



CHURCHLANDS
SENIOR HIGH SCHOOL

Aim High



Business Plan

2023-2026



CHURCHLANDS SENIOR HIGH SCHOOL

KAYA. NIDJA WHADJUK NOONGAR BOODJA

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

Hello. This place is Whadjuk Noongar Country. We respectfully acknowledge the past and present traditional custodians of this land on which our school stands, the Whadjuk Noongar people. It is a privilege to be learning on Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.



OUR VISION

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

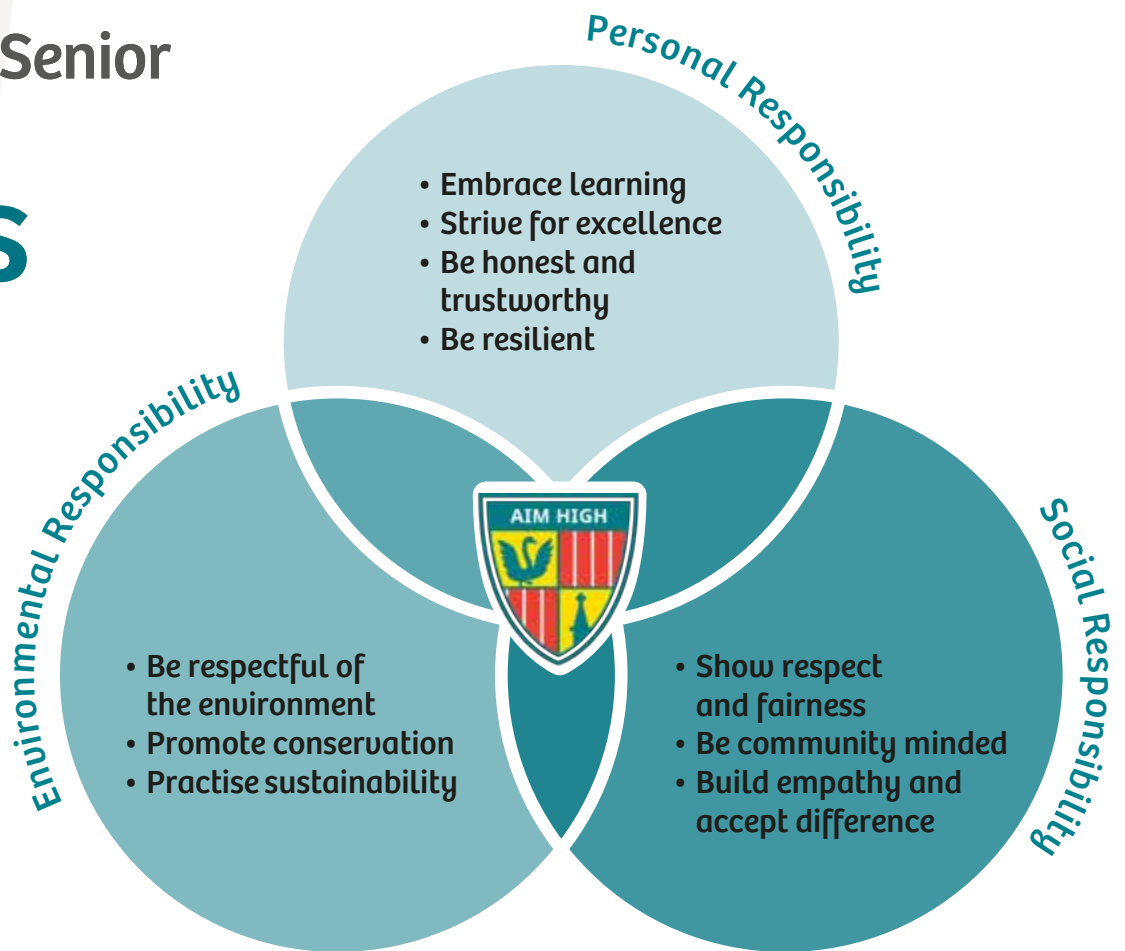
The school provides a caring and supportive environment that challenges members to pursue personal excellence in all endeavours and to be active citizens of the local and global community. GATE Music excellence continues to be a school priority.

