

# Churchlands Senior High School

## An Independent Public School

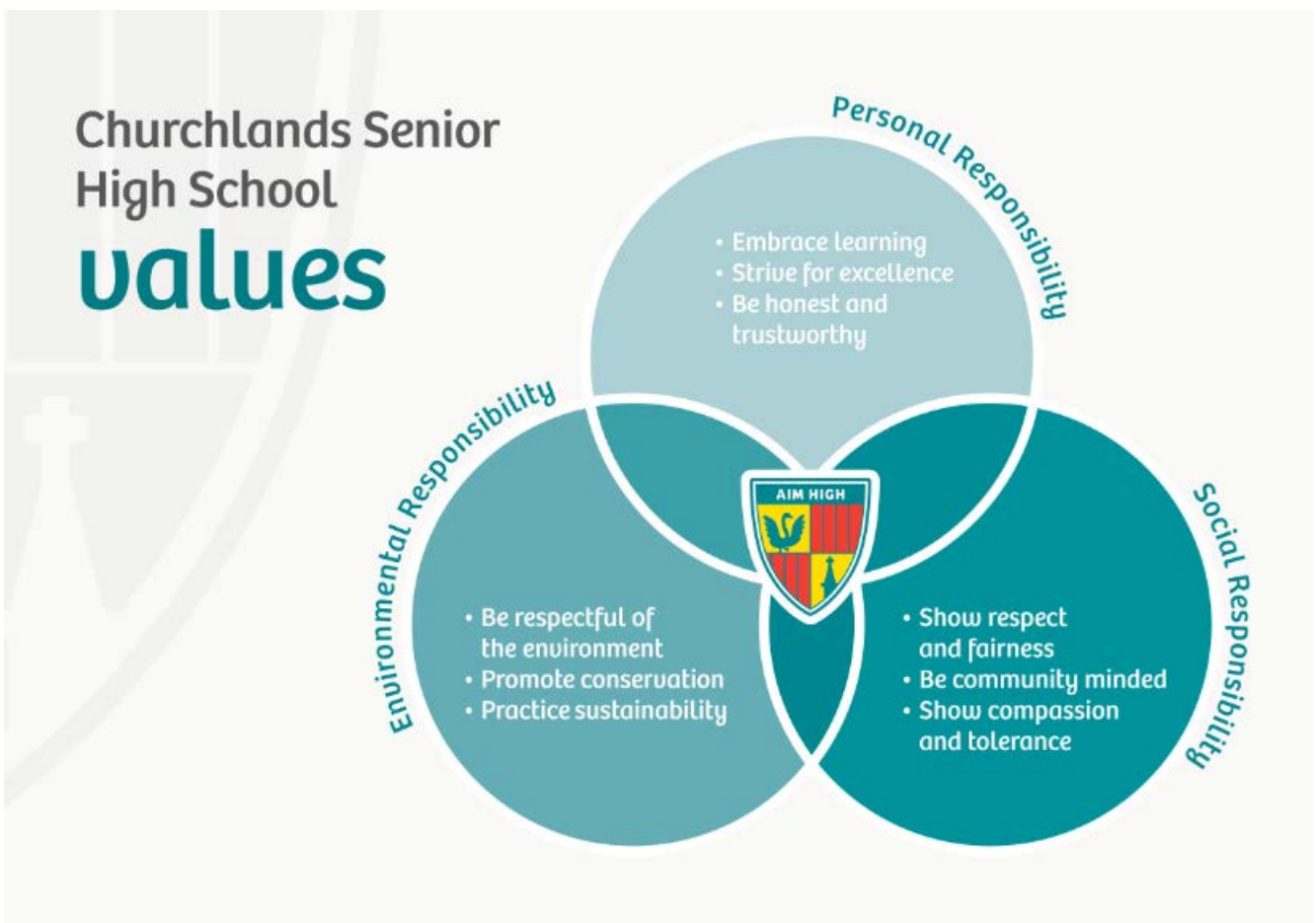
### School Business Plan 2017-2019

#### Churchlands Vision Statement

Churchlands aims to develop a school community which encourages personal, social and environmental responsibilities. The school is committed to providing a caring and supportive environment that challenges the school community to pursue personal excellence in all endeavours and to be active citizens of the local and global community

#### Churchlands Values

Churchlands challenges students to achieve personal excellence in all endeavours and to be active citizens in the local and global communities. Our values reflect the life skills students require to meet this challenge.



