



**CHURCHLANDS  
SENIOR HIGH SCHOOL**

*AN INDEPENDENT PUBLIC SCHOOL*

# **SCHOOL BUSINESS PLAN 2020-2022**

Ngany djoorabiny nidja Noongar Wadjak boodja-k  
noonook-Kodak nyininy. Nganykaadadjiny  
birdiya,koora,yayi wer boordakan.

*Wadjuk Noongar Welcome*

## CHURCHLANDS VISION STATEMENT

Churchlands aims to develop a school community which encourages commitment to personal, social and environmental responsibilities.

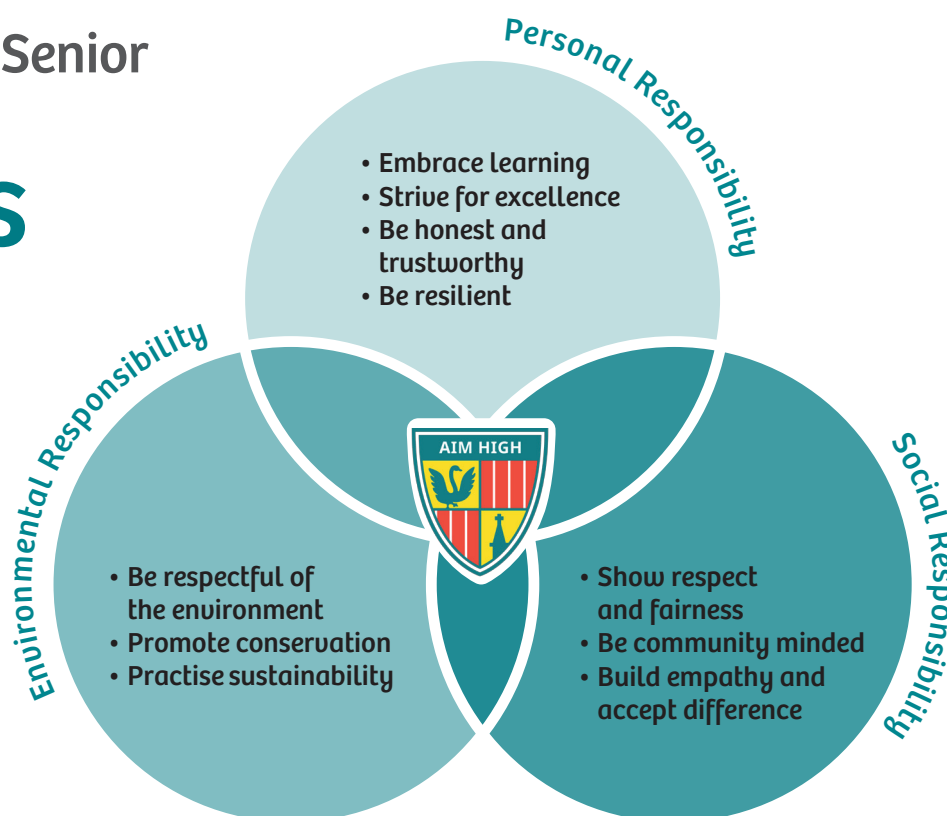
The school provides a caring and supportive environment that challenges members to pursue personal excellence in all endeavours and to be active citizens of the local and global community.

GATE Music excellence continues to be a school priority.

Churchlands Senior High School empowers every member of our community to be the best person they can be and to contribute to the wellbeing of self and others.

## CHURCHLANDS VALUES

### Churchlands Senior High School values

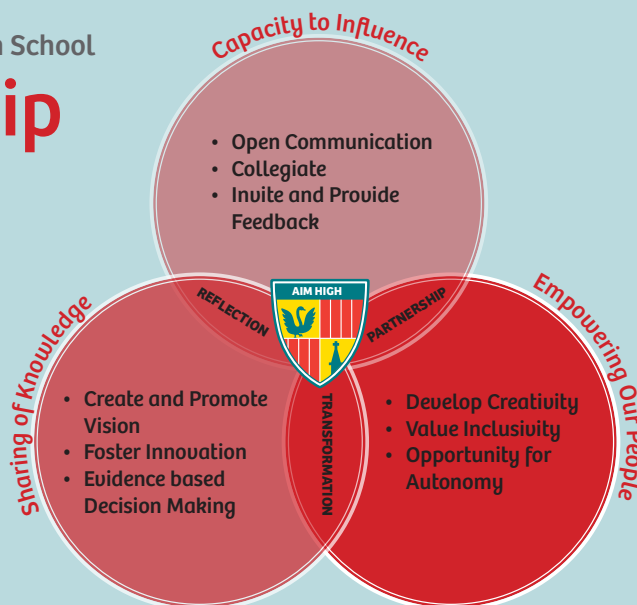




## LEADERSHIP BELIEFS

Churchlands Senior High School

### Leadership



Staff approach leadership with inspiration and aspiration, they engage in leadership opportunities and model effective leadership to our students preparing them for successful futures.