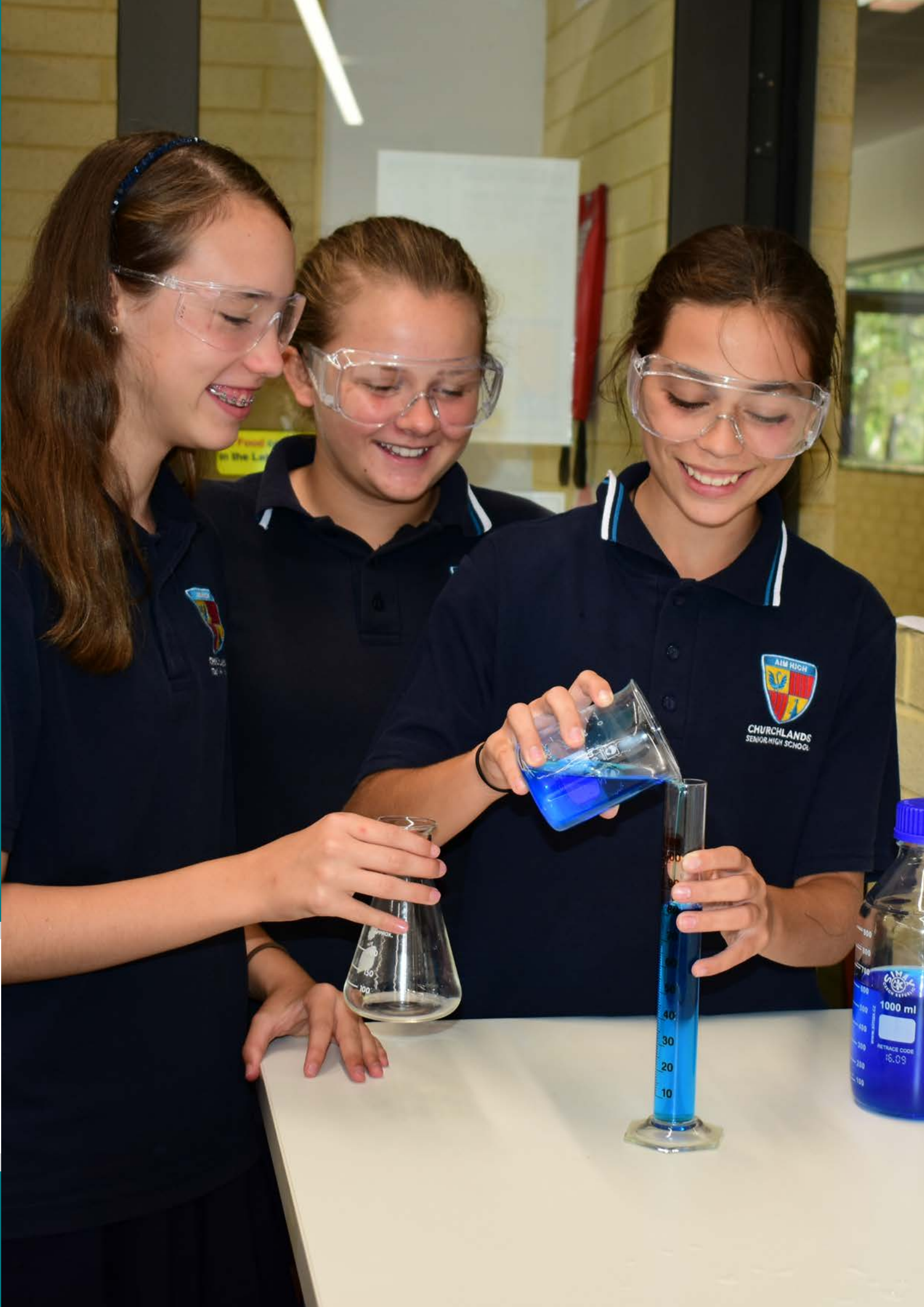
Churchlands Senior High School empowers every member of our community to be the best person they can be and to contribute to the wellbeing of self and others.



