below state average student attendance rate despite attendance initiatives that have been put in place. The school community has a relatively low socioeconomic status with the school performing well in state and national standardised assessments compared to like schools. Student performance tends to be below state and national averages in NAPLAN but is consistently above like schools. The school teaching staff is a blend between young teachers and experienced teachers who have been in the school for several years. Staff turnover has reduced over the last few years. School facilities include a modern gymnasium and performing arts centre, science laboratories, design and technology facilities and a Trade Training Centre. All classrooms are air conditioned and have full ICT integration and equipment.

Asha Holland receiving her Year 12 Award for Excellence in Tertiary Education Entrance Studies from Principal Trevor Henderson.

Asha achieved an ATAR of 93.3 and is studying a Bachelor of Science Double Major Sports Science Exercise and Health degree at the University of Western Australia.
SCHOOL VISION

Tom Price Senior High School is committed to creating responsible citizens who strive for excellence. Our school community embraces diversity and is dedicated to providing students with a supportive learning environment in order to equip them with the knowledge, skills and qualities for lifelong success.

SCHOOL VALUES

We are committed to the values that we believe are essential in achieving the best possible outcomes for all students attending Tom Price Senior High School. Our school vision is underpinned by the following school values:

Personal Best

We have a positive approach to learning and encourage each student to strive hard in their pursuit of excellence by aiming to attain their highest personal achievement in all aspects of schooling. We advance student learning based on our belief that all students have the capacity to learn and to achieve higher levels of learning.

Integrity

We have high expectations that each member of our school community will acquire and practice on an ongoing basis a discipline of moral behaviour and belief. We expect all members of the school community to be honest and to be trustworthy.

Respect

We expect all members of our school community to care for self, others, the environment and to value property be it communal or personal. This extends to being considerate and to treat others with dignity, accept diversity and individual differences and to demonstrate actions within the law and authority.

Resilience

We understand that mistakes are part of learning and that learning from failure can lead to strength through goal setting, challenging ourselves and persistence. We support all members of the school community to bounce back and move on after experiencing adversity, change or trouble.

PLANNING FRAMEWORK FOR TOM PRICE SENIOR HIGH SCHOOL

Planning for improvement at Tom Price Senior High School is evidence based derived from rigorous self-assessment and reflection at each of three planning levels within the school – whole school (Business Plan), Learning Area / school program (Operational Plan) and classroom (Classroom Planning). Planning at all levels is consistent with the Department of Education’s strategic plan, policies and directions for schools.

The school’s Business Plan sets direction for improvement at the whole school level. It is a response to the analysis of whole student and school performance data and indicates ‘what the school is going to do’ to improve performance through the identified Focus Areas.

The school’s Operational Plan is guided by the Business Plan and provides context for teachers’ classroom planning. The Operational Plan indicates the ‘how’ and the ‘who’ of the delivery of the Business Plan. It shows the commitment and contribution by a teacher or groups of teachers to the major priorities and key operational strategies in each Learning Area or program.

Classroom Planning reflects the medium term and daily planning of individual teachers and is guided by the directions set in the school Business Plan and aligned to the Operational Plan.
<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>ACTION</th>
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| Term 1    | Review Semester 2 data—SAIS, First Cut  
            Review of senior school results - internal and external  
            Finalise preparation of Learning Area / Program Operational Plans  
            Review previous year’s student attendance data and targets  
            Finalise preparation of the Student Attendance Plan  
            OLNA Testing |
| Term 2    | NAPLAN Testing  
            OLNA data analysis and review  
            Term 1 attendance data analysis and review  
            Term 1 behaviour data analysis and review  
            Semester 1 review of the Operational Plan  
            Semester 1 review of Senior School data - SAIS |
| Term 3    | OLNA Testing  
            Semester 1 review of student performance data - SAIS  
            Semester 1 attendance and behaviour data analysis, review and comparisons.  
            Review individual and group attendance plans and strategies |
| Term 4    | WACE Examinations  
            OLNA data analysis and review  
            NAPLAN data analysis and review  
            Review NAPLAN results forming comparisons from trends over previous years  
            Review Year 12 school results and validate moderation  
            Review VET results  
            Conduct and analysis of data from the National School Opinion Surveys (biannual)  
            Review and analysis of yearly attendance data  
            Review and analysis of yearly behavioural data  
            Learning Area reviews for Annual Report and forward planning  
            Review and update the Teaching and Learning School Improvement Framework for School Leaders |
FOCUS AREAS FOR THE 2015 – 2017 BUSINESS PLAN

FOCUS AREA 1: Success for All Students

We believe that every student can achieve success. Staff will have high expectations and provide learning opportunities to engage students to reach their academic potential in a safe, caring and challenging environment. All students will have access to quality course/pathway counseling. Regular student attendance will be valued by students and their parents/guardians.

