



Governor Stirling Senior High School

A SCHOOL OF CHOICE

We are proud of and greatly value the tradition that underpins the school and the Wadjuk Noongar land on which it is built

Governor Stirling SHS has been an important cornerstone of the local community for more than 60 years. We are proud of our history of academic and sporting excellence in student achievement

We are proud of and greatly value the tradition that underpins the school, which is recognised by maintaining the original school motto 'Honour before Honours'

The school ethos is largely tied to the unique nature of the diverse local community, which is hard working, innovative and practical

PRIORITY 1

High Quality Teaching

A renewed and relentless focus on the best possible teaching practices

Domain Priorities

Improve monitoring and tracking systems of Year 10, 11 and 12 students

Strategies

- A systematic process for monitoring and responding to be developed with key dates for actions
- Continue to provide 0.2FTE to monitor and support Year 11 & 12 ATAR students
- Continue use of WACE tracker and SAIS data
- HOLAs continue to provide professional learning for their staff on use of SAIS Dashboard data as required. Develop a consistent approach that is promoted by all HOLAs
- All teachers continue to use a Class Review cycle

Embed a school wide common approach for the use of Connect and SEQTA to enhance feedback, communication and student learning

- Develop and implement a feedback model which includes the use of Connect and SEQTA which:
 - Informs of upcoming assessments
 - Provides feedback on assessments
 - Communicates behaviour and pastoral care concerns

Consolidate and embed the school-wide instructional framework

- Provide staff with ongoing professional learning on the instructional framework
- Provide teachers with regular opportunities to self-reflect on pedagogy
- Develop a focus on critical and creative thinking and personal and social capabilities through the Creative Schools model

Continue to refine and improve the peer observation model to ensure quality professional learning and feedback

- Continue to align the peer observation model and the instructional framework to the school improvement priorities
- Continue to align the peer observation templates to the instructional framework and school improvement priorities

Continue to embed whole school literacy and numeracy plan

- Identify and implement a universal testing model
- Review relevant universal testing, NAPLAN and OLNA data to identify different tiers of students
- Literacy & Numeracy coordinators coordinate specific intervention programs for tier 2 and 3 students
- Continue to build capacity of all teachers to develop and improve their delivery of literacy and numeracy pedagogy
- Review literacy and numeracy models annually

Continue to develop a strategic, consistent approach to professional growth that is aligned to the Business Plan and improvement priorities

- Continue to seek feedback from staff to inform the professional growth process
- All staff are engaged in meaningful professional growth

Continue the implementation of the Aboriginal Cultural Standards Framework by becoming more responsive to students' sense of belonging

- Learning Area implementation of aspects of "8 ways Framework"
- Create culturally inviting and responsive classrooms
- Regular Aboriginal Perspectives planning sessions led by Aboriginal staff
- Continue to develop and implement Reconciliation Action Plan

Identify students' needs and provide timely support for all lower school students

- Collect and review achievement versus universal testing and NAPLAN data to determine comparability of teacher judgements
- Continue to set course-specific achievement targets
- Review Year 10 curriculum and delivery with a view to better cater to non-ATAR students
- All teachers continue to use a Class Review cycle

Develop a systematic process to identify students before the end of Year 9 who are suitable for an ATAR pathway

- Use the 25%/25%/50% weighted NAPLAN average to identify students
- Communicate to parents students identified as suitable for an ATAR pathway

PRIORITY 2

Relationships

Foster positive participation, communication and interaction between staff, students, their parents and families, and the local community

Domain Priorities

A specific strategy to develop a culture of optimism and relational trust amongst staff

Strategies

- School Improvement Committee to continue to align school practices with school vision, analyse data, inform PLCs
- Continue recognition of staff – shout outs, acknowledge across & within LA
- Develop shared efficacy in following policy, process and procedures by continuing to cultivate a staff voice

Identify and promote student successes throughout the community to establish the school as the school of choice in the local area

- Marketing Officer to develop a marketing plan for 2021 and 2022

Develop a strategic approach to promoting the opportunities provided through the Gifted and Talented program

- Gifted and Talented Coordinator and Marketing Officer include as part of the marketing plan
- Staff be proactive in identifying and promoting successes in conjunction with Marketing Officer

