



I AM BECAUSE WE ARE

# Business Plan

## 2018-2020







Working  
together to  
create a vibrant  
and nurturing  
environment.



## Our Vision

Our school community will work together to create a vibrant and nurturing environment where students have a strong self-belief in achieving success now and in the future.

## Our School

Warnbro Community High School is located 50 km south of Perth in the City of Rockingham and services the suburbs of Warnbro and Port Kennedy. The school is co-located with the Warnbro Community High School Education Support Centre and the shared City of Rockingham Warnbro Community Library. We cater for Years 7 - 12 and provide students with high quality learning programs, where high performance is fostered through quality teaching, academic rigour, opportunity and high care. Using encouragement, recognition and reward, we promote self-belief and build aspiration in all our students.

WCHS became an Independent Public School in 2015 and underwent its first Independent Review in October 2017, receiving positive feedback and commendations in the areas of quality teaching and learning, pastoral care and positive school culture.

# Our Values

## Learning

- We believe in high quality teaching and learning that nurtures students to become lifelong learners.
- We believe addressing the needs of the whole child by providing pathways to cater for diverse student needs.
- We are committed to 21st Century learning needs; which are meaningful and relevant to the interests of the students.

## Excellence

- We have high expectations of our students and ourselves, to be our best. We teach our students to know themselves and provide opportunities that allow them to embrace challenges and pursue personal excellence.
- We aim to maintain a quality teacher culture that is inclusive and connected to the community in order to sustain belonging and life-long learning.
- It is equally important for us to effectively support, encourage and acknowledge our high performing aspirational students.

## Equity

- We provide for the differing circumstances and diverse needs of our students by providing the best possible opportunities for all.
- We promote to the school community the difference between equity and equality in learning opportunities.
- We strive to create a school which is friendly and safe where mutual respect is promoted and upheld – Be respectful, Be responsible, Be your best
- Self-belief and resilience are recognised as being an important attribute for life and are actively developed through Learning Area and Whole School programs.

## Care

- We create a positive environment where all feel connected and have a sense of belonging.
- Our relationships are based on trust, mutual respect and the acceptance of responsibility.
- We recognise the importance of working in partnership with parents/caregivers and wider community.
- We believe in a whole student focus on developing all aspects of the individual to encourage personal growth and achievement.

# Our Business Plan

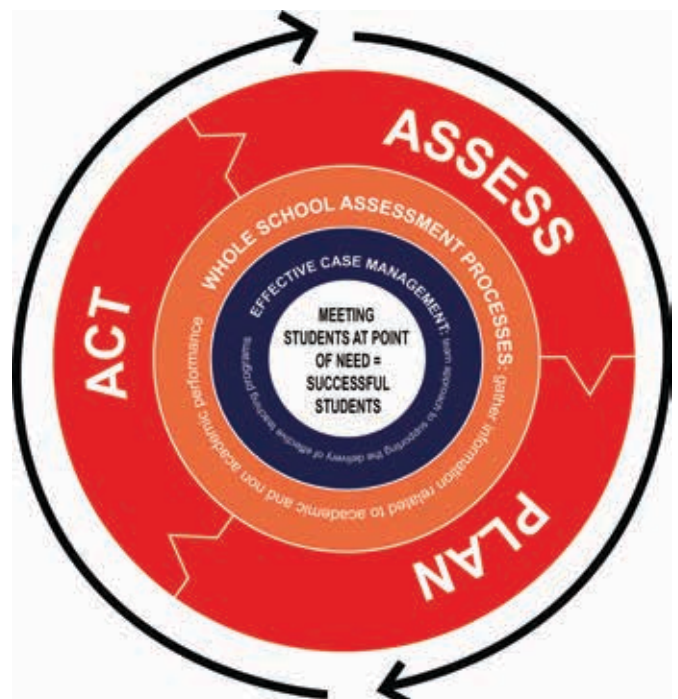
The Warnbro Community High School 2018-20 Business Plan outlines our long-term strategic planning which will be put in place to achieve the school's student achievement improvement targets within academic and non-academic areas.

