



Business Plan

2022 - 2024



**Kaya wandjoo, wandjoo
Noongar boodja moorditj
Maaman Yoka Koolangka
yira yaakiin Warnbro
Kaartdijin Mia**

HELLO WELCOME, WELCOME TO NOONGAR COUNTRY.

Our students, ladies and gentlemen, are standing tall,
learning at Warnbro Community High School.

Wagyl

7.2 Visual Arts and WCHS Girl's Group
Paint on canvas

This artwork was a collaborative work
based on the Wagyl (Rainbow Serpent).
Wagyl means soul, spirit or breath.
The Wagyl is the major spirit for
Noongar people and central to
their beliefs and customs.



OUR MORAL PURPOSE

Our moral purpose is to make a positive difference to the lives of young people. We do this with a focus on evidence-based practices in the priority areas of:

CURRICULUM, TEACHING AND LEARNING

POSITIVE SCHOOL CULTURE

LEADERSHIP DEVELOPMENT

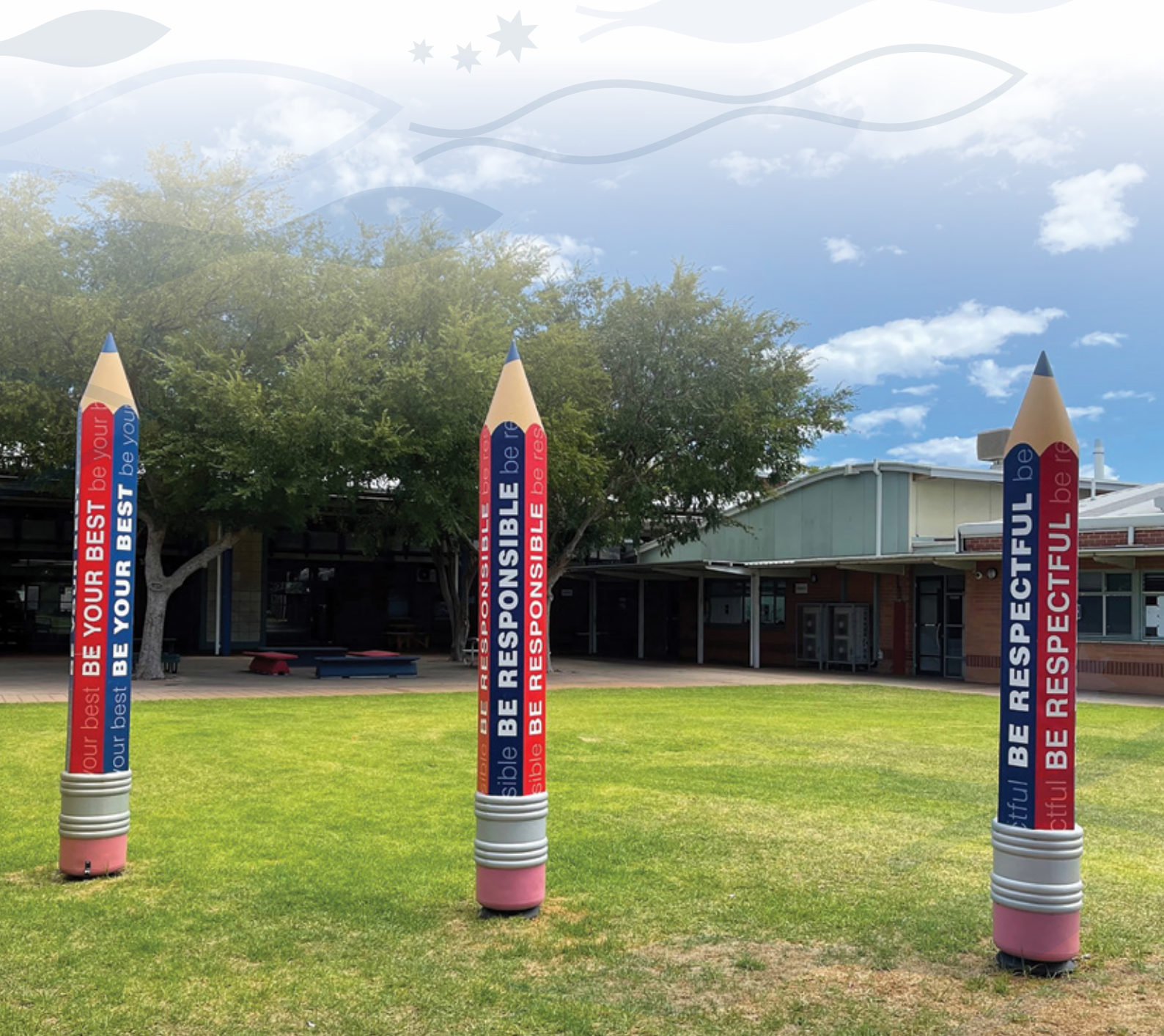
OUR VISION

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

OUR SCHOOL

Warnbro Community High School (WCHS) is an Independent Public School catering for Year 7-12 students in the Warnbro and Port Kennedy area. The school is co-located with the Warnbro Education Support Centre and the shared City of Rockingham Warnbro Community Library. WCHS staff believe that every student can learn and they are focussed on improving student outcomes by meeting students at their point of need and providing students with the right opportunities and support. Staff ensure that a high performance school culture is reinforced by reliable curriculum opportunities and practice, and a low variability approach to student learning.

