BUSINESS PLAN 2023 to 2026

COLLIE SENIOR HIGH SCHOOL

BUSINESS PLAN 2023 to 2026

A MESSAGE FROM OUR PRINCIPAL

We are very pleased to present our Business Plan for 2023 to 2026. To develop this plan, we have looked at our previous school review findings, analysed data and surveyed all key stakeholders. From these findings, we have been working with staff to reflect on what we are already achieving and how we can continue our school improvement journey over the next three to five years. The staff at Collie Senior High School seek to improve student outcomes and they strive to achieve this every day. We look to develop resilience, which allows our students to flourish on their learning journey. To achieve this, we need to work together on this journey.
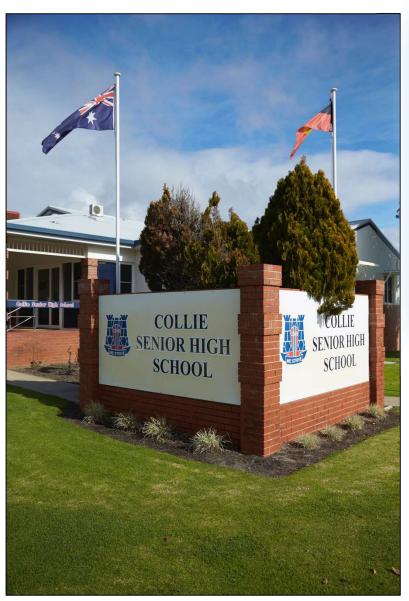
Our review highlighted the many opportunities Collie Senior High School provide for students and how we can continue to develop individual student pathways whilst working within a classroom focus. High quality teaching is key to improved reading outcomes, working across schools and the community as we work together to develop this essential life skill.

We look forward to working with you in the coming years and providing a fulfilling Secondary Education for all students.

MS DALE MILLER
Principal

OUR VISION

OUR VISION

At Collie Senior High School our moral purpose is to provide opportunities for all students to develop skills, knowledge, and resilience, through high quality teaching, to pursue pathways of their choice.

OUR VALUES

OUR VALUES

WE STRIVE TO DO OUR BEST

Successful Students = Successful Communities
We thrive by living our VALUES and by being:

INCLUSIVE
We are family. We are welcoming, caring and accommodating. We know we do our best work when we work together. Our school is our home to learn and grow.

RELAXED
We embrace who we are. We are natural and easy going. We follow required guidelines and achieve with minimal fuss and formality.

EXPLORATIVE
We are adventurous and like variety. We're always open to try new things and actively search out opportunities, experiences, and challenges!

FUN
We work and learn with humour and fun and we make time to celebrate our efforts.

COMMUNITY MINDED
We respect and value the support of our local community and generously give back.

RESOURCEFUL
We continually seek out what we don't know. We are practical and adaptable and can think on our feet. We are determined and never give up.

OUR BRAND

AT COLLIE SENIOR HIGH SCHOOL WE:

- Are family friendly. We see our school community as one big family and operate with family values. We offer a warm, welcoming, accommodating, and comfortable school environment. We are accepting, caring, kind and empathetic. We are supportive, firm but fair, reliable, and loyal. We know we do our best work when we work together.
- Are open to try new ideas and actively search out opportunities, experiences, adventures, and challenges to learn and grow from.
- Embrace who we are. We are relaxed, easy going, natural and casual. We like to achieve with a minimum of fuss and formality.
- Work and learn with humour and fun and we make time to celebrate our efforts.
- Are community minded and value the support of our local community. We respect and generously give back to our community.
- Are resourceful and goal oriented. We look to find out what we don't know to expand our knowledge. We're adaptable and flexible and can think on our feet.
- Are resilient. We are determined, and hardworking and we never give up.
- Value our natural environment and look for ways to recycle and practice sustainability principles.

OUR SCHOOL
CODE OF CONDUCT

AT COLLIE SENIOR HIGH SCHOOL:

OUR CODE

Looking through the ARCH window.

Our Code – aligns with the Department of Education, however at CSHS we ensure through structures (Performance Management) that we support students, staff, and the community.

Our Code – is a fun way to remind our colleagues and students that we need to ensure we are acting within the intent of our Vision, Purpose, Values and Brand.

This way we are empowered to positively self-manage.

PRIORITIES

Focus Areas: **Description:**   **Objectives:**

Focus Area	Description	Objective	Objective	Objective
A. **CURRICULUM AND TEACHING**	**High impact instruction in every classroom**	1.1 Reduce variability in teaching practice across the school	1.2 Improve Reading outcomes – achievement and progress	
B. **CONDITIONS FOR LEARNING**	**A collaborative learning culture that promotes and supports high expectations of both staff and students**	2.1 Increased student engagement in learning	2.2 To embed a culture of high expectations of staff and students	2.3 Percentage of students who improve behaviours from Tier 2 Interventions
C. **LEADERSHIP AND MANAGEMENT**	**Effective and distributed leadership guided by contemporary evidence and research**	3.1 Embed a shared moral purpose which is alive in the school	3.2 Build the pedagogical leadership capacity of all staff in the school	3.3 A culture of professional growth and accountability is established and maintained

