

WILLETTON SENIOR HIGH SCHOOL



BUSINESS PLAN

2020-2022



CONTEXT

Willetton Senior High School is recognised as one of the leading Independent Public Secondary Schools in Western Australia catering for the education of more than 2500 students. The school sustains and develops the beliefs, values and aspirations of the Willetton Community and has an active Incorporated Board which provides constructive oversight and support to school activities.

Operational standards are of the highest order and decisions are made after considered investigation, reflection and discussion. Strategies for improvement are based on empirical data. Students are drawn from diverse cultural backgrounds and inclusivity is key. Enrolment at the school is sought by families both locally and internationally and, consequently, intake boundaries are stringently adhered to.

Student academic achievement is outstanding and celebrated. Of equal importance is the commitment to all students' wellbeing and development of social responsibility with an Australian and world perspective.

A notable feature is that students are happy to come to school, teachers are happy to work together and the school's leadership team is supportive of learning goals, resulting in exceptional learning experiences at all levels. The ambience of positivity, known as the *Willo Way*, can be recognised as soon as staff and student interactions are witnessed. This affirmative school culture is underpinned by the universal acknowledgement that students have the right to learn and teachers have the right to teach.

Pride is taken in providing a quality education to all students. Programs such as Gifted and Talented, basketball, visual arts, languages, computer science, vocational education and training and learning support deliver a wide range of opportunities. Extracurricular activities also provide additional support and opportunities for all students to expand their personal, cultural, recreational and spiritual growth.



OUR BELIEFS AND CULTURE

The Willetton Senior High School community is proud of the positive engagement between students and staff.

The warm and respectful relationships which exist reflect the collaboration between all members of the Willetton learning community and the constructive and encouraging contribution of the School Board and parents, who share the common goal of supporting students to reach their academic, social and emotional potential. Willetton Senior High School is committed to developing well-balanced, highly skilled and socially responsible contributors to Australia and the world.

Willetton staff are exemplary practitioners committed to creating a balanced, challenging and exciting learning environment to inspire students with resilience and intellectual rigour in a challenging environment.

Our staff enjoy learning, support their colleagues to enhance the educational experience for all students, lead by example, work in partnership with our parents and acknowledge and appreciate best performance. Pastoral care is prioritised in all that we do and Student Services staff are highly trained to support students, parents and teachers.

VISION AND VALUES

Our vision is to **inspire** and **empower** our students to develop responsibility and enthusiasm for their own learning. We define and celebrate success as **achievement** of personal best.



The key values underpinning our philosophy are:

Respect

honouring self, others and our environment

Excellence

giving our very best to all tasks and relationships

Care

acting with kindness and consideration

IMPROVEMENT TARGETS

1. Enhance or maintain Year 11 and Year 12 student performance across all courses as measured by the percentage of Year 11 and 12 courses achieving grade averages equal to or higher than like schools.

2. Improve the writing skills of students from Year 7 to Year 9 as measured by:
 - a. The average NAPLAN score of the stable cohort, achieving at least a 50-point increase for Writing
 - b. Decrease the percentage of students in the stable cohort at or below the National Minimum Standard from Year 7 to Year 9.

3. Maximise the academic performance of Year 12 students by:
 - a. WACE achievement at 98% or higher.
 - b. 98% of students enrolled in a VET Certificate II or higher achieving a full qualification by the end of their Year 12 studies.
 - c. Achieving a median ATAR of 88 or above by improving the percentage of courses with a mean moderated score of 66 or higher, thus consolidating Willetton's position in the top five Public Schools and the top 20 WA schools for ATAR performance.

4. Improve the well-being of all Willetton students as measured by an increase in student scores in the Connor-Davidson RISC scale.



FOCUS AREAS AND STRATEGIES

SUCCESSFUL STUDENTS

- Develop and implement a school wide focus on writing performance from Years 7-12
- Ensure all students are appropriately engaged and challenged, including those with particular needs or at risk of not achieving their potential
- Develop further staff skills in analysis of student achievement data and its use to assess impact and identify issues

CARING and DYNAMIC ENVIRONMENT

- Continue to prioritise the conditions for students to develop their personal self-worth, self-awareness and identity
- Progress the embedding of the Aboriginal Cultural Standards Framework
- Foster the promotion of, and shared responsibility for, the workplace health and wellbeing of staff
- Facilitate the roll-out of a new information management system to streamline school processes

EXCELLENCE IN TEACHING

- Create opportunities for staff to collaborate, and grow their professional capabilities
- Maintain the expectation of quality teaching practice where teachers receive feedback about their classroom performance based on evidence
- Attract, develop and retain high quality staff
- Promote the innovative and strategic application of learning technologies in the classroom

EFFECTIVE LEADERSHIP

- Develop positive student voice and leadership opportunities for the benefit of all students
- Establish and communicate a clear strategic direction
- Encourage staff to participate in leadership opportunities
- Engage in professional learning in the area of educational leadership
- Explore the enhancement of instructional leadership across the curriculum



SELF-REVIEW AND IMPROVEMENT

Willetton Senior High School conducts ongoing and rigorous school improvement processes to ensure student achievement targets and long term strategic planning are aligned. We use various data to ensure decisions are made in the best interest of students and their outcomes. This ongoing process effectively distributes effort and resources to better understand student and school performance, and address system priorities.

The school improvement cycle involves two key phases and several actions extending over a three-year period.

Strategic Improvement Planning

We review and confirm the school purpose, context and vision for the next improvement cycle. This phase also determines the key focus areas and strategies that will have the maximum impact on overall school performance. The Business Plan 2020-2022 makes known this Strategic Improvement Planning and records the school purpose, context, vision, areas of focus and broad strategies.

Annual Improvement Planning

Each year, a whole school Annual Operational Plan is established based on the improvement targets and areas of focus within the Business Plan. We assess our progress towards both short-term and long-term improvement goals, and identify specific key improvements to achieve within the next academic year. The relevant measures, reflections, annual improvement targets and strategies to achieve them are captured in a number of specific operational planning documents such as Learning Area Plans and Program Operational Plans, which are then the basis for work at the classroom level by teachers and allied professionals. The outcomes of the various operational plans and Business Plan are reported to our school community through our Annual Report.

Willetton SHS participates in the Department of Education's school review process which privileges school self-assessment as the basis for improvement recommendations.