<p style="text-align: center;"><b>Focus Areas 1</b> <b>High Quality Teaching</b></p>	<p style="text-align: center;"><b>Focus Areas 2.</b> <b>Success for all Students</b></p>
<p><b>Outcomes/results/Work Force Committee</b></p> <p>Churchlands SHS will continue to adopt strategies aimed at improving the capacity of teaching staff using research based best practice.</p>	<p><b>Outcomes/Results/Senior School Committee/Junior Secondary School Committee/Middle Secondary Committee</b></p> <p>Churchlands maintains high expectations of students as engaged, confident and independent learners.</p>
<p><b>School Targets</b></p> <ul style="list-style-type: none"> <li>• The percentage of teachers that participate in classroom observations and reflection approaches 100%.</li> <li>• The number of teachers who are trained in CMS F, CMS ISE and ChArT IDEAS increases annually.</li> <li>• All staff participate in a Performance Development program that is reflective and based on the AITSL standards.</li> <li>• Over 90% of graduate teachers achieve full registration within their first two years.</li> </ul> <p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>• A new Teacher Induction program is implemented with surveys reflecting that the process provides new teachers with an understanding of the culture, processes, expectations and roles at CSHS.</li> <li>• Staff use data and seek feedback on their performance from students, peers and line managers to reflect on practice and inform planning.</li> <li>• Learning Areas prioritise the sharing of teaching and learning practice.</li> <li>• Teaching and Learning programs include the explicit teaching of the General Capabilities.</li> <li>• The Aboriginal Cultural Standards Framework is implemented.</li> <li>• Professional learning is targeted towards enhancing the teaching and learning capacity of teachers.</li> <li>• Student survey data shows that students are provided with opportunities to set goals, receive feedback and to reflect on their thinking and learning.</li> <li>• All teachers are competent users of Office 365 and regularly provide collaborative learning opportunities through this medium.</li> </ul>	<p><b>School Targets</b></p> <ul style="list-style-type: none"> <li>• NAPLAN data is equal to or better than like schools.</li> <li>• Establish a trend of high progress for the top end students from Year 7 to Year 9 students in the high and very high categories of achievement progression for NAPLAN.</li> <li>• NAPLAN achievement progression from Year 7 to Year 9 'above expected' in all areas tested compared to like schools.</li> <li>• The gap between Aboriginal and non-Aboriginal achievement in NAPLAN and OLN is reduced over the life of the plan.</li> <li>• 98% or more students meet OLN targets by the end of Year 12.</li> <li>• WACE achievement is equal to or greater than 96%.</li> <li>• Consistent placement in the top 5 government schools and top 20 WA schools for ATAR results.</li> <li>• Annual rankings in the top 50 VET schools.</li> <li>• A minimum of 10 courses ranked in top 10 in state.</li> <li>• A minimum 80 % of students achieve an ATAR greater than 70.</li> <li>• 20 % of students achieve an ATAR greater than 95.</li> <li>• 90% completion rate for VET students.</li> <li>• The school's attainment rate is consistently above 97%.</li> <li>• The school's destination data shows a minimum of 95% of students are engaged in further training, education or employment.</li> <li>• The Year 10 AEP Cohort when assessed at Year 12 level has a minimum median ATAR of 92.</li> </ul> <p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>• Enrolment data shows an increasing percentage of students studying challenging levels of Maths and Science subjects in Year 11 and 12.</li> <li>• Engagement in junior and middle secondary STEM opportunities increases.</li> <li>• All students are competent users of Office 365 and access programs to collaborate and engage in learning opportunities.</li> </ul>
