



2021-2022

BUSINESS PLAN

Kaya. We acknowledge that Australind Senior High School is on Wardandi Noongar Boodja. We acknowledge the Wardandi people as the Traditional Custodians of the land on which we deliver our services and respect their continuing connection to land, waters and community. We offer our respect to Elders past and present.

OUR PURPOSE

Develop and mentor our youth by engaging them positively to foster a strong sense of self responsibility and community responsibility, and to recognise they they are accountable for their own actions and learning. Through this commitment they will experience the benefits of this positive engagement.

WE AIM TO

Cultivate a reflective school culture that is inclusive of all, accepts and promotes diversity, creativity and challenge allowing all to achieve their potential.



*Through Endeavour,
Success*





VALUES THAT DRIVE US

- Respect
- Accountability
- Empathy
- Excellence

OUR MANDATES

- Openly and proactively engage the school community as mutual partners in the growth of our school, and develop meaningful partnerships to enrich student's education.
- Provide an inclusive and safe learning environment.
- Promote a culture of innovation, intellectual challenge, excellence and life-long learning.
- Rigorously review our school performance and use this information to develop and implement appropriate teaching and learning programs and strategies linked to contemporary communities and workplace pathways.
- Value every student and have a high expectation that they will make significant progress irrespective of their starting point.
- Recognise the professionalism and expertise amongst our staff, support their developmental needs and base our decisions on sound research and quality teaching practices.
- Promote learning, allocate resources and nurture partnerships that prioritise healthy individuals, community and the environment to enrich our school community.
- Recognise the importance that our students bring to our school every day and seek to form positive learning partnerships.



What do we stand for?

OUR STAFF REFLECT A CULTURE OF BEING;

- Adaptive
- Flexible
- Consistent
- Fair
- Transparent
- Explicit in our instructions (curriculum and behaviour)
- Modelling our expectations (curriculum and behaviour)
- Inclusive
- Calm and mindful
- Compassionate and empathetic
- Respectful

OUR SCHOOL SPIRIT REFLECTS AN EXPECTATION OF;

- High Achievement and Excellence
- Reaching for potential
- Care
- Commitment
- Dedication
- Respect for Diversity
- Enthusiasm
- Friendship
- Inclusion
- Openness
- Opportunity
- Positivity
- Resilience
- Respect
- Support
- Being welcome



CLASSROOM LEADERSHIP - QUALITY TEACHING SUPPORTING QUALITY LEARNING

WHOLE SCHOOL

The implementation of a Positive Behaviour Support Framework (PBS) to explicitly enhance engagement and relationships across all stakeholders

Focus on Quality Teaching, Collegiate Teachers and Professional Learning Communities enhancing pedagogy and a consistency in whole school practices supporting learning

Use of data to inform teaching strategy, through cycles of Act, Review and cycles of Plan, Act, Assess supporting student improvement

QUALITY TEACHERS

Reflective Performance Development Planning cycles, and appropriate and timely interventions for all staff

Identify clear Senior Teacher and Level 3 teacher roles in the school to enhance access to leadership opportunities

Provide for growth and leadership pathway for all staff that seek to take up new challenges to extend their personal skill

Collegiate learning communities bringing staff together to share good practice and observe good practice in the classroom





CLASSROOM LEADERSHIP - QUALITY TEACHING SUPPORTING QUALITY LEARNING

THE ART OF TEACHING

All teaching staff training: Classroom Management Strategies (CMS)

Some staff: Instructional Strategies Extension (ISE) Conferencing Accreditation Training (CAT)

Teaching Team collaboration, data analysis and planning for actions to enhance engagement and performance

USE OF DATA AND REVIEW

Use of data supporting:

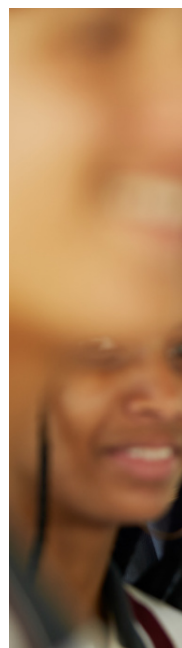
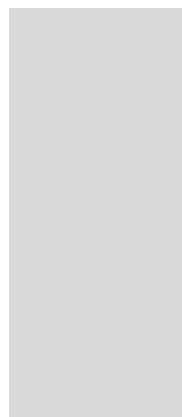
Moderation of teacher judgements against the standards

System data: NAPLAN and OLNA

Quality Feedback to students: ABE Data and Attendance and engagement

Reporting to Parents (Progress and Achievement)

Rigorous self-assessment supported by Operational Planning reflecting the intentions and focus of the Business Plan





LEARNING ENVIRONMENT

Maintain a positive learning environment through agreed values and their explicit teaching to provide authentic and unique learning experiences

Student surveys in relation to the learning environment

Essential tools for the teachers supporting classroom planning, i.e. Function of Behaviour Assessment, Trauma Informed Practice

*Provide an inclusive
and safe learning
environment*



SAFETY AND ACCOUNTABILITY

A culture of high standards and high expectations for self and other

Clear wellbeing supports and interventions for all students

A clear Case Management and Facilitation process supporting student wellbeing

Whole School Literacy and Numeracy curriculum integration supporting the literacy and numeracy needs of students for improved curriculum access

PARTNERSHIPS AND PATHWAYS

Specialist Extension and engagement Programs: Maths and Philosophy, Jazz, EXCEL
Sports and Emergency Service Cadets Unit

