



Independent Public School



RESPECT

INTEGRITY

PERSONAL BEST

TOM PRICE SENIOR HIGH SCHOOL
BUSINESS PLAN
2021 - 2023



FOREWORD

I am pleased to present the new Business Plan 2021—2023 for Tom Price Senior High School (Tom Price SHS).

The Focus Areas in the 2021 – 2023 Business Plan relate to the school's core business of enabling success for all students through the ongoing advancement of excellence in teaching and leadership and the strategic engagement of the local and broader community. Achievement of the Targets for each of the three Focus Areas in the 2021 – 2023 Business Plan will be consistent with the direction of the school's new Vision Statement and school values – personal best, integrity and respect.

The school's 2021 - 2023 Business Plan provides a sustainable direction for school improvement over the next three years. It provides for opportunities for every student to experience success attained in a safe and caring learning environment that is supported by the community. The Business Plan 2021 – 2023 will be a means of continuing to consolidate the school's previous two plans for improvement and will continue to focus on improved student outcomes and success for all students.

Andrew Jack
Principal
January 2021

SCHOOL CONTEXT

Tom Price SHS provides an extensive Year 7 to Year 12 secondary education program for students who live in the towns of Tom Price and Paraburdoo and in the nearby Aboriginal communities of Wakuthuni and Bellary.

A positive learning environment underpins the school's culture of success for all students with the development of the whole child (including academic, emotional wellbeing and citizenship attributes) being a focus. Effective school leaders support the school vision. Tom Price SHS has been a part of the Fogarty Edvance program since 2019 and has been instrumental in the development of leadership in the school as well as targeted directions. Data informed programs, including Explicit Direct Instruction, combined with the whole School Approach to Literacy, Tactical Teaching – Reading & Writing have been introduced. School staff have high expectations of academic rigor and achievement standards, while their instruction is engaging with current and relevant pedagogical practice supported by their use of technology. The school's Business Plan and annual Operational Plans are informed by, and are responsive to, student and school performance data through a cycle of continuous self-assessment.

Local industry and business support the school through their participation in school based programs including workplace learning, school based traineeships and agreed pathway partnerships to extend the skills and opportunities of students. The school has active partnerships with a number of Universities and Registered Training Organisations (RTO's). Tom Price SHS is a member of the University of WA's Aspire program which sees UWA staff regularly visit the school to provide workshops for students. Students have the opportunity to attend UWA led camps linked to University campus opportunities and to access ATAR score benefits and to campus support. Tom Price SHS is also a part of CoRE, Centre of Resource Excellence Program which encourages students to extend their learning and understanding through working collaboratively in business units, students focus on delivering project components in a real-world context using project-based learning, including field trips. The school's partnership in the Follow the