<p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for formative assessments are mapped onto learning area course outlines.</li> <li>• There is a whole school focus on critical and creative thinking.</li> <li>• Teachers continue to adapt lesson content and teaching strategies to meet the needs of individual students.</li> <li>• A range of classroom observation models are available to facilitate teacher engagement.</li> <li>• Regular opportunities to plan for/reflect on classroom observation are provided through creative timetabling and room allocation, PD Days, Staff Conferences and Faculty meetings.</li> <li>• Classroom observation and Professional Learning Teams are used to facilitate the transfer of professional learning.</li> <li>• Teachers develop and implement tasks, tactics and routines to explicitly teach General Capabilities, and to develop a language, common to students and teachers.</li> <li>• Teachers develop an understanding of Learning Intentions and their purpose.</li> <li>• Teachers can choose from a range of appropriate professional learning opportunities.</li> <li>• School and Learning Area policies and curriculum reflect a commitment to inclusivity and diversity.</li> <li>• Teachers collaborate in the development and implementation of all Student Plans.</li> <li>• Teachers acknowledge and plan for inclusivity and diversity.</li> </ul>	<p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>• Maintain dedicated literacy and numeracy support for all students.</li> <li>• Teach higher order critical and creative thinking to lift the achievement of all students.</li> <li>• Provide students with opportunities to develop their ICT skills.</li> <li>• Use of classroom observation 'lesson walk' to share best literacy strategy practice across the school.</li> <li>• Formative assessment practices include student goal setting and reflection, including metacognition.</li> <li>• Pastoral care teams develop and maintain programs that promote development of self-efficacy for whole year and targeted groups.</li> <li>• Learning Areas continue to analyse academic data and use this as a basis for planning for improvement.</li> <li>• Program and House Coordinators, Literacy and Numeracy specialists, collaborate to increase student attendance and engagement at OLN preparation classes.</li> <li>• Maintain motivational initiatives for ATAR, General and VET students.</li> <li>• Continue program of rigorous assessment in first 6 weeks and counsel students as required.</li> <li>• All Year 12 students undergo Personal Planning Sessions in Term 1 and Term 3.</li> <li>• Continue with homework classes each Monday - Wednesday in the library (Year 7-12). 3 x 'Late Library' sessions prior to Semester 1 and 2 exams. Specific study skills program delivered to all students.</li> <li>• Year 11&amp; 12 students attend well-being presentations and parents also offered similar programs.</li> <li>• Student success advertised through various school media.</li> <li>• New AQF Certificate courses are offered for senior students.</li> <li>• Teaching outlines for all courses Year 7 to 12 to be placed on SEQTA, to be vetted by the HOLAs &amp; relevant Associate Principal.</li> </ul>