We offer unique learning programs that are underpinned by highly effective evidence-based strategies which ensure high progress for all students in the areas of both remediation and enrichment. We ensure our students successfully transition from school to their futures through extensive pathway planning throughout their WCHS journey. A comprehensive Student Services team provides support to students and families creating a positive school culture through ongoing case management using a response to intervention model. WCHS is a Positive Behaviour School (PBS) which reinforces our behaviour expectations of Be your Best, Be Responsible and Be Respectful.



OUR VALUES

Our Business Plan is driven by a commitment to see every student learning successfully and working towards their potential. Our aim is for every student to find a pathway that enables them to become successful learners for life beyond school.

LEARNING

- We believe in effective high quality teaching and learning being the driver of positive student outcomes for all and invest in strengthening support in teaching and learning excellence in every classroom.
- We believe in a holistic approach to learning catering for a range of diverse student needs addressing academic and non-academic goals.

EXCELLENCE

- We have high expectations of our students and ourselves to be our best.
- We maintain a quality teacher culture that is connected to the needs of our students.
- We establish pathways where all students have opportunities for personal excellence.

EQUITY

- We provide for the differing circumstances and diverse needs of our students by providing the best 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.

CARE

- We create a positive environment where all feel connected and have a sense of belonging.
- We recognise the importance of working in partnership with parents, caregivers, external agencies and the wider community.
- We believe in meeting students at their point of need.