FOCUS AREA 2: Excellence in Teaching and Leadership

Success for all students is dependent on the capacity of teachers to provide for quality teaching and learning. It is also dependent on the quality of the leadership in the school to provide the necessary support, professional learning and opportunities that will enable teachers to acquire excellence in their professional practice.

FOCUS AREA 3: Collaboration and Partnerships

Collaboration and partnerships by the school with the local and broader community value adds to existing school programs by enhancing learning opportunities and learning experiences. Engaging with the community through collaboration and partnerships along with ongoing student success will assist in the creation and maintenance of a positive profile in the community. The school recognises the role of parents as partners in the school education of their child.
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TARGETS AND MILESTONES

By 2017:

NAPLAN – Year 7

- The percentage of Year 7 NAPLAN students who are in Band 7 or above in Numeracy, Reading and Writing will show a positive trend on a three year moving average to 2017 which will be above that for Like Schools.

- The percentage of Year 7 NAPLAN students who are above the National Minimum Standard in each assessment will show a positive trend on a three year moving average to 2017 which will be above that for Like Schools

NAPLAN – YEAR 9

- The percentage of Year 9 NAPLAN students who are in Band 8 or above in Numeracy, Reading and Writing will show a positive trend on a three year moving average to 2017 which will be above that for Like Schools.

  2012-2014 Average for Numeracy: 35.3%
  2012-2014 Average for Reading: 35.7%
  2012-2014 Average for Writing: 28.0%

- The percentage of Year 9 NAPLAN students who are above the National Minimum Standard in each assessment will show a positive trend on a three year moving average which will be 5% - 10% higher in 2017 than for 2014 (with the highest improvement in Writing and Grammar).

  2012-2014 Average for Numeracy: 66.0%
  2012-2014 Average for Reading: 69.3%
  2012-2014 Average for Writing: 52.3%
  2012-2014 Average for Spelling: 64.7%
  2012-2014 Average for Grammar: 57.7%

OLNA – YEAR 10

- The percentage of Year 10 students who, by the end of Year 10, have demonstrated the minimum standard in Numeracy, Reading and Writing through either the OLNA or Year 9 NAPLAN will show a positive trend on a three year moving average to 2017.

  2014 Average for Numeracy: 63.3%
  2014 Average for Reading: 75.5%
  2014 Average for Writing: 71.4%
YEAR 12

- The percentage of Year 12 students to achieve the WACE will show a positive trend (from a baseline of 89% in 2012-2014) on a three year moving average to 2017.
  
  2011-2013 Average: 84%  
  2012-2014 Average: 89%

- The Secondary Attainment rate (ie percentage of students attaining an ATAR of 55+ and/or at least a Certificate II) will show a positive trend (from a baseline of 42% in 2012-2014) on a three year moving average to 2017.
  
  2011-2013 Average: 32%  
  2012-2014 Average: 42%

- The medium ATAR compared to the average medium ATAR for Like-Schools will show a positive trend (from a baseline of 50% in 2014) and a reduced gap on a three year moving average to 2017.
  
  2011-2013 Average: School: 54%; Like-School: 60%  
  2012-2014 Average: School: 50%; Like-School: 61%

- The percentage of Year 12 VET students completing a Certificate II will show a positive trend (from a baseline of 47% in 2012-2014) on a three year moving average to 2017.
  
  2011-2013 Average: 20%  
  2012-2014 Average: 47%

STUDENT ATTENDANCE

- Student regular attendance (90%-100%) will show a positive trend (from a baseline of 46.6% in 2012-2014) on a three year average with an aspirational target of 50% by the end of 2017.

- Student attendance rates will exceed that for Like-Schools and will increase to be within 2.0% of the WA Public Schools attendance rate by the end of 2017.