OUR VALUES

Churchlands Senior High School values





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

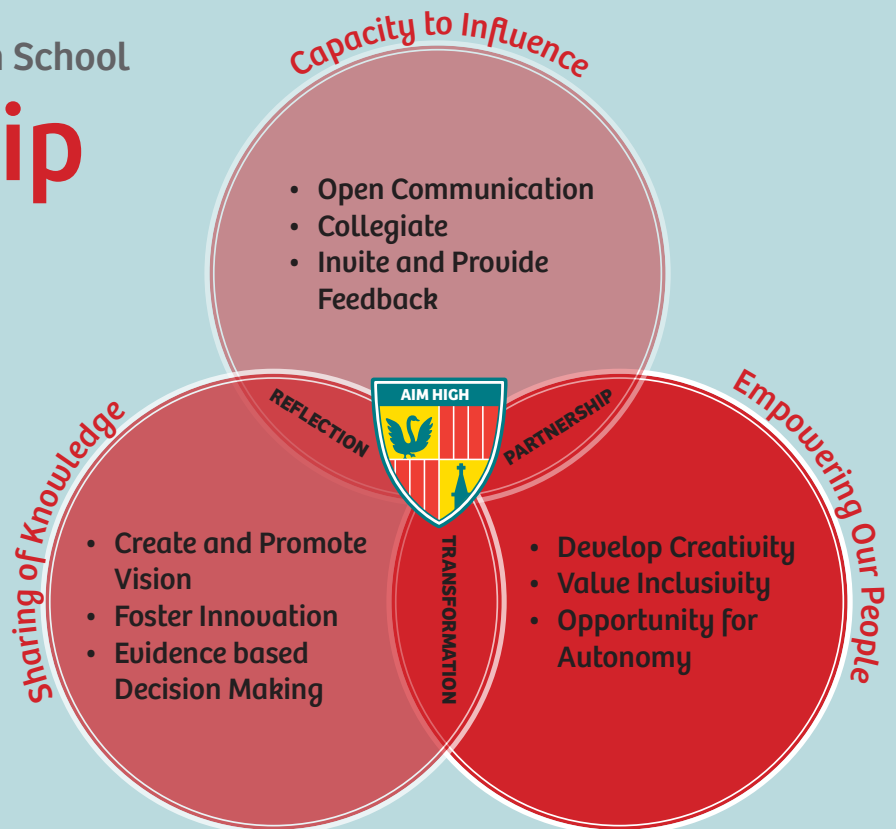
Leaders reflect on data, and promote evidence based strategies for innovation and change to support a shared school vision.

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.