Continue to develop the health and wellbeing focus

- Staff input into school plan
- Review behaviour support plan on the basis of support for staff
- Promote values in class by using the values matrix as normal practice
- Identify an appropriate tool to monitor student wellbeing

We support the values of

TOLERANCE

HONESTY

EXCELLENCE

RESPECT

RESPONSIBILITY

These values guide our actions to provide an environment to optimise student learning

TARGETS

- 1 ATAR Performance will meet or exceed State average
- 2 100% WACE Attainment
- 3 65% of students in each lower school cohort achieve a satisfactory grade in all courses
- 4 25% of Year 9 cohort will achieve band 8 (or above) in all of Reading, Writing and Numeracy
- 5 75% of students will have attained OLNA by round 2 in Year 11
- 6 60% of students to achieve regular attendance (aspiration goal is 70%)

PRIORITY 3

Excellence in Leadership

Further develop our capabilities and responsiveness for now and in the future

Domain Priorities

Increase student leadership throughout the school

Strategies

- Student Councillors enter one item in every newsletter
- Promote student leadership in school events
- Continue to cultivate a student voice through forums and focus groups
- House captains included in student leadership activities

Implement ongoing programs for graduates and new staff

- Develop a graduate teacher support model
- Provide professional learning on behaviour support at induction and during term one

Continue to develop a culture of reflection and continuous improvement involving all key stakeholders to embed whole-school self-assessment practices and school improvement planning

- Continue review of self-assessment processes to increase data literacy of staff and evidence-based planning through PLCs, LA meetings, staff development days, peer observation and performance growth
- Continue to develop the capacity of staff to utilise the data cycle as the basis for PLCs
- Develop a schedule for whole school data review

Pursue customised self-assessment procedures for targeted areas of school improvement

- Ensure a consistent approach to self-assessment by all Learning Areas

Specify the roles and responsibilities of key school leaders to ensure support of, and alignment to, school priorities

- Share 2021 leadership team JDFs with staff
- Principal to increase profile and visibility across school

Develop a coherent workforce plan that is sufficiently agile to accommodate unanticipated budget variations

- Align staffing requirements to the Business Plan

Review allocation of resources to behaviour management

- Continue to strategically align resourcing towards improvement in behaviour support

Develop a greater alignment between school performance and what is planned for, and acted on, for school improvement

- Use school performance data and learning area data and align to school improvement planning at teacher, learning area and whole school level
- Principal to meet twice a year with HOLAs to discuss learning area improvement plans

Continue with staff professional learning facilitated by the Maali centre staff

- Allocate specific professional learning and School Development Day time

Develop our Aboriginal workforce

- Implement a co-designed Aboriginal Aspirant Leadership Program
- Elders regularly invited to help build capacity of staff

PRIORITY 4

Learning Environment

Provide a safe and orderly learning environment, underpinned by the school values and code of conduct

Domain Priorities

Improve course selection processes by implementing pathway planning for Year 9 students

Strategies

- Raise awareness in the Year 9 students around post-school options and pathways and senior school courses
- Provide career education across all curriculum areas in Year 9

Review the structure of student services to assess the impact, consistency and sustainability of programs for students at educational risk

- Continue timely communication at all levels – student plans, Dashboard data, suspensions
- Sharing relevant student information with staff to become ongoing practice
- Alternate APPS program for tier 3 students to continue in 2021
- Greater clarity of roles and responsibilities of year coordinators and program coordinators
- Embed a formal case management process for SAER & students with specific learning needs

Systematically monitor and review attendance as a transparent documented process

- Systematically monitor and respond to students whose attendance changes or continues to be below regular

Review the effectiveness of whole school programs, protocols and practices for behaviour management

- Evidence-based interventions, link to outcomes of Business Plan – non-streaming, APPS, professional learning on tier 2 strategies
- Embed consistent positive behaviour practices (through Positive Schools committee) into school's behaviour management process and pastoral care – more effective tier 2 strategies, incorporate restorative practice
- Continue staff training on CMS/CAT training for HOLAs

Focus 2021-23

High Performance
High Care

Governor Stirling Senior High School Business Plan

Priorities

1. High Quality Teaching
2. Relationships
3. Excellence in Leadership
4. Learning Environment

Learning Area Operational Plan

School Accountability