Our Business Plan is framed within the Department of Education's key objectives and plan for public schools. It sets out our school's vision, context, values, strategies and targets and reflects the Department of Education's Strategic Plan for WA Public Schools 2016-2019, focus documents, and the views of our school and broader community. The Business Plan is influenced and informed by school performance data and recommendations of the WCHS 2017 Independent Public School Independent Review.

# Our Self-Assessment

WCHS uses a self-assessment schedule that details the cycle of review and the key aspects that are to be focussed on at specific points in the overall process. This continuous and rigorous self-review cycle ensures we remain reflective and responsive to the needs of our students and the school, and are able to make judgements about where we are on our improvement journey.

There is a well-documented process for staff to engage in the self-assessment and self-review processes with supporting processes to provide the time and resources to support engagement.



# Key Priority Areas

The Warnbro Community High School Business Plan 2018-20 provides clear direction and broad strategies for the school in the context of our three priorities:

## 1. High Quality Teaching and Learning

### We will:

- Seek and use feedback and data to improve teacher practice and student outcomes.
- Develop and implement strategies to ensure our school community becomes lifelong learners for the 21st century.
- Differentiate curriculum delivery and assessment to ensure engagement at multiple levels of need.

## 2. Literacy and Numeracy Focused

### We will:

- Build a whole school literacy and numeracy plan.
- Focus on targeted literacy and numeracy interventions at multiple levels of need.
- Utilise consistent practices across the school, including common language, instructional strategies and use of data.

## 3. Safe, inclusive and connected school community

### We will:

- Develop a responsive and inclusive learning environment.
- Through effective communication, engage and build partnerships and relationships to benefit our school community.
- Use a clearly articulated case management approach for all students.
- Develop initiatives that support positive wellbeing and health for staff and students.





# Targets

## Academic Targets

### PATHWAYS: ATAR and VET

- VET certificate completion Cert II or higher at the end of Year 12 maintained at 98% or above.
- Increase % of ATAR students eligible for front door entry to University.
- Increase the % of successful students completing an ATAR of 55 or above.
- WACE attainment will be at 98% or above.
- The medium ATAR will be at or above 'like schools'.

### Baseline data: PAT testing

- Improve the Years 8 - 10 PAT Maths cohort median by a minimum of 3 PAT test score points per year over three years to bring in line with Australian norm reference data.
- Improve the Years 8 - 10 PAT Reading cohort median by a minimum of 2.5 PAT test score points per number over 3 years in order to bring in line with Australian norm reference data.
- Annually use available PAT data to inform teaching and learning programs and assess student progress.

### Baseline data: NAPLAN

- The stable cohort will have equal or exceed like schools for progress between Years 7 - 9 in each NAPLAN test area.
- The stable cohort will show an increase in the percentage of students making high and very high progress between Years 7 - 9 in each NAPLAN test area.
- Increase the % of Year 9 students in Band 8 or higher for all tests.
- Decrease the % of students below the National Minimum Standard in all test areas.

### Baseline data: OLNA

- Increase the % of Year 10, 11, and 12 students in Category 3 in all test areas.

### SAIS data: whole school data

- Teacher judgements are within 1.0 standard deviation of the expected grade allocation on the school performance monitoring system.
- ABE data will reflect that 80% of students will demonstrate the five keys to success (You Can Do It) consistently or often across all years and learning areas.
- Teacher judgement are within -0.5 to 0.5 standard deviation of the expected ABE distribution on the school performance monitoring system across all learning areas.

## Non-Academic Targets

### Attendance

- Maintain attendance at above the state mean for both Aboriginal and non-Aboriginal students.
- Achieve 70% 'authorised' absences for all year groups over the next three years.
- Regular attendance to be maintained at 65% or higher in each Semester 1 reporting cycle.

### Behaviour

- Suspension data to be maintained within expected performance for like schools in the school performance monitoring system.

### Social and Emotional Well-being

- Maintain and improve student and staff well-being as measured by student, parent and staff surveys.

“I am somebody.  
I was somebody when I came and  
I’ll be somebody when I leave.  
I am powerful and I am strong.  
I deserve the education that I get here.  
I have things to do, people to impress  
and places to go.”

*Rita Pierson*



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