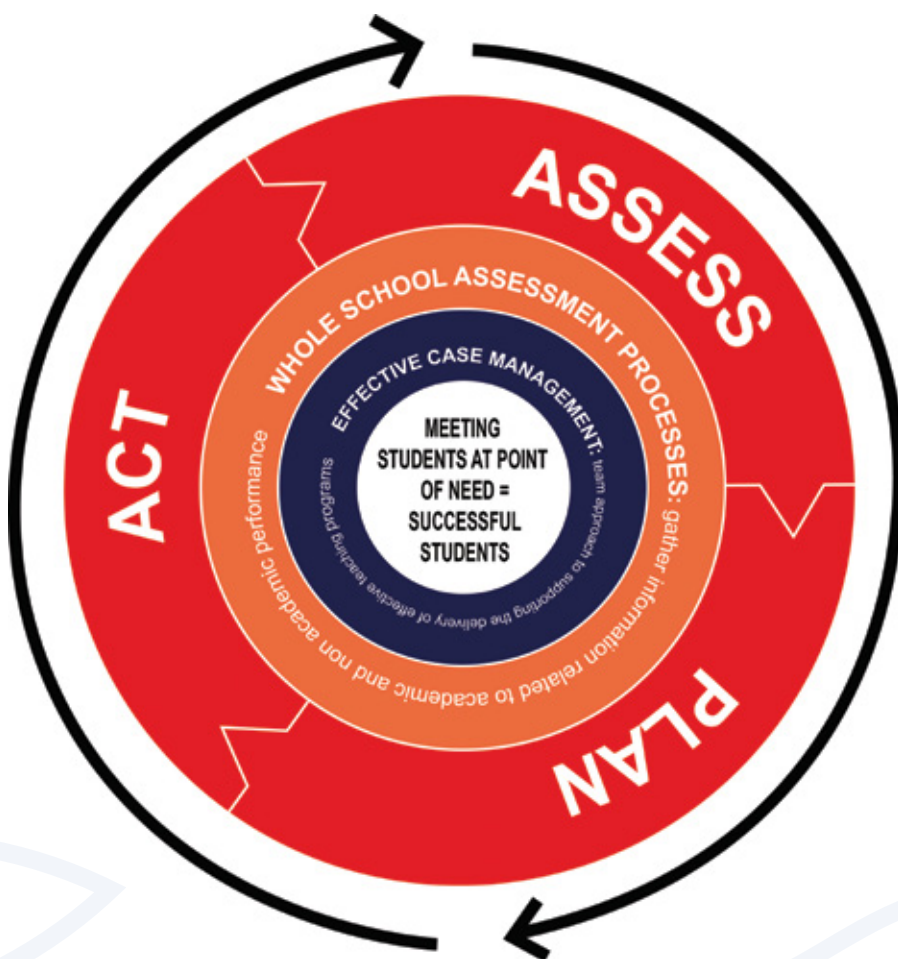
OUR BUSINESS PLAN

The Warnbro Community High School 2022-2024 strategic plan outlines our long-term strategic planning which will be put in place to build on the school's student improvement targets within academic and non-academic areas. We aspire "to make a positive difference to the lives of young people", however, we do not stop there. Our school vision further articulates our aspiration that "our school community will work together to create a vibrant and nurturing environment where students have a strong sense of self belief in achieving success now and in the future."

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 and targets. It reflects the Department of Education's strategic directions for public schools 2020-2024 Building on Strength: Future directions for the Western Australian public school system, the annual Focus documents, the Aboriginal Cultural Standards Framework and the views of our school and broader community. The Business Plan is influenced and informed by school performance data and recommendations of the Warnbro Community High School – 2021 School Review. We will develop and consolidate high quality classroom pedagogy and practice, strengthen a safe and inclusive connected school community, and strengthen our staff and students' leadership capabilities.

OUR SELF ASSESSMENT

Warnbro Community High School uses a self-assessment schedule that details a 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. It also means we are able to make judgements about where we are on our improvement journey.