Leaders reflect on data, and promote evidence based strategies for innovation and change to support a shared school vision.

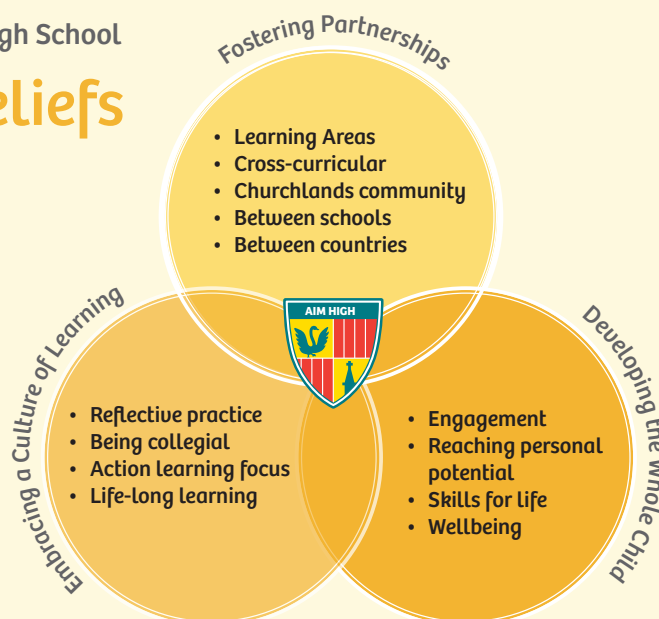
Leaders support collective efficacy by advocating for the community voice, encouraging feedback, open communication and collegiality.

Leaders value autonomy and agency, supporting innovation and creativity.

## TEACHER BELIEFS

Churchlands Senior High School

### Teacher Beliefs



Churchlands staff believe they can collectively accomplish great things, which is vital for the wellbeing of our school.

By working together, every teacher can make a positive contribution to enhance the development of the whole child.

Teachers approach teaching and learning with a growth mindset to enable their students to flourish and become deep learners who understand that with effort and perseverance they can succeed.

Teachers display a positive attitude to professional development, embrace a culture of learning, and implement evidence-based instructional strategies.

## FOCUS AREA - ACTIVE CITIZENSHIP

Target Areas	Strategies May Include
<b>Develop a whole school culture of wellbeing through a distributive leadership model</b>	<ul style="list-style-type: none"> <li>Teachers access formal and informal professional learning in the principles of wellbeing and apply them to enhance their own lives.</li> <li>Investigate opportunities for improving student wellbeing across the school.</li> </ul>
<b>Increasing recognition and acknowledgement of good citizenship</b>	<ul style="list-style-type: none"> <li>Increasing number of Active Citizen Awards for students at whole-school assemblies per year-group to be awarded along with Academic Awards.</li> <li>Recognise staff that are leading school citizens at whole-school assembly.</li> <li>Communicate strongly to parents that at Churchlands Senior High School (CSHS) we are valuing citizenship more highly by strongly promoting Active Citizen Award winners in school publications and media.</li> <li>Survey student views on citizenship opportunities annually through the student councils.</li> </ul>
<b>Develop a renewed sense of school pride and community spirit through improved engagement</b>	<ul style="list-style-type: none"> <li>Student Council work collaboratively to create a vision at the start of each school year and review at the end.</li> <li>Increase engagement in the House Points competition by ensuring that activities (especially non-sporting) provide an opportunity to contribute to House Points – include in Operational Planning for Faculties. Incentivise the House Points system by including rewards and prizes.</li> <li>Investigate options for staff and community of some CSHS clothing options such as scarfs, polo shirts, caps.</li> <li>Invite members of the School Board, P &amp; C and Alumni to attend Whole-school assemblies.</li> <li>Continue to consult with local Aboriginal community and family members and encourage positive connections with the school.</li> <li>Investigate the opportunity to develop a school-based Reconciliation Action Plan.</li> </ul>
<b>Improve Environmental awareness and responsibility</b>	<ul style="list-style-type: none"> <li>Recognise outstanding students by implementing 'Environmental Change-maker' annual awards.</li> <li>Staff and student Environment Team to continue to develop litter reduction strategies including a campaign to educate parents about heavily reducing lunch box plastic wrappings and potential litter.</li> <li>Expand the Greenbatch Recycling Program with access to the Container Deposit Scheme in 2020 and seek out new recycling measures such as for writing implements.</li> <li>Raise environmental awareness through installation art as part of the new school grounds development with student input.</li> <li>Continue to implement an improved grounds plan with a landscape architect and school grounds committee. Develop greater school pride through revitalised yard spaces with more to do for students.</li> </ul>