- Aboriginal student attendance rates will show a positive trend (from a baseline of 76.4% in 2012-2014) on a three year moving average with an aspirational target of 79% by the end of 2017.

LEARNING ENVIRONMENT

- The new school values (personal best, integrity, respect, resilience), introduced in 2015, are embedded in everyday school practices to support student engagement, high standards of achievement and a positive school culture.

- By 2017 all members of the Student Services Team (who have been in the team for at least two years) will have participated in professional learning related to student emotional health, mental health and social development.
FOCUS AREA 1: Success for All Students

We believe that every student can achieve success. Staff will have high expectations and provide learning opportunities to engage students to reach their academic potential in a safe, caring and challenging environment. All students will have access to quality course/pathway counseling. Regular student attendance will be valued by students and their parents/guardians.

STRATEGIES

We will achieve the Targets and Milestones by:

- Providing a breadth of academic programs to reflect the needs/aspirations of students and the community.

- Establishing and implementing a whole-school literacy and a whole-school numeracy plan.

- Participating in the Improving Literacy and Numeracy Partnership (ILNP) program.

- Establishing and implementing a whole-school student attendance plan.

- Appointing a WACE Coordinator to monitor and support the progress of each student Year 11 and Year 12 student towards WACE achievement.

- Conducting a rigorous course/pathway counseling process for all students.

- Offering extensive transition programs for students transitioning from Year 6 to Year 7 and for students transitioning from Year 10 to Year 11.

- Providing both a lower school engagement program and an upper school engagement program.

- Hosting a School Psychologist and School Chaplain to support the school’s Student Services Team.

- Hosting the Polly Farmer ‘Follow the Dream’ program.

- Hosting the Tom Price Emergency Services Cadet Corp.

- Liaising with key agencies on student mental health, family, behavioural and health issues.
FOCUS AREA 2: Excellence in Teaching and Leadership

Success for all students is dependent on the capacity of teachers to provide for quality teaching and learning. It is also dependent on the quality of the leadership in the school to provide the necessary support, professional learning and opportunities that will enable teachers to acquire excellence in their professional practice.

TARGETS AND MILESTONES

By 2017:

- All teachers use technology, including Connect, in their classroom teaching and learning, assessment, recording and reporting to parents.

- At least 80% of teachers engage in classroom observations, reflection and feedback.

- All teachers are to engage the AITSL Professional Standards for Teachers in their professional growth and development including performance management.

- School wide pedagogy includes cooperative learning strategies and all teachers will have adopted and effectively use cooperative learning strategies on a regular basis.

- All teachers will have participated in the Classroom Management Strategies (CMS) professional learning program.

- All teachers will have participated in professional learning that will enable them to engage, in the context of their learning area, literacy and numeracy strategies in their classroom to improve the standards of student literacy and numeracy.

- Professional Learning Communities are established throughout the school and with local primary schools with each teacher actively participating in at least two Professional Learning Communities.

- At least 80% of teachers will have participated in the school’s ‘sister-school’ partnership for purposes of sharing best practice, mentoring, moderation of standards, and support for those staff in their early years of teaching.

- All school leaders to engage the AITSL Principal Standards and the Teaching and Learning School Improvement Framework in their professional growth and development including performance management.

- All Level 3, 4 and 6 school leaders to participate in professional learning that has a focus on (i) classroom observation, reflection and feedback, and (ii) coaching.
FOCUS AREA 2: Excellence in Teaching and Leadership

Success for all students is dependent on the capacity of teachers to provide for quality teaching and learning. It is also dependent on the quality of the leadership in the school to provide the necessary support, professional learning and opportunities that will enable teachers to acquire excellence in their professional practice.

STRATEGIES

We will achieve the Targets and Milestones by:

- Hosting a teacher Development Coach.

- Implementing a framework for peer classroom observation and feedback.

- Conducting the Classroom Management Strategies (CMS) foundation program.

- Participating in the Improving Literacy and Numeracy Partnership (ILNP) program.

- Incorporating the AITSL Australian Professional Standards for Teachers and the AITSL Australian Teacher Performance and Development Framework in the Performance Management of teachers to support their professional growth and development.

- Aligning the Performance Management of L3 and L4 school leaders with the AITSL Australian Professional Standards for Principals.

