



Collie Senior High School

Business Plan 2020 -2023

Context Collie Senior High School is located in the coal mining town of Collie, situated in the picturesque Collie River Valley 200 km south of Perth. We have been supporting Collie families since 1959 and currently have around 500 students from 7-12. These students live within the Collie town and surrounds including Darkan, Duranilling. Our school ethos ARCH is based on the virtues of Aspiration, Respect, Commitment and Honesty and is central to our pastoral care system. We also have a motto of “We Strive” which encourages students to achieve to their potential. There is strong collaboration between our local schools and local support services developed in consultation with the Shire of Collie.

The strategies listed in this new business plan are the result of significant self-reflection, review and analysis of data. We are taking stock of performance after a Covid year and are putting in place evidence informed practices to support continued student progress in 2021.

Process This plan is the result of an extensive review of data, reflection on existing practice and consultation with the school community. The various strategies are targeted at adapting current practices to better address student academic and social needs. Parent feedback will be sought again in 2021 and specifically addressing aspects of communication, student performance and achievement and student social and emotional need. The plan will be reviewed each year by staff and the School Board and modifications made as needed. Annual plans that will operationalise the strategies will be developed to ensure that we are flexible in our response to changing situations.

2020 has been an interesting year to say the least. As a result of the many interruptions and changes in our ability to collaborate with others, we have reflected and taken stock of 2020 progress and will look to proceed forward in 2021.

Accountability and Review Cycle A regular cycle of review has been established in this plan (see back page). Each year, we will assess our performance against the success criteria and ask for feedback from parents, students and staff through the annual survey. The School Board will review our progress and a public meeting will be held to provide a summary of our progress. Each year, a report will be written which will document our successes, our areas for improvement and publish school data on our progress. In Term 4 2021, we are scheduled for our first external school review. In this process. Parents, staff and school community members will be asked:

- How are we going?
- How do we know?
- What are we going to do about it?

Our next scheduled external review is 2023 following a successful review in 2019. Since this time we have taken stock after Covid in 2020 and are looking to move forward in 2021.



Collie Senior High School Strategic Plan - 2020 – 2022 (2020 Working Version)

<p>At Collie Senior High School we strive to provide a rich learning environment, inspiring all students to achieve their personal best. Our planning priorities are:</p> <ul style="list-style-type: none"> • Consolidation and resourcing of the next phase of the Western Australian Curriculum implementation cycle. Planning for languages in 2021 to commence in 2022. • The impact of the new VET requirements from 2021 on school practice in line with the WA Recovery Plan. • Market trends impacting employment and other future pathway opportunities. • Changes to National Vocational Education and Training, state training model and funding. • The changing University placement / enrolments access. • Aboriginal education outcomes • Positive Behaviour Support – Tier 2 • Student access to Information and Communication Technologies across the curriculum. • Mental Health and Wellbeing 	<p>The following plan has been developed to meet the Department goals of Every student, every classroom, every day, which are:</p> <ol style="list-style-type: none"> 1. Provide every student with a pathway to a successful future. 2. Strengthen support for teaching and learning excellence in every classroom. 3. Build the capability of our principals, our teachers and our allied professionals. 4. Support increased school autonomy within a connected and unified public school system. 5. Partner with families, communities and agencies to support the educational engagement of every student. 6. Use evidence to drive decision-making at all levels of the system.
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School Focus Areas, Key Strategies and Targets