Focus Areas 3. Effective Leadership	Focus Areas 4. Active Citizenship	Focus Areas 5. GATE Music
<p><b>Outcomes/Results/School Committees</b></p> <p>Churchlands encourages the ongoing development of staff and student leadership. Leadership is at its best in our environment when knowledge is shared and people are empowered through reflection, partnership and transformation.</p>	<p><b>Outcomes/Results/School Committees</b></p> <p>Churchlands aims to enhance each child's education through connections with the school community. Opportunities will be provided which will allow our students to demonstrate the values of personal, social and environmental responsibility and to be active citizens in the school, local and global community.</p>	<p><b>Outcomes/Results</b></p> <p>As a GATE Music school, Churchlands has a responsibility to provide students with opportunities to demonstrate and develop their giftedness, as well as modelling exemplary music education practices to enrich, extend and accelerate students gifted in music. The Kodály philosophy underpins our approach to musicianship classes.</p>
<p><b>Targets.</b></p> <ul style="list-style-type: none"> <li>• Measurements on instructional leadership, collaboration and collective efficacy show continued improvement during the period 2017 – 2019.</li> <li>• The participation rate in leadership aspirant programs increases.</li> <li>• Level 3CT numbers increase to 20.</li> <li>• At least 90% of eligible teachers achieve Senior Teacher status.</li> </ul> <p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>• A School Wide Leadership model is developed, promoted and used with staff and students.</li> <li>• Teacher survey reflect a high level of satisfaction in their work force opportunities and work life balance.</li> <li>• Staff are provided with professional learning, mentoring and opportunities to further develop their leadership aspirations.</li> <li>• Mentors for student leaders are appointed.</li> <li>• Student Council is using the leadership model in its operations.</li> <li>• Staff and student excellence is promoted and supported.</li> <li>• Survey results indicate that parents and staff are highly satisfied with school leadership.</li> </ul>	<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>• House Coordinators will conduct a minimum of two House activities per Semester.</li> <li>• Churchlands students will attend more than 92% of the time.</li> <li>• 90% or above of all absences are resolved.</li> <li>• Student engagement in community service is greater than 70 hours at the end of Year 12.</li> <li>• Total House Points will be greater than 15000 and trend higher for the 3-year Business Plan cycle.</li> <li>• SEQTA data indicates no more than 5% of students receive behaviour reports.</li> </ul> <p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>• There is evidence that the full range of House Award categories are being acknowledged through SEQTA.</li> <li>• Surveys will indicate that parent, student and staff satisfaction with behaviour continues to increase.</li> </ul>	<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>• 85% G&amp;T retention from years 8 - 11, and 95% from 11 - 12</li> <li>• ATAR music results place the program in the top 3 school results.</li> <li>• ATAR mean for Music is maintained at least 5% above like schools.</li> <li>• Graduation target of 100% from within the ATAR music course.</li> <li>• Senior and intermediate ensembles will achieve "Outstanding" results in state festivals.</li> </ul> <p><b>Milestones</b></p> <ul style="list-style-type: none"> <li>• Enrolment applications demonstrate an increasing trend.</li> <li>• All Music staff are trained in the Kodály method of music instruction.</li> <li>• Ensembles perform at a range of school and community events.</li> </ul>
<p><b>Strategies include</b></p> <ul style="list-style-type: none"> <li>• Instructional leadership Professional learning opportunities continue with a focus on collaboration and collective efficacy.</li> <li>• HOLAs are provided with additional non-teaching time to engage in classroom observations and reflective conversations.</li> <li>• Staff are provided with regular support for establishing a work – life balance.</li> <li>• Strategies for staff and student acknowledgement and feedback currency are investigated and implemented.</li> <li>• The position of staff well-being coordinator continues.</li> <li>• Conferencers are provided with support to engage in classroom observations</li> </ul>	<p><b>Strategies include</b></p> <ul style="list-style-type: none"> <li>• Regular promotion of House Points updates.</li> <li>• Focus on target House Award criteria at various times of the year.</li> <li>• Specific seminars on safe use of technology.</li> <li>• Scholarships are promoted to students and parents by the Careers Advisor.</li> <li>• Community Service Coordinator promotes opportunities for students to participate in community service.</li> <li>• Regular Year assemblies will include recognition of cultural, social, sporting and citizenship achievements of students.</li> <li>• SEQTA House Award Categories reflect the values of the school and articulate outcomes from Focus Area 2</li> </ul>	<p><b>Strategies include</b></p> <ul style="list-style-type: none"> <li>• Effective promotion in feeder schools during application period.</li> <li>• Guest speakers and performers to demonstrate/teach performance preparation and effective practice techniques.</li> <li>• Senior school course coordinators setting high expectations and developing learning strategies.</li> <li>• Annually review and analyse results.</li> <li>• The provision of gender specific differentiation in learning styles, assessments and ensembles.</li> <li>• Thorough preparation as well as in-school workshops prior to festivals.</li> <li>• Certificate of Music Industry Skills students will be given equal opportunity to actively participate in practical and meaningful ways.</li> <li>• Provision of differentiated approaches to learning includes extension and enrichment.</li> <li>• Opportunities are provided for students to attend world class performances and master classes.</li> </ul>