- All teachers having access to a range of technology (including Connect) and relevant support to enable them to integrate technology into their classroom planning and instruction.

- Establishing and maintaining a ‘sister-school’ relationship with a larger secondary school in Perth.

- Building the capacity of staff to use a variety of cooperative learning strategies (eg through training in CMS, Kagan Cooperative Learning strategies) to enhance student learning.

- Heads of Learning Area developing their Learning Area staff as a Professional Learning Community and leading discussion at each Learning Area meeting with teachers sharing and analysing their classroom practice that has a focus on how the practice has improved student learning.
FOCUS AREA 3: Collaboration and Partnerships

Collaboration and partnerships by the school with the local and broader community value adds to existing school programs by enhancing learning opportunities and learning experiences. Engaging with the community through collaboration and partnerships along with ongoing student success will assist in the creation and maintenance of a positive profile in the community. The school recognises the role of parents as partners in the school education of their child.

TARGETS AND MILESTONES

By 2017:

- The school actively participates in the Pilbara Education Region, Pilbara Alliance of Collaborative Education, Karijini Network and the Ashburton Schools Alliance to bring benefits to both students and staff.

- Parent and community satisfaction with the school will be positively demonstrated through National School Opinion Surveys.

- The school will have formalised and participated in a partnership with a ‘sister-school’ with demonstrable benefits and outcomes to the school.

- The school will value add to student motivation, aspirations and achievement through active engagement in partnerships with Perth based organisations such as (but not limited to) Aspire UWA, SPICE (UWA), Scitech, Polly Farmer Foundation and with a ‘sister-school’.

- All students participating in a work experience program will have access to a work placement with a local employer.

- An appropriate range of VET courses are developed and offered to students in partnership with relevant industry providers.

- Skilled trainers from local industry to provide industry level training and support to staff and students in the school’s Trade Training Centre.

- A School-Aboriginal Community Partnership will be established to meet on a regular basis to address issues related to Aboriginal student attendance, engagement, achievement and well-being.

- The School Board pursues, develops and maintains a higher profile within the school and in the community.

- At least 50% of parents engage with the school through Parent Connect.

- Communication to parents and the community will be enhanced by fully operational electronic means such as SMS, email, school website, Skoolbag and Parent Connect.

- To raise the profile of the school and to improve communication to parents, a school officer is to be employed and trained in the part-time role of Marketing Officer for the school.
FOCUS AREA 3: Collaboration and Partnerships

Collaboration and partnerships by the school with the local and broader community value adds to existing school programs by enhancing learning opportunities and learning experiences. Engaging with the community through collaboration and partnerships along with ongoing student success will assist in the creation and maintenance of a positive profile in the community. The school recognises the role of parents as partners in the school education of their child.

STRATEGIES

- Actively participating in local and regional school networks.
- Strengthening partnerships and relationships with local business, emergency services organisations, industry and VET providers.
- Strengthening partnerships and relationships with organisations outside of the local community
- Fostering positive relationships with parents.
- Offering Parent Connect to parents and to provide support for them to engage with the school through this medium.
- Establishing a ‘sister-school’ partnership with a large secondary school in Perth.
- Preparing a Marketing Plan to promote the school in the community.
- Conducting the National School Opinion Surveys.
- Establishing a partnership with the local Aboriginal communities.
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<tr>
<th>Acronym</th>
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<tr>
<td>AITSL</td>
<td>Australian Institute for Teaching and School Leadership</td>
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<td>ATAR</td>
<td>Australian Tertiary Admissions Rank</td>
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<td>CMS</td>
<td>Classroom Management Strategies</td>
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<td>ILNP</td>
<td>Improving Literacy and Numeracy Partnership</td>
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<td>NAPLAN</td>
<td>National Assessment Program Literacy and Numeracy</td>
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<td>OLNA</td>
<td>Online Literacy and Numeracy Assessment</td>
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<td>SAIS</td>
<td>Student Achievement Information System</td>
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<td>SMS</td>
<td>School Messaging System</td>
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<td>UWA</td>
<td>University of Western Australia</td>
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<td>VET</td>
<td>Vocational Education &amp; Training</td>
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<td>WACE</td>
<td>Western Australian Certificate of Education</td>
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