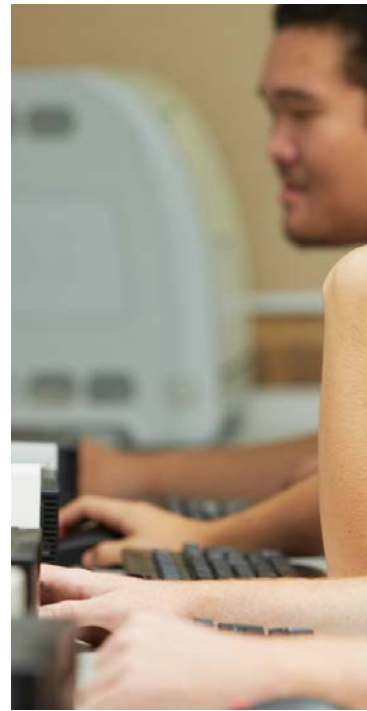
Vocational Education and Training (VET) pathways (various training access)

University pathways (various)

Disability access to training and pathway partnerships support such as NDIS

A commitment to strong links to: parent and Community, Business and Industry

External agencies: Wellbeing, Pathways support beyond school, Participations etc



*Foster a strong sense of
self responsibility*

INCLUSIVITY

Meeting the needs of all students; teacher training for appropriate and specific
planning tool as an awareness linked of particular diagnosis and barriers to learning i.e.
Trauma, ASD, FBA

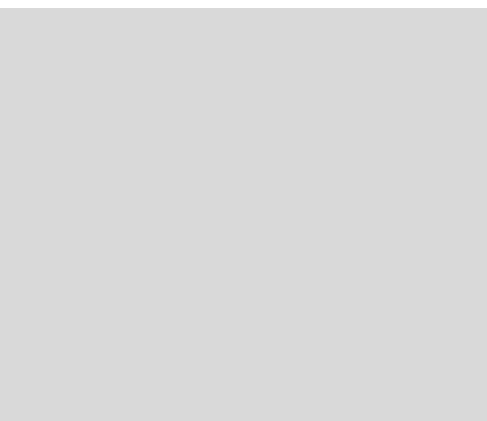
Aboriginal Education: Follow The Dream, Positive engagement with the Cultural
Standards Framework

A commitment to classroom Differentiation and Supporting Extension

ATAR pathway Extension, wellbeing support, including a UniReady pathway

Attendance for all students, monitored, supported and rewarded as required





LITERACY AND NUMERACY

Use of data to identify, track and plan for specific student needs

Shared targeted strategies across school curriculum in all learning areas

Education support and connections with whole school and parents engagement

SCHOOL CULTURE AND LEARNING ENVIRONMENT

Student Leadership across the school and the curriculum

Students and staff leading for understanding of specific needs in the school including Aboriginality (CSF), disability and inclusion, LGBTIQA+, and other contemporary actions

A focus on health and wellbeing interventions supporting staff and students

Students and staff leading the creation of a more engaging school day environment

Social/emotional supports

Alumni



LESCHENAULT ALLIANCE OF PUBLIC SCHOOLS

Academic Extension partnerships

Student leadership across schools

Student talent identification

Shared professional learning

Shared schools community vision through the Bunbury North Network

Public relations and communication

awareness of our communities cultural diversity and how to communicate and support in transition strategies



Cultivate a reflective school culture that is inclusive of all

TECHNOLOGY DEVELOPMENT

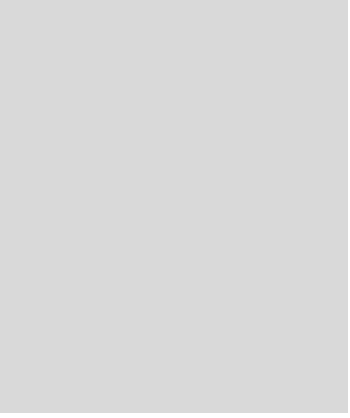
Improved access to new technologies in the school

BYOD increased uptake across the school with the purpose of engaging students in independent management and use

'Compass' monitoring engaging school and home

'Connect' linked to continued engagement capacity





PERFORMANCE MEASURES

LOWER SCHOOL

(stable cohort) Year 7-9

Comparative to
Like Schools and State

SENIOR SCHOOL

(stable cohort) Year 10-12

Comparative to
Like Schools and State

OTHER PERFORMANCE MEASURES

NAPLAN Progress and achievement	OLNA % prequalify OLNA Category levels
---------------------------------------	---

The % shift from Year 7 NAPLAN
to OLN A Pass

WACE Achievement	ATAR University Preference and Alternative entry
---------------------	--

Strategies to reduce the impact of
OLNA on WACE Achievement

Student engagement with other meaningful pathway providers	Community engagement and perceptions survey
---	--

Individual Pathway Planning
other than WACE

RTP Analysis
Progress Reporting for all students
and all subjects
Week 1 of Term 2

Attainment
Certificate II
and/or
ATAR 55+

VET
further training,
apprenticeship,
employment

Cycle of survey -
student, teacher and
parent

Student
engagement in
school
leadership

Median ATAR
State and Like
School
comparison

OLNA performance
increased
pre-qualification
and pass

All Data linked to student: Attendance, Engagement and Participation

MAKING THE LINKS

PLANNING REFERENCED TO:

- School Prospectus
- Strategic Directions for Public Schools 2020 - 2024
- Focus 2021
- Future Directions