## FOCUS AREA - EFFECTIVE LEADERSHIP

Target Areas	Strategies May Include
<b>Provide opportunities for aspirant leaders through a range of targeted programs</b>	<ul style="list-style-type: none"> <li>• Continue to communicate leadership opportunities for staff including access to the aspirant program.</li> <li>• Continue to communicate transparent selection process and criteria for all internal leadership positions, including advertising the Aspirant Leadership Pool yearly.</li> <li>• Facilitate mentoring for aspirant leaders either formally or informally as needed</li> <li>• Encourage creativity and curiosity towards educational research and trends.</li> <li>• Continue with the Aspirant Development Program and the Level 3 Classroom Teacher Program.</li> <li>• Develop and introduce a staff recognition program.</li> <li>• Review the Bastow Leadership Development initiative, including reviewing the options for Level 2–3 leaders.</li> <li>• Advertise working parties school wide as required.</li> </ul>
<b>Measurements on instructional leadership, collaboration and collective efficacy show continued improvement 2020-2022</b>	<ul style="list-style-type: none"> <li>• Executive Team, along with Senior Staff to utilise a range of suitable reflection and feedback tools to inform their practice.</li> <li>• Continuation of professional learning on Instructional Leadership as needed.</li> <li>• Promote, encourage and provide opportunities for leaders to build and maintain an active professional leadership network and engage in system-wide leadership, via advertising opportunities as they become available.</li> <li>• Executive and Senior Leaders to enhance structures that support better connections with teaching and non-teaching staff</li> <li>• Clear articulation of all leadership roles and responsibilities in the school from L2–L6.</li> <li>• All leaders within the school to use Instructional Leadership strategies to develop skills within their area and team.</li> </ul>
<b>Further develop student leadership opportunities in cultural, social, creative, artistic, sporting and academic realms</b>	<ul style="list-style-type: none"> <li>• A range of Student Leadership positions are established in Community Service Portfolio, including: World Vision Coordinator, Duke of Edinburgh Assistant Leader, Events Supervisor Relay for Life, Charity Coordinator Lions Club, Charity Coordinator Rotary, Charity Coordinator Police and Community Youth Centres and Leaders in Dance and Drama productions. Student Leaders undertake appropriate training courses for these positions.</li> <li>• Actively identify and promote student leadership potential and student leadership opportunities.</li> <li>• Increased acknowledgement and support of all facets of student leadership within the school community.</li> <li>• Investigate the co-design model to develop a new Aboriginal Student Leadership program.</li> </ul>

## FOCUS AREA - HIGH QUALITY TEACHING

Target Areas	Strategies May Include
<b>Improve teachers' perception of their collective teacher efficacy</b>	<ul style="list-style-type: none"> <li>• Increase opportunities for collegial reflection, the sharing of teaching strategies and skills, and the identification of the impact of teaching through evidence collected from multiple sources for example through learning area, senior staff and whole staff meetings.</li> <li>• Promote conversations around the impact of teaching practices on student personal, social and academic goals.</li> <li>• Continue to use meaningful classroom observation as a means of improving classroom teaching practice and clarify expectations around classroom observations.</li> <li>• Provision of allocated time for teachers to develop, promote and support a deeper common understanding of teaching and learning aligned with the mandated, Learning Area specific, WA curriculum.</li> <li>• Provide opportunities for staff to share best practice specifically during Learning Area and Professional Learning sessions.</li> </ul>
<b>Promote assessment for learning over assessment for grading</b>	<ul style="list-style-type: none"> <li>• Provide teachers with flexibility to allow students the opportunity to demonstrate learning through a variety of authentic assessment types that ultimately contribute to their grades, with a focus on tasks designed to engage students in formative assessment practices such as self assessment, peer assessment and reflection.</li> <li>• Encourage Formative Assessment practices across the school including using growth mindset aligned strategies when providing feedback to students to support student self-efficacy.</li> <li>• Continue to provide opportunities for student goal setting (personal, social and academic) and reflection.</li> <li>• Continue to provide learning spaces that support learning, peer interaction and cooperation.</li> <li>• Support teachers by continuing to provide quality PL on Formative and Summative Assessment practices and collecting, maintaining and analysing assessment data in the teaching and learning cycle.</li> </ul>
<b>Teachers access Professional Learning (PL) appropriate to their teaching and learning needs</b>	<ul style="list-style-type: none"> <li>• Support teachers to allocate grades in association with the Judging Standards for the Western Australian Curriculum.</li> <li>• Continue with the Think Tank model to focus on Teaching and Learning PL to support for example the explicit teaching of General Capabilities (Critical and Creative Thinking, ICT and Personal Social Capability) and Cross-Curricular Priorities.</li> <li>• Provide PL opportunities that target the improvement of outcomes for students requiring additional support (i.e. IEPs, EALD, ATSI, differentiation, modification and extension).</li> <li>• Continue to support and promote teacher engagement in authentic reflection aligned to the AITSL standards as part of their performance development.</li> <li>• Support processes that empower Teacher Leaders to increase the focus of conversations towards teaching and learning at professional development sessions, learning area meetings and whole staff conferences</li> <li>• Continue to implement and improve programs to support early career teachers</li> <li>• Provide staff with cultural responsiveness training so that the culture of the school reflects the Aboriginal Cultural Standards Framework and embeds Aboriginal ways of knowing, being and doing into learning area curriculum.</li> </ul>

