

# Albany Senior High School

An Independent Public School



*a tradition of opportunity and success*

## Business Plan

**2015-2017** *Revised 21 November 2016*



## Introduction

Albany Senior High School is school with a long history of achievement across academic, sporting and cultural endeavours. The school is proud of its traditions, achievements and caring community. In an environment of change the school embraces opportunities to develop staff and students as lifelong learners.

## Purpose

Our school strives to equip students with the skills, knowledge and confidence to enable them to become lifelong learners and caring, resilient citizens prepared to live in a constantly changing global community.

Our motto is **Keep Troth**, which means to be true to oneself and honour expectations of your best.

## Our School Values Charter

At Albany Senior High School it is expected that we will:

- seek knowledge with a willingness to learn from experiences and opportunities in order to understand ourselves, the wider community and the world around us.
- acknowledge our own uniqueness and develop self-respect and dignity.
- have care and compassion for others, respectfully recognising that each person has equal worth and basic rights.
- work together for the common good as a reflection of our Australian democracy; we will speak up to protect the rights of other people and take individual responsibility for making our school a safe and vibrant place.
- have respect and concern for our natural and human environment and recognise the need to care for our surroundings maintaining a balance that ensures sustainability.

This is the common agreed minimum expectation that underpins the life of our school.

*a tradition of opportunity and*



# School Priorities

## 1. Contemporary and complimentary school wide pedagogy and curriculum provision

- Enable staff to use IT effectively in teaching and learning
- Implementing a targeted literacy plan school wide
- Implementation of the WA Curriculum
- Implementing a school wide instructional framework
- Implementing moderation processes for years 7 to 12
- Reviewing curriculum provision to meet student need and to ensure smooth progression to post school pathways
- Review and refine the common skills approach to learning

## 2. A safe Inclusive learning environment

- Implement SEN reporting and IEP processes for students at risk academically
- Review and refine formal transition processes
- Review and refine formal induction processes for staff and students
- Build staff capacity to cater for individual needs in differentiating the curriculum
- Implement a grounds committee to improve the physical appearance and functionality of the site inside and out of the classroom
- Implement a school wide Aboriginal Education Plan

## 3. School Culture - A learning community

- Implement positive behaviour programs within the school, including a student leadership plan from year 7 to 12
- Implement observation and feedback for all teaching staff
- Implement school surveys annually to gather targeted information about the School's Performance and areas for review and development
- Review and refine all public relations and communication mechanisms
- Use system data and other sources to assess performance and implement improvement strategies
- Build a school Alumni to support ongoing learning
- Develop a strategic plan for the school's facilities to support curriculum delivery

*a tradition of opportunity and success*



*a tradition of opportunity and success*

## School Performance Targets

1. Attainment rate (55 or above ATAR/Cert II completion) will increase from 74% to 85%.
2. By 2017 all sections of NAPLAN will be in the Higher Achievement section of the school progress map against 'Like' Schools aspiring to have all NAPLAN sections in the Higher Achievement-Higher Progress section.
3. Each year between 2015 and 2017 80% of Year 10 students will have satisfied the OLNA requirements.
4. a) Between 2015 and 2017, Albany Senior High School will maintain or improve the percentage of students (stable cohort) in Band 8 and above and will decrease the percentage of students in Band 5 or below, from Year 7 – 9 NAPLAN  
b) The percentage of students in Band 5 or below in Year 9 decreases annually
5. a) By 2017 increase the percentage of students achieving A to C grades in subjects in Years 7 to 12 and maintain the upwards trend of the number of students achieving an A grade in all subjects.  
b) By 2017 the achievement of Aboriginal students improves, for the stable cohort, in comparison to the previous year's achievement in Years 7-10
6. By 2017 Median ATAR at or above 75 and the % in the lower tricile is decreased
7. Increased percentage of students proceed to education, training or employment (as indicated by School Leaver's Intentions/Destinations Survey data)
8. a) By 2017 our regular attendance rate shows an increase on an annual basis from 54% towards 65% to be above state average. The school will identify and target students with attendance concerns.  
b) By 2017 regular attendance for Aboriginal students improves, for the stable cohort, in comparison to the previous year's attendance rate.
9. Between 2015 and 2017 there is a reduction in the suspension rate in the category "Violation school Code of Conduct, behaviour management plan, classroom rules."
10. Between 2015-2017 staff, community and student surveys will indicate a positive upward trend in student leadership, BMIS, staff and student culture specific questions
11. All teaching staff members will embed feedback and observation in their performance development plan to inform practice
12. Attitude Behaviour and Effort data shows improvement in the following dimensions:
  - i. Works to the best of their ability,
  - ii. Cooperates productively and builds positive relationships with others, and
  - iii. Shows confidence in making positive choices and decisions.

*a tradition of opportunity and success*



*a tradition of opportunity and success*