Churchlands Senior High School

Leadership



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

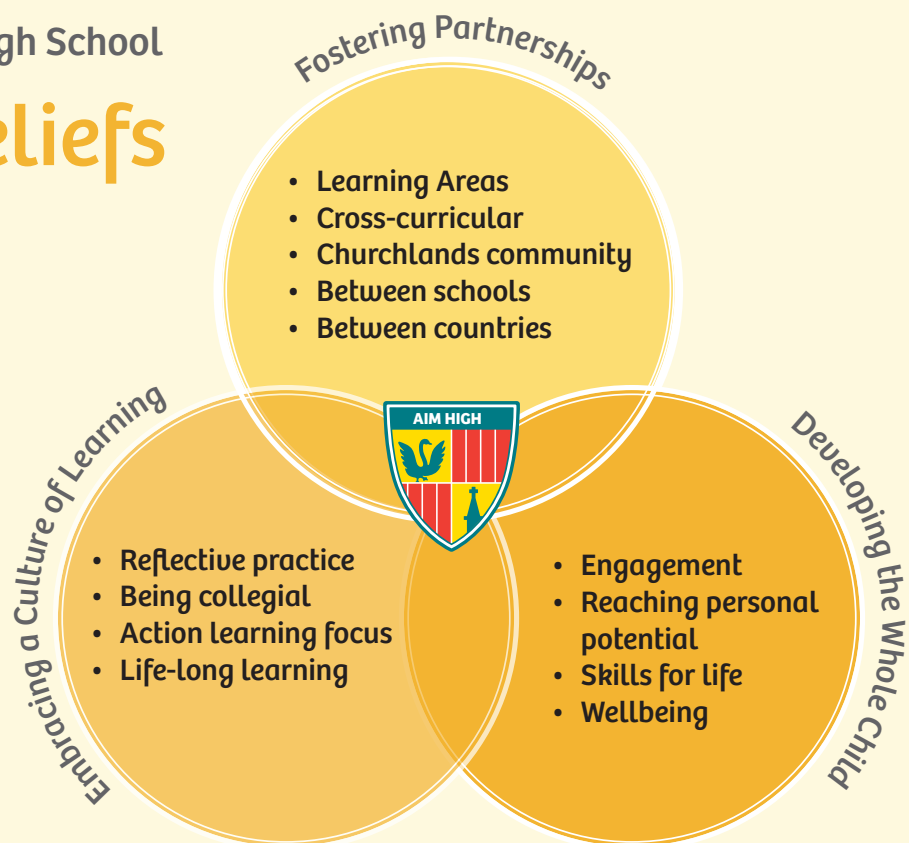
By working together, every teacher can make a positive contribution to enhance the development of the whole child.

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 evidencebased instructional strategies.

Churchlands Senior High School

Teacher Beliefs



HIGH QUALITY TEACHING

At Churchlands, there is an ethos on the continued development of High Quality Teaching and Learning with a shared ownership to support the successful learning of all students.

Target

- Teachers have completed Formative Assessment collaborative professional learning utilizing an ongoing action-learning component.
- Formative Assessment practices are evident in the classroom practice of all teachers.

- Whole school approach to teaching and learning is evident in the classroom practice of all teachers.
- All staff participate in Classroom Observations as a means of enhancing classroom teaching practice.
- Provide PL opportunities that target the improvement of outcomes for students appropriate to their learning needs

- All teachers are competent in the use of ICT to complement lesson delivery both in the classroom and remotely.
- Churchlands SHS remains a lead school in its provision of ICT design and delivery.

Strategies

- Continue to provide PL on Formative Assessment practices. Teacher leaders in learning areas focus on action learning.
- Support teachers in analysing Formative Assessment data to make changes to their teaching and learning practice.
- Continue to provide opportunities for student goal setting (personal, social, and academic) and reflection.
- Promote conversations around the impact of teaching practices on student personal, social, and academic goals.
- Promote a growth mindset when providing feedback to support the development of student self-efficacy.

- The CSHS Quality Teaching and Learning Framework (QT&LF) is adopted.
- Ongoing provision of ChArT PL aligned to CSHS QT&LF.
- QT&LF reminders are presented at SLT then via HOLAs to LA Staff.
- Use the Think Tank model to focus on Teaching and Learning PL.
- Support and promote classroom observation that is linked to the QT&LF.
- Teachers review, create (resources) and implement updated curriculum.
- Provide PL on the ongoing implementation of documented plans for targeted students.

- Professional learning is provided to all new staff in the use of ICT at Churchlands.
- Innovation in ICT use is maintained and shared with staff.
- Churchlands maintains its independence from the Education Department's network.



EFFECTIVE LEADERSHIP

Churchlands Senior High School is committed to the ongoing development of highly effective leaders among staff and students

Target

- Potential leaders are identified, supported and proactive in the ongoing development of their leadership skills.
- Promote student leadership potential and student leadership opportunities.
- Promote and use student voice in school decision making.