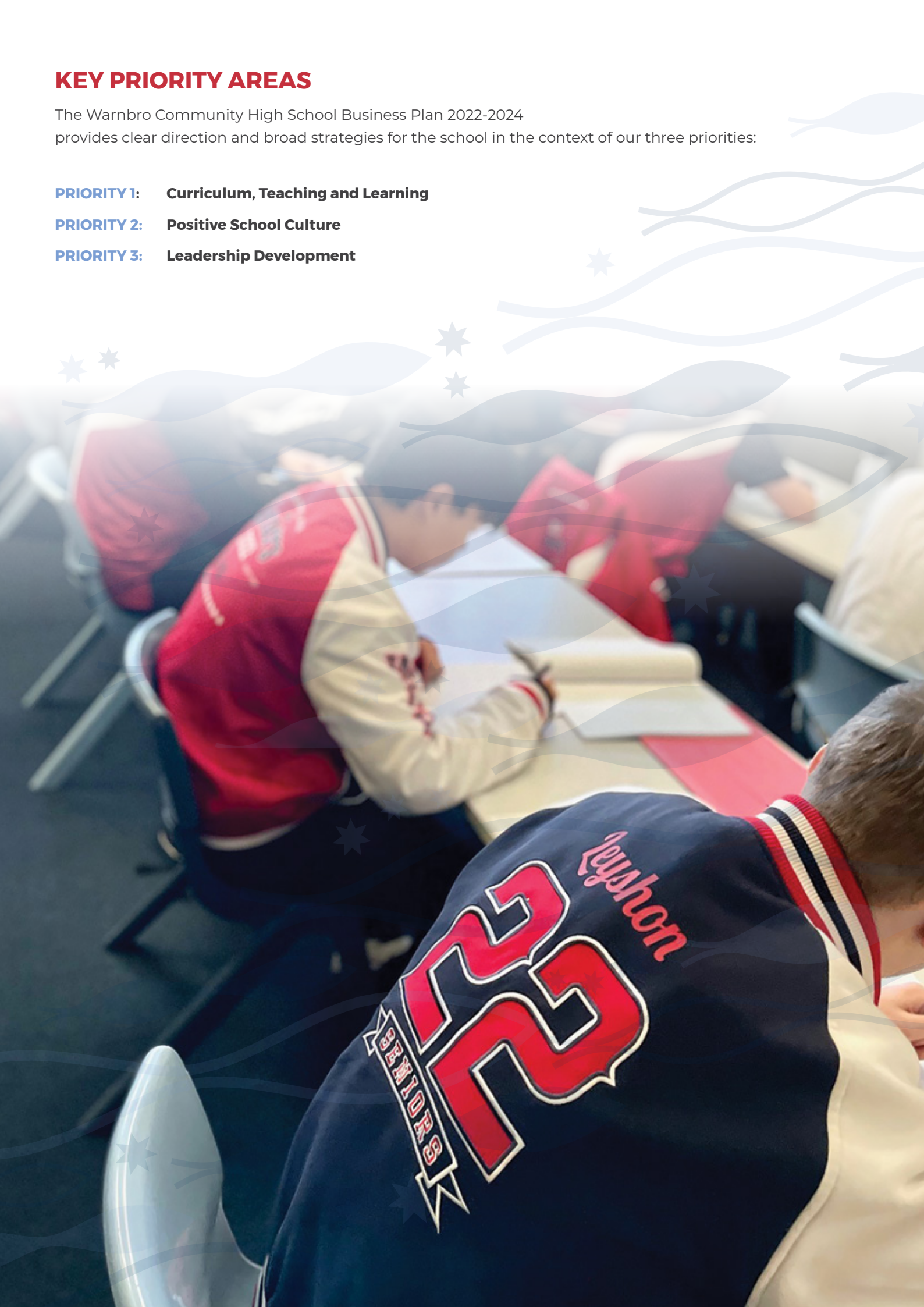
KEY PRIORITY AREAS

The Warnbro Community High School Business Plan 2022-2024 provides clear direction and broad strategies for the school in the context of our three priorities:

PRIORITY 1: Curriculum, Teaching and Learning

PRIORITY 2: Positive School Culture

PRIORITY 3: Leadership Development



PRIORITY 1

Curriculum, Teaching and Learning

Our aim is to develop and consolidate high quality classroom pedagogy and practice. Our success will be evident when we have an ongoing culture of high performance indicated by staff working in data collaborative teams, sharing instructional practice and planning for improvement alongside student achievement data that reflects progress and achievement.