## FOCUS AREA - SUCCESS FOR ALL STUDENTS

Target Areas	Strategies May Include
<b>Demonstrate continual improvement in achievement for all students</b>	<ul style="list-style-type: none"> <li>Teachers acknowledge the improvement of literacy and numeracy for all students across learning areas to promote a growth mindset.</li> <li>Classroom Teachers of students with learning needs work in consultation with their HOLA and relevant support teams to design personalised/group curriculum plans and assessments to best enable students to achieve success.</li> <li>Identify and support academically talented Aboriginal students and provide them with supported programs to ATAR, academic and university pathways.</li> <li>Investigate opportunities for baseline testing (such as PAT testing for the start of Year 7 and Year 8) to provide comparable assessment of growth and identify student learning needs.</li> <li>Re-establish the Literacy and Numeracy Committee to support the implementation of Scope and Sequence documents for Literacy and Numeracy.</li> <li>Investigate ways of further involving parents of students who require additional support with engagement in the learning program.</li> <li>Identify and support Aboriginal students with low attendance and/or low literacy and numeracy and provide them with targeted support through case conferences, differentiated work and specific interventions.</li> <li>EAL/D students English progress across years and key transitions continues to be monitored and this information shared with relevant teaching staff and pastoral care staff.</li> </ul>
<b>Students perceive a greater emphasis placed on assessment for learning in order to facilitate student self-efficacy</b>	<ul style="list-style-type: none"> <li>Investigate implementation of alternate education pathways for students who are disengaged or yet to achieve OLNA in Years 10, 11 and 12.</li> <li>Maintain the existing SEQTA alignment of rewards but add a category for General Capabilities.</li> <li>Promote alternative pathways such as VET and non-ATAR pathways into Year 9 and 10.</li> <li>Investigate further enriching learning experiences for non-AEP students to provide all students with diverse learning experiences on and off campus.</li> </ul>

(cont'd)



## SUCCESS FOR ALL STUDENTS *(cont'd)*

Target Areas	Strategies May Include
<b>Provide all students the opportunity to engage in STEM</b>	<ul style="list-style-type: none"> <li>• Promote after school STEM Club to incoming students, Year 7s and 8s.</li> <li>• Provide authentic project-based learning opportunities to all students through the Year 9 and 10 STEM elective course.</li> <li>• Investigate provision of more STEM-style learning (critical thinking, creativity) in upper school classes</li> <li>• Investigate ways to further embed STEM in teaching and learning across all Learning Areas</li> </ul>
<b>Exceed current achievements against required DOE system performance standards</b>	<ul style="list-style-type: none"> <li>• Percentage of students achieving 80% or above attendance is maintained at 93%.</li> <li>• Percentage of students achieving 90% or above attendance rises from 78% to 80%.</li> <li>• Percentages of CSHS students in Years 7 and 9 at or below national minimal standards in NAPLAN is reduced (measured against the previous four year averages).</li> <li>• Maintain or improve the CSHS mean scaled scores of students above the National Mean scaled scores in Years 7 and 9 NAPLAN.</li> <li>• WACE achievement is equal to or greater than 96%.</li> <li>• The number of eligible students receiving an offer to University is 95% or higher.</li> <li>• A minimum of 80% of ATAR students receive an ATAR of 70+.</li> <li>• Percentage of VET students achieving a Certificate II and/or above is maintained at 97% or higher.</li> <li>• The school's "attainment rate" (ATAR 55+ and/or completion of minimum Certificate II) is 98% or higher.</li> <li>• 98% or more of students meet OLNA targets by the end of Year 12.</li> </ul>