1 Quality Teaching and Learning Environment		2 Numeracy and Literacy		3 Wellbeing and Environment	
Key Focus Areas	<p>We are going to ...</p> <ul style="list-style-type: none"> • Ensure effective teaching in every classroom • Collaboratively develop protocol and framework to assist teachers in completing effective classroom observations. Teacher focused - on what they want to improve • Ongoing reflection and review of Teaching & Learning programs to meet student and WAC requirements. • Increase the use of structured assessment outlines and Common Assessments • Back mapping of curriculum requirements to better prepare students for Senior School pathways • Increase the understanding and use of system data tools to inform planning of Teaching and Learning programs. • Develop and encourage goal setting strategies with students to increase their achievement (C->B). • Time provided at SDDs or Staff meetings to enable moderation activities. • Staff provided with more guidance and processes for analysing system data. • Investigate possible processes to enable moderation in conjunction with schools. • Ensure Small Group Moderation processes are in place where required. • Actively participate in SCSA moderation activities 	<p>We are going to...</p> <ul style="list-style-type: none"> • Improve the numeracy standards of all students by focussing on the areas of need as provided through OLNA feedback • Improve all students' numerical fluency • Build STEM skills through the implementation of the new k-10 Curriculum resources • Attend Department of Education workshops for planning shared approaches to improve student writing. • Continue with the whole school approach to writing. • Investigate and implement a whole school approach to improve reading. 	<p>We are going to ...</p> <ul style="list-style-type: none"> • Maintain and enhance support from Student Services team • Training of more staff in YMHS & Gatekeeper • Promoting positive mental health – e.g. awareness days • Continue Leavers health programs • School Nurse representation on community health committee • Work collaboratively with mental health facilities in our community and relationship with Youth Focus. • Maintain extra time for School Psychologist in school. • Youth Care chaplaincy • Maintain House system and release time for House leaders • Implement and promote the Mental Health in Schools Project. • Invite parent, business, industry and broader community involvement. <ul style="list-style-type: none"> ○ Parents – Volunteer with P&C, Canteen and School Board ○ Local Business support ○ Smith Family; Collie Shire • Develop strong partnerships with key stakeholders • Continue with Anzac & Canberra Tours • Continue Facebook communication, local paper good news stories • Positive certificates and awards • Maintain school website with up to date information. 		
Strategies	<p>This will be achieved through...</p> <ul style="list-style-type: none"> • Plan, Implement and evaluate peer to peer classroom observations • Develop course-specific knowledge, skills and understandings across all learning areas in Years 7 – 10 to enable students to improve their outcomes. • Focus on growth in student achievement. (Focus 2021) • Maintain and enhance opportunities and processes for moderation of student achievement. 	<p>This will be achieved through...</p> <p>Implement shared strategies for upper primary and lower secondary teachers to improve Year 7 writing achievement. (Focus 2021)</p>	<p>This will be achieved through...</p> <ul style="list-style-type: none"> • Focus on fostering the mental health and wellbeing of our school community including moving to collaborative and holistic pastoral care. • Work collaboratively with the wider school community and external stakeholders, to ensure the best educational outcomes for all students • Develop a parent and community communication strategy – to provide insights into our school's processes and highlighting contemporary education challenges and practice. Actively promote school and student success 		
Success Criteria	<p>We will know this is successful when...</p> <ul style="list-style-type: none"> • Feedback from teachers and Level of completion of observations. Teachers observe others twice per year (Aspirational target) • Learning area plans developed and implemented for all Learning Areas • Assessment outlines on Reporting to Parents (RTP) • Longitudinal data of students shows an increase in their achievement across all Learning Areas in line with phase of learning development. • Increase in the number of students in the upper trilets of achievement on SAIS. • NAPLAN Progress and Achievement charts from Schools Online. • Longitudinal cohort data showing increased student achievement. • Closer alignment of system testing and teacher judgements. • Teacher confidence in use of grade descriptors is high • Feedback from SCSA processes. 	<p>We will know this is successful when...</p> <p>Writing strategies are being implemented in all classes. Pre and post data from program.</p>	<p>We will know this is successful when:</p> <ul style="list-style-type: none"> • Classroom engagement encouraged through a tailored and differentiated curriculum • Analyse data for improved use and success of services. • Improved student attendance and participation. • Increase in parents invested in student's educational progress • Parents have a positive perception of teachers • Continued support for school operations. • Student leadership extends beyond the classroom • Community perception of school via survey • Feedback from all communication channels. • Increased published good news stories. 		
4 Information Communication Technology		5 Critical and Creative Thinking Student Pathways		6 Personal and Social Capability	