OUR KEY PERFORMANCE INDICATORS WILL BE:

- the progression and maintenance of Year 7-9 NAPLAN to high progress and high achievement across reading, writing and numeracy.
- WACE achievement for all students completing Year 12 schooling

OBJECTIVE	To create an atmosphere of expertise through collaborative practice, in order to improve student outcomes
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INITIATIVE	TARGET	MEASUREMENT
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- Upskill, support and resource a culture of observation and feedback to develop peer support networks

- Consistent and effective practice between classrooms

- Student feedback tools
- Number of staff engagement in the observation and feedback cycle

OBJECTIVE	To maintain an evidence-based whole-school instructional framework and intervention support programs
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INITIATIVE	TARGET	MEASUREMENT
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- Embed whole-school instructional framework and intervention support programs in the context of a guaranteed and viable curriculum

- Embed evidence-based programs and practices that support whole school priorities
- Whole school instructional framework applied and evident in classrooms via classroom observations

- Student achievement, NAPLAN and OLNA data will continue to reflect higher progress and higher achievement year on year

OBJECTIVE	To consolidate and embed data collection and tracking to identify the needs of students
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INITIATIVE	TARGET	MEASUREMENT
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- Embed data collection, tracking protocols and data literacy across all LAs

- Staff are data literate and can identify the needs of students in their classes

- Learning areas establish goals using data and track progress towards them as part of their strategic and operational planning

OBJECTIVE To continue to develop pathways that meet the needs of all students

INITIATIVE

- Establish pathway planning and tracking processes that are transparent to students and communicate opportunities for success

TARGET

- Pathway opportunities are well understood by students and they are able to set goals that will lead to pathway success

MEASUREMENT

- An increase in the number of students completing Year 12 with WACE achievement

We will explore and embed Aboriginal cultural perspectives into our curriculum delivery across all Learning Areas.

OBJECTIVE Explore and embed Aboriginal Cultural perspectives into curriculum planning across all Learning Areas

INITIATIVE

- To review curriculum planning exploring and embedding Aboriginal Cultural perspectives across all Learning Areas

TARGET

- An increase in staff knowledge and professional learning to increase Aboriginal Cultural perspectives embedded in curriculum

MEASUREMENT

- All unit planning will engage Aboriginal texts, resources and knowledge embedded alongside key curriculum objectives



PRIORITY 2

Positive School Culture

Our aim is to develop a safe, inclusive and connected school community. We will know we have been successful when our staff and students tell us they feel safe, connected, valued and listened to.

OUR KEY PERFORMANCE INDICATORS WILL BE:

- an increase in regular attendance to above 60%
- an Organisational Health Index that shows our teacher feedback is in the top decile for work environment
- Positive feedback in parent/student survey results that indicates they feel safe, inclusive and connected to the school community.

OBJECTIVE	All classrooms maintain a consistent, responsive and inclusive learning environment
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INITIATIVE	TARGET	MEASUREMENT
<ul style="list-style-type: none">• To develop clarity around the elements of a responsive learning environment	<ul style="list-style-type: none">• Consistent classroom practices with low variation between classrooms	<ul style="list-style-type: none">• Increase in attendance data• Decrease in suspension data