Strategies

- Support aspirant Level 3 Classroom Teachers.
- Develop leaders through strategies such as mentoring and work shadowing.
- Support identified staff to attend targeted professional learning.
- Encourage aspirants to engage in the development and management of whole school projects for school improvement and to enhance their leadership skills.
- Encourage staff to self-nominate for leadership roles.
- Utilise Churchlands Foundation Scholarship funds to support aspirant leaders.
- Build on the wide range of student leadership opportunities within the school.
- Provide leadership opportunities for Aboriginal students.
- Explore and identify external programs to enhance student leadership capacity.
- Utilise Churchlands Foundation Scholarship funds to support student leaders.
- Promote student agency by embracing student ideas and consulting with them to make decisions in collaboration with working parties.



LEARNING ENVIRONMENT

At Churchlands Senior High School, we provide a safe, supportive and inclusive Learning Environment with clear behavioural expectations of students

Target

- Maintain extra-curricular activities that enhance the overall school experience for students.
- Develop a whole school culture of positive wellbeing: physical, mental, and psychological.
- Fully implement the Aboriginal Cultural Standards Framework.
- Students, staff and parents acknowledge improvement in the management of student behaviour.
- Staff and students feel safe at Churchlands SHS.
- Churchlands maintains extensive data and uses data to drive decision making with respect to student behaviours, attendance and academic performance.
- School Values are promoted and modelled by staff and students across all school settings.

Strategies

- Increase student access to programs to encourage positive student mental health and wellbeing.
- Review the structure of the school day to allow for effective implementation of pastoral care programs.
- Promote and encourage resilience across year levels (e.g., emotional literacy, coping strategies, healthy lifestyles).
- Educate staff and students how to access support (e.g. Employee Assistance Program, Student Services, Learning Support Team).
- Collaboration between the staff wellbeing team and student wellbeing team to promote and enhance wellbeing.
- Improve the visibility of Aboriginal culture in the school environment with artwork, classroom resources, and celebration of important events such as NAIDOC Week.
- Provide opportunities for staff to develop cultural responsiveness and embed Aboriginal ways of knowing, being and doing into learning areas.
- Foster mutually respectful relationships and positive participation with local Aboriginal elders and families.
- Common classroom expectations are displayed in all areas of the school.
- Classroom Management Strategies (CMS) are evident in the practice of all staff.
- III. Restorative practice and trauma informed practices are implemented across the school.
- Effective use of the learning management system is employed to accurately record student data such as attendance, behaviour and academic achievement.
- Recognition and acknowledgement of students displaying the school's values through awards at assemblies.
- All classrooms display the school's values and expectations for students.