Focus Areas	<p>We are going to ...</p> <ul style="list-style-type: none"> • Planning and implementation of STEM programs • Researching and engaging in other cross curricular activities such as Solar Car Challenge. • Explore process for being involved in the STEM lighthouse project. • Focusing on specific capabilities within Learning Area plans e.g. Art • Enable sharing of good practice via electronic means – Connect? • Increase capacity and confidence in the use of ICT 	<p>We are going to ...</p> <ul style="list-style-type: none"> • Year 7 – House leader period • Year 9/10 – Work inspirations • Year 10 – Career Cruise/ Careers Expo/ Career Ed Program • Year 11/12 Career and Enterprise Program • Work Place Learning program • Certificate courses linked to skills need and student interest. • Promote School Based Traineeship/Aboriginal School Based Traineeship 	<p>We are going to ...</p> <ul style="list-style-type: none"> • All staff to continue to teach and reinforce the school ARCH principles. • Celebrate and promote student and staff successes. • Upgrade foyer and public areas of Student Services in a warm, colourful, inviting way. • Maintain House system and release time for House leaders • Maintain Tier 1 standards throughout the school. • Plan and implement Tier 2 processes and interventions. • Students recommend and acknowledge peers for their commitment to School Expectations • Students organise extension activities to promote their peers and school • Instil in students the expectation that their classrooms are solely focused on learning and disruption has no place in the classroom. • Positive Behaviour Support (PBS) Leadership Team analysis of school data from SEQTA reported to staff at regular intervals for review and planning. • Student positive commitment to school Expectations is acknowledged on a regular basis in some classes and settings. • Students play an active role in school improvement processes. 	<p>We are going to ...</p> <ul style="list-style-type: none"> • Implement feedback mechanisms within classrooms and across the school. • Bi-annual student surveys. • Maintain student representation on PBS leadership team and School Board • Plan support for Student Council development, activities and ideas. • Develop and monitor the use of learning area plans through meetings with Principal in Terms 1 and 3. • Develop workforce plans and strategies to attract, retain and invest in the development of all employees 	<p>We are going to ...</p> <ul style="list-style-type: none"> • All staff to undertake Department of Education online module – Aboriginal Cultural Awareness. • Maintaining Aboriginal cultural programs within the school e.g. MILA • Implement strategies in classrooms to support the Aboriginal Cultural Standards framework. • Promoting success of indigenous students • Appropriate structure of classes for students with Special Education Needs • Development of ASDAN course in years 7-12 as appropriate - New Horizons. • Ensure appropriate identification of students with learning difficulties through the NCCD process. • Continued implementation and monitoring of Individual Education Plans (IEPs) for identified students. • Provision of a range of course options for Senior school students. • Quality differentiated teaching practice. • Collection of clear, reliable information about students with specific learning disorders using available school and external resources. • Targeted support from Inclusivity Co-ordinator. • Enabling teachers to attend professional learning on effective instruction for students with specific learning disorders and sharing with other staff.
Strategies	<p>This will be achieved through...</p> <p>Provide deliberate opportunities through the Western Australian Curriculum for students to develop general capabilities of critical thinking, creativity and entrepreneurship, including through STEM. (Focus 2021)</p>	<p>This will be achieved through...</p> <p>Provide multiple opportunities for students to explore career pathways throughout Years 7 - 12</p>	<p>This will be achieved through...</p> <p>Maintain our clear school expectations underpinned by our Values and 'ARCH' principles – highlighting key areas of focus for all students and school staff – (Aspiration, Respect, Commitment and Honesty), leading to the development of a productive and positive school environment. Proactively build a positive school spirit.</p>	<p>This will be achieved through...</p> <p>Ensure school planning captures the views of students and facilitates involvement where appropriate. (Focus 2021)</p>	<p>This will be achieved through...</p> <ul style="list-style-type: none"> • Implement Aboriginal Cultural Standards Framework as part of school self-assessment and report this to the school community. (Focus 2021) • Cater for the needs of all students through Inclusive learning practices. • Use evidence-based instruction tailored to the education needs of students with specific learning disorders. (Focus 2021)
Success Criteria	<p>We will know this is successful when...</p> <ul style="list-style-type: none"> • Number of students engaged in STEM programs. • Feedback from parents, students and teachers re special programs. • Level of school involvement in Projects and activities. 	<p>We will know this is successful when...</p> <ul style="list-style-type: none"> • Course selections – data linked to changes in Senior School • WPL outcomes in employment/ apprenticeships • Post School destinations ATAR & VET • Rate of completion for SBT's & ASBT's • WACE achievement • Attainment rate <ul style="list-style-type: none"> ○ Cert II achievement ○ ATAR > 55 	<p>We will know this is successful when...</p> <ul style="list-style-type: none"> • Data from SET review • Data from BoQ review • Improved student attendance • Increased student participation in extra-curriculum activities across the school. • Annual student, staff and community surveys <ul style="list-style-type: none"> ○ Students continue to feel they can report issues ○ Students continue to feel safe at school • Reward system via PBS, number of students with certificates. • An increase in the recorded positive behaviours demonstrated in the classroom and across the school community • Parents and the community have a clear understanding of School Expectations • Wider community recognition of students' involvement in community activities • Increased number of students considered for participation in reward activities as a result of good citizenship, positive attitude and performance 	<p>We will know this is successful when...</p> <ul style="list-style-type: none"> • Level of feedback received from students. • Minutes from meetings of leadership teams, School Board, PBS, Student Council • Number of student initiated activities throughout year. 	<p>We will know this is successful when...</p> <ul style="list-style-type: none"> • Ongoing audit of staff completion via OPL • Annual survey of staff to judge progress on the framework • Inclusion of ACSF outcomes on ESAT • Annual reports include explicit outcomes for ACSF IEPs on shared drive contain appropriate strategies and goals for identified needs. • Data collected from NCCD • Classroom observations • Teaching and Learning programs show differentiation strategies. • Attendance data for identified students. • Enrolment in Senior School pathways that connect to further education or training. • Feedback from parents and students. • Improved social and life skills for identified students. • Academic achievement of identified students.