## School Context

Churchlands is an independent public school with an outstanding reputation for its academic, sporting and cultural achievements. Churchlands is an independent public school with an outstanding reputation for its academic, sporting and cultural achievements. The School is supported by a highly qualified School Board that brings business expertise and works with the Principal on the delivery of high quality education for all students. Churchlands has also established the first public school Foundation in WA, which is overseen by committed and dedicated Alumni members, parents and staff. The Foundation is dedicated to establishing an enduring, independent, financial base. The school's Gifted and Talented Music program is internationally recognised and has outstanding facilities including a dedicated concert hall, nine instrumental teaching studios and four large rehearsal spaces. We support the aspirations of our academically talented students by providing and an Academic Extension Program in Years 7 to 10.

As a community, we uphold personal, social and environmental responsibilities. We are committed to providing a caring and supportive environment in which all students are challenged to achieve excellence and to be active citizens in the community. Our teachers have articulated a shared set of values and beliefs around their teaching practice. We support teacher development through professional learning programs to develop teacher capacity in the areas of classroom management, instructional strategies, the general capabilities, differentiated instruction and formative assessment. Conferencing is used to enhance the transfer of skills into classroom practice and reflective practice is promoted. Staff are actively engaged in peer classroom observation and reflection aimed at continuous pedagogical improvement.

Directions in Information Technology in the Curriculum (ICT) are evident in both learning and management structures. The school is a Microsoft environment where all teachers and students have laptops which facilitates communication and is used to work collaboratively. A range of software applications are available to students through Office 365 and OneNote is used extensively. Every classroom has either a short throw data projector or touch TV screen which is used by teachers and students in their presentation of materials to the class. Shared OneNote is used through OneDrive to organise materials for students, reducing the costs and environmental impact of more traditional copying technologies and enabling the sharing of a more diverse range of resources. Attendance, marks books and student referrals are now on-line creating opportunities for better feedback to students and parents creating greater accountability to stakeholders.

Churchlands students are provided with numerous opportunities to engage in the life of the school and wider community. By participating in community service, after school sports, cultural exchanges and tours students build their capacity as active global citizens.

Significant challenges continue to face the school as growing enrolments push the school to become one of the largest in Australia. The implementation of the full range of the West Australian curriculum subjects in Years 7 to 12 will continue to be an important focus. Strong leadership which reflects the aspirations of our community combined with the commitment of our teaching staff will ensure that the challenges that we face are well met. Together we will ensure that Churchlands' students receive an exemplary education to equip them for the twenty-first century.

## Teacher Beliefs

Teachers at Churchlands have embraced the following beliefs:

- All teachers work together to foster the growth of students enabling them to embrace lifelong learning, strive for excellence and demonstrate the values of respect, fairness and tolerance.
- Teachers work together to develop the student's commitment to meeting the needs of self, the community and the environment.
- By working collaboratively, every teacher can make a valuable contribution to enhance the development of the whole student.
- Every teacher is accountable for providing opportunities for student learning and the achievement of outcomes.
- Teachers are committed to building positive relationships by fostering the values of the school community of which they are an integral part.
- Teachers support the High Performance – High Care culture of the school.
- Teachers are committed to classroom observations, collaboration and reflection.

## All teachers have a commitment to:

- reflection and professional learning
- providing a safe, supportive learning environment
- inclusive practices
- building positive relationships based on mutual respect and fairness
- engaging students in learning experiences which lead to connection and challenge
- supporting partnerships within the school and wider community.