OBJECTIVE	To engage and build partnerships and relationships that benefit the school community
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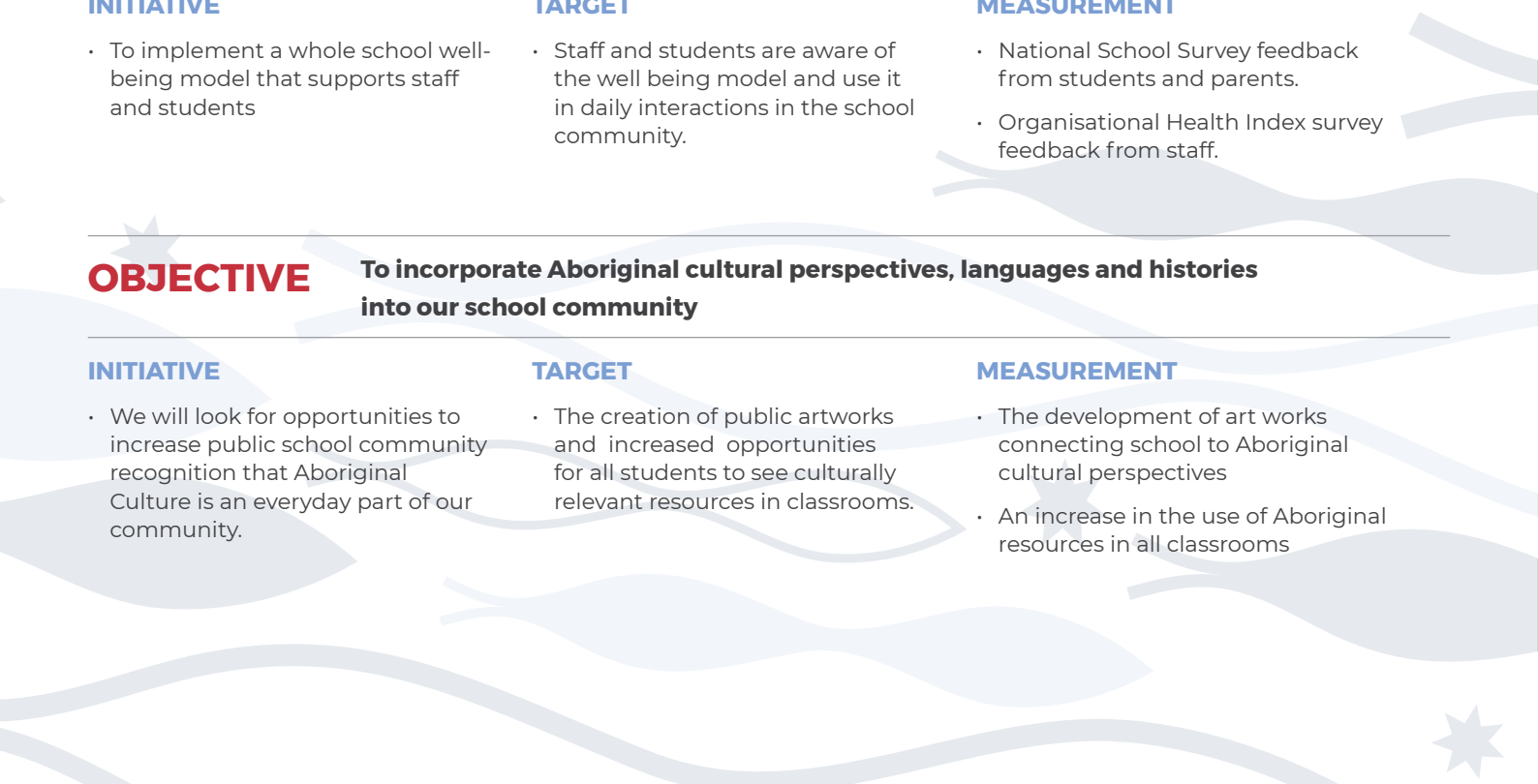
INITIATIVE	TARGET	MEASUREMENT
<ul style="list-style-type: none">• Establish sustainable partnerships with parents and the wider community	<ul style="list-style-type: none">• Community partnerships evident at a parent, curriculum and wider community level	<ul style="list-style-type: none">• Engagement of parents at school events• Sustained partnership with external agencies

OBJECTIVE	To respond with interventions that support the well-being of students and staff
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INITIATIVE	TARGET	MEASUREMENT
<ul style="list-style-type: none">• To implement a whole school well-being model that supports staff and students	<ul style="list-style-type: none">• Staff and students are aware of the well being model and use it in daily interactions in the school community.	<ul style="list-style-type: none">• National School Survey feedback from students and parents.• Organisational Health Index survey feedback from staff.