Term 4 2020

Week	Self-Assessment Task	Responsibility	Personnel Involved	Review Audience	Assessment Domain
2	DOE review surveys	Principal	D.Miller	DOE	
3	Graduation data	Deputy Principal	A Blackmore, Year 12 staff	Admin	
4	LA Moderation	Managers	All Staff	All Staff	Student Progress
5	Aurora Program	AIEO Team	D.Miller, C.Blurton, AIEO Team		Student progress
6	Business Plan review	Principal, Managers	All Staff	All Staff	Governance
7	Year 11 Data	Managers	Year 11 staff	All Staff	
8	Chaplain/Nurse/Smith Family review	Principal	D Miller, C Blurton, J Downie	Executive, Admin feedback	
8	Stephen Michael Foundation Review	Principal, SS Manager	D.Miller, C.Blurton	Executive, Admin	
8	SS & LS Assessment Policy/Plan	Deputy	Managers	All Staff	
9	PBS	Deputy Principal , Tier 1&2	A Blackmore, B.Deeley, Tier 1&2	All Staff	
9	SAER List	C.Blurton	C.Blurton & Managers, All Staff	All Staff	Student Progress
9	Assessment Outlines/Marking Keys	Managers	All Staff	All Staff	
10	MILA Program Review for following year	Principal	D.Miller, J.Hiller/ljah	Admin	

Term 1 2021

Week	Self-Assessment Task	Responsibility	Personnel Involved	Review Audience	Assessment Domain
1	Business Plan & Targets, Focus for 2021, Update Staff	Principal	D Miller, All Staff Presented to School Board Week7	All Staff, School Board	Leadership
1/2	Review SAIS data SAER	Admin, C.Blurton	All Staff	All Staff	Student Achievement Quality Teaching
2	Data review Naplan, reading, writing	Executive Humanities HOLA	Executive E Croft	All Staff via Managers	Quality Teaching
3	US student pathways	Deputies	Deputies, Managers	Admin	Student progress
3	Finance review- alignment of allocated resources from Census	Principal Corporate Service Manager	Finance Committee D Miller, C Blurton	Staff voted onto Committee - check Tenure	Leadership Resources
6	Classroom Observations	All Staff	Line Managers		Leadership Quality Teaching
6	MILA Program - tbc	Principal	Julie Hillier , D Miller	South 32, Shire	Resources
7	Finance review- alignment of allocated resources from Census	Principal Corporate Service Manager	Finance Committee D Miller, C Blurton	Staff voted onto Committee - check Tenure	Leadership Resources
8	Parent Communication	All Staff	All Staff	Parents/Online reports	Relationships
9	SIS Behaviour Data	Executive	Executive via Admin	5 weekly analysis	
9	Class placements, student combinations PBS Data	All Staff and Managers.	Manager	Managers	

Term 2 2021

Week	Self-Assessment Task	Responsibility	Personnel Involved	Review Audience	Assessment Domain
1	Attendance Data	DP attendance, House leaders, Admin	DP attendance, House leaders, Admin	All Staff	Relationships Achievement & progress
2	Year 11/12 Student Monitoring PBS Reflections	T.Curran PBS Team	All US Staff From staff feedback	All Staff	
3	Transition - review end of 2020 and start of process for 2021	Principal Corporate Service Manager	Principal C.Blurton	Primary Principals	Leadership
4	NCCD Data	Principal, Inclusivity Manager	D Miller, A Croft, All Staff	All Staff	Student Progress
6	LA Moderation via Staff meeting	Managers	All Staff	All Staff	Student Progress
8	Semester 1 Teacher judgements and Reporting	Managers & all staff feedback	Managers & all staff feedback	Managers & Staff	Student Progress
10	Data Analysis from Semester 1 reporting, class placements	All Staff and Managers.		Managers and all staff	Student Progress

Term 3 2021

Week	Self-Assessment Task	Responsibility	Personnel Involved	Review Audience	Assessment Domain
1	Semester 1 Reports	All staff	Managers look at LA grades and data	Staff in LA's	Progress & Student Achievement
3	Finance Review in preparation for following year.	D.Milier MCS	Finance Committee Principal	School Board	Governance
3	Performance Management	All Staff	All Staff	All Staff	Governance
6	Year 11 & 12 data	T.Curran	All US teachers		

Term 4 2021

Week	Self-Assessment Task	Responsibility	Personnel Involved	Review Audience	Assessment Domain
2	DOE review surveys	D.Miller	D.Miller	DOE	
2	Graduation data	A.Blackmore	Year 12 staff	Admin	
3	LA Moderation	Managers	All Staff	All Staff	Student Progress
5	Business Plan review	D.Miller , Managers	All Staff	All Staff	Governance
6	Year 11 Data	Managers	Year 11 staff	All Staff	
7	Chaplain/Nurse/Smith Family programs review	D Miller	D Miller, C Blurton, J Downie		
8	PBS	A.Blackmore, Tier 1&2 teams	B.Deeley		
9	MILA Program Review for following year	Principal	D.Miller & J.Hiller	Admin	
10	PBS	A.Blackmore, C.Blurton	B.Deeley		