SUCCESSFUL STUDENTS

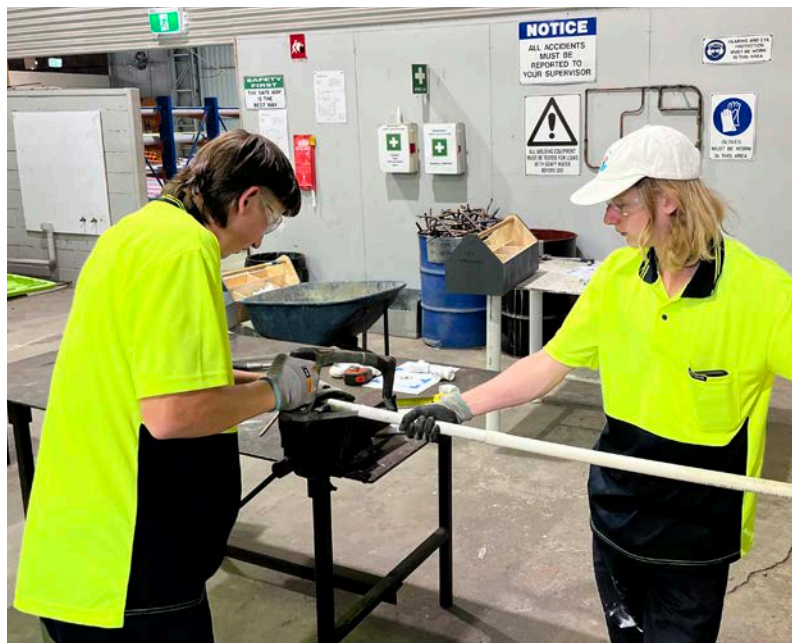
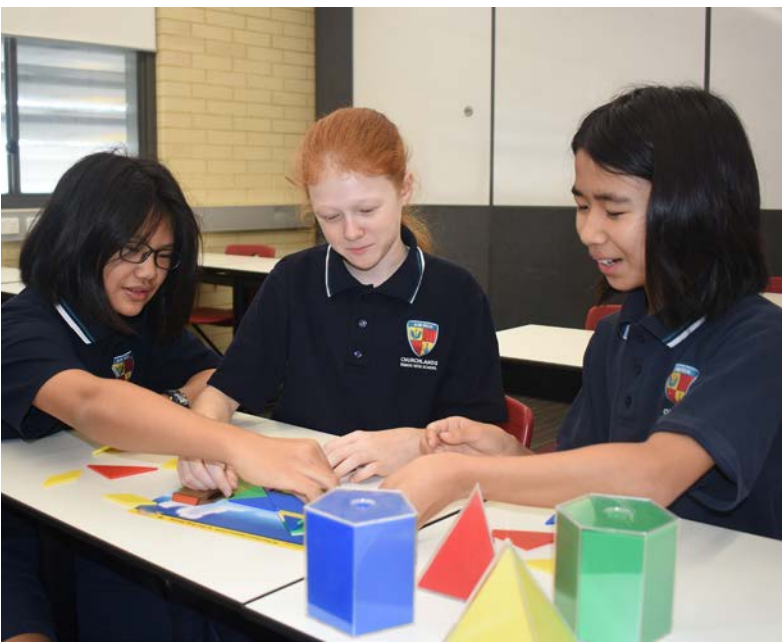
At Churchlands Senior High School, opportunities are provided to ensure all students have the opportunity to thrive

Target

- Engage students early in pathway planning.
- WACE achievement and median ATAR are above like schools.
- The percentage of students achieving minimum literacy and numeracy standards (OLNA) by the end of year 12 are above like schools.
- The percentage of VET students achieving Certificate II or higher is above like schools.
- Progress in Years 7 and 9 NAPLAN data is maintained or improved.
- Provide learning opportunities that target the improvement of outcomes for all students appropriate to their learning needs.
- Students engage in formative assessment practices to improve their own learning.
- Celebrate and acknowledge student success in the four pillars – Academic, Cultural, Sporting and Active Citizenship.

Strategies

- Implement 7 – 12 students Individual Pathway Planning document through Career Education and HASS.
- All students are provided with information relevant to subject selection and pathways.
- Continuing to offer alternative education options to support transition into workforce or further education.
- Specialist teams support teachers to provide an inclusive learning environment for all students.
- All Year 12 students participate in a Personal Planning meeting
- Promote and provide a holistic approach to supporting student achievement (managing stress, coping with challenges, effective study skills etc)
- Targeted learning programs provided by specialist Literacy and Numeracy staff
- Maintain the Academic Extension Program (AEP)
- Teachers regularly provide opportunities for formative assessment to encourage students to reflect and use feedback to determine the next step in their learning.
- Whole School and Year Assemblies.





RELATIONSHIPS AND PARTNERSHIPS

At Churchlands Senior High School, we value effective working Relationships and Partnerships with all stakeholders.

Target

- Maintain effective working relationships with partners of the school.
- Enhance engagement practices with parents and families that are responsive to their needs.
- Community Service based programs are maintained.
- Maintain Churchlands parent and community volunteer program to provide opportunities in a range of areas within the school.

Strategies

- Continue to engage school partners in regular on-site events.
- Effective marketing strategies to promote school events and community engagement.
- School, parent and student surveys to canvass ideas.
- The school continues to employ a Community Service Coordinator who offers a range of growth initiatives for students for students to build on their leadership and community service portfolio.
- Actively promote volunteering opportunities to parents and the school community.





CHURCHLANDS
SENIOR HIGH SCHOOL

T: +61 (8) 9441 1700
E: enquiries@churchlands.wa.edu.au
20 Lucca Street, Churchlands WA 6018
churchlands.wa.edu.au