A.   High impact instruction in every classroom **Owner: Deputy Principal – Renee**
A1 Define and codify highly effective instruction
A2 Establish effective delivery methodology and use across the school (engagement norms and TAPPLE)
A3 Develop and implement lesson design and review aspects of effective instruction
A4 Develop and implement focussed plan and strategy for literacy improvement with a focus on reading
B.   A collaborative learning culture that promotes and supports high expectations of both staff and students **Owner: Deputy Principal - Aric**
B1 Consolidate and strengthen classroom management and instructional practices through coaching, observation, and professional learning
B2 Strengthen the implementation and fidelity of PBS, especially with regard to Tier 2 students
C.   Effective and distributed leadership guided by contemporary evidence and research **Owner: Principal Dale**
C1 Collaboratively develop and re-visit moral purpose and monitor school processes for consistency and alignment
C2 Invest in and support the middle leaders program
C3 Improve instructional leadership capacity to lead disciplined dialogue focussed on student performance data
C4 Develop a distributed leadership model with clear roles and accountability
C5 Develop and continue to build leadership capability through identification of aspirant staff

Collie SHS – KPIs Table

Moral Purpose/ Vision Statement: To provide opportunities for all students to develop skills, knowledge and resilience, through high quality teaching, to pursue pathways of their choice.

Aspiration (for 2022 - 2024): To achieve all Year 9 NAPLAN results "Above Like Schools" and "At the state average" in order to improve WACE achievement (ATAR and VET)

KPIs for Overall Aspiration	Metric Used to Measure Progress	Baseline Performance 2021	2022 Targets	2023 Targets	2024 Targets
	NAPLAN reading Year 9 Achievement Mean Score	550 +1 (like Schools) 550 -31 (WA public)	+5 Like schools -25 WA Public	+10 Like Schools -15 WA Public	=WA Public Schools
	WACE Achievement	Percentage of students achieving WACE	80%	82%	85%

Focus Areas	Description			Objectives	
A. CURRICULUM AND TEACHING	1. High impact instruction in every classroom	1.1 Reduce variability in teaching practice across the school	1.2 Improve Reading outcomes – achievement and progress	1.3	1.4
B. CONDITIONS FOR LEARNING	2. A collaborative learning culture that promotes and supports high expectations of both staff and students	2.1 Increased student engagement in learning	2.2 To embed a culture of high expectations of staff and students	2.3 Percentage of students who improve behaviours from Tier 2 Interventions.	2.4
C. LEADERSHIP AND MANAGEMENT	3. Effective and distributed leadership guided by contemporary evidence and research	3.1 Embed a shared moral purpose which is alive in the school	3.2 Build the pedagogical leadership capacity of all staff in the school	3.3 A culture of professional growth and accountability is established and maintained	3.4

KPI TABLE

A. FOCUS AREA NAME – Curriculum & Teaching

Objective	Metric Used to Measure Progress	Baseline Performance 2021	2022 Targets	2023 Targets	2024 Targets
1.1	TTFM Teacher Survey Collaboration – Qn's1 "I work with other teachers in developing cross curricular or common learning opportunities."	7.3	7.5	8.0	8.5
1.2	Achievement &Progress Year 7 to 9 Quadrants Student progress of stable cohort	High progress/low achievement	High progress/ higher achievement then 2021	High progress/ Higher achievement than 2022	= high progress & high achievement

B. FOCUS AREA NAME – Conditions for learning

Objective	Metric Used to Measure Progress	Baseline Performance 2021	2022 Targets	2023 Targets	2024 Targets
2.1	TTFM Student Survey Skills (grade challenge). Comparison between school & TTFM averages	52% low skills high challenge (TTFM average =40%). Difference = +12; 29% high skills, high challenge (TTFM average = 44%. Difference = -1.5	+10% / -12	+5 / -8	0 / 0
2.2	TTFM – Student Survey Expectations for Success "School staff emphasise academic skills and hold high expectations for all students to succeed."	Mean score 6.7 TTFM norm is 7.4	6.9	7.2	7.4
2.3	Tier 2 – less tier 2 behaviours for students engaged in Tier 2 programs	Percentage of students who improve from Tier 2 intervention	10% improvement	10 to 20%improved	20%improvement

C. FOCUS AREA NAME – Leadership & Management

Objective	Metric Used to Measure Progress	Baseline Performance 2021	2022 Targets	2023 Targets	2024 Targets
3.2	OHI Direction (65) Shared Vision Strategic Clarity	Third Quartile (62) Third Quartile (64)	Third Quartile Third Quartile	Second Quartile Second Quartile	Top Quartile Top Quartile
3.4	TTFH Teacher Survey Leadership Average score	6.2	6.4	7.0	7.0
3.4	OHI –Accountability (64) Consequence Management Personal Ownership	Bottom Quadrant (36) Third Quadrant	Third Quartile Third Quartile	Second Quartile Second Quartile	Top Quartile Top Quartile