OBJECTIVE	To incorporate Aboriginal cultural perspectives, languages and histories into our school community
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INITIATIVE	TARGET	MEASUREMENT
<ul style="list-style-type: none">• We will look for opportunities to increase public school community recognition that Aboriginal Culture is an everyday part of our community.	<ul style="list-style-type: none">• The creation of public artworks and increased opportunities for all students to see culturally relevant resources in classrooms.	<ul style="list-style-type: none">• The development of art works connecting school to Aboriginal cultural perspectives• An increase in the use of Aboriginal resources in all classrooms



PRIORITY 3

Leadership Development

Our aim is to develop leaders who can contribute to the school, the local community and education system by developing staff and students leadership capabilities. We will know we have been successful when staff and students are engaged in achievements across our school community that reflect our moral purpose. We will have a positive school voice in the local community led by our school leaders.

OUR KEY PERFORMANCE INDICATORS WILL BE:

- A minimum of five representatives from each year group engaged in a structured student leadership program that relates to career development skills and attributes.
- Staff engagement in the Future Leaders Framework with all staff engaged with exploring self-leadership as classroom leaders and where aspirants have the opportunity to 'stretch' their emerging leadership skills.

OBJECTIVE To develop student leadership

INITIATIVE	TARGET	MEASUREMENT
<ul style="list-style-type: none">• Develop a cohesive, inclusive student leadership development program	<ul style="list-style-type: none">• Increase in student engagement in leadership opportunities across the school and the wider community	<ul style="list-style-type: none">• Increased student leadership nomination• Increased opportunities for student feedback

OBJECTIVE To build capacity in staff as potential future system leaders

INITIATIVE	TARGET	MEASUREMENT
<ul style="list-style-type: none">• Engage staff with the Future Leaders Framework	<ul style="list-style-type: none">• All staff will have clarity about self-leadership and their roles as classroom leaders• Aspirant staff will engage in stretch projects building on the strategic foci of the school	<ul style="list-style-type: none">• Organisational Health Index survey – increase in classroom teacher perception of leadership opportunities

OBJECTIVE To develop a strong peer instructional coaching culture

INITIATIVE	TARGET	MEASUREMENT
<ul style="list-style-type: none">• Create leadership opportunities through the development of a peer instructional coaching model	<ul style="list-style-type: none">• All staff will engage with peer instructional coaching model	<ul style="list-style-type: none">• All staff engaged by end of 2023

We will engage staff in professional development to support their roles as culturally responsive educators and leaders.

OBJECTIVE Engage staff in professional development to support their roles as culturally responsive educators and leaders

INITIATIVE	TARGET	MEASUREMENT
<ul style="list-style-type: none">• To ensure the Aboriginal Cultural Standards are understood and embedded across the school community	<ul style="list-style-type: none">• Staff will have increased knowledge of Aboriginal culture and history and this will be reflected in curriculum delivery and the school environment	<ul style="list-style-type: none">• Evidence of the embedding of Aboriginal culture and history in curriculum unit planning• Feedback from Aboriginal students and families

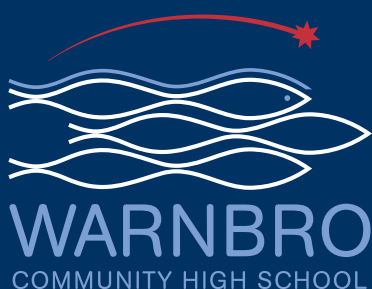


SCHOOL MOTTO

**“I am because we are
and because we are therefore I am.”**

Our school motto is derived from a line in a play by South African playwright Fatima Dike.

The phrase “I am because we are” is inspired by the philosophy of ubuntu, a South African phrase meaning ‘humanity’ or ‘I am because you are’. It embraces the idea that humans cannot exist in isolation. We depend on connection, community, and caring - simply, we cannot be without each other. This philosophy requires a conscious shift in how we think about ourselves and others, especially at a time when people are feeling more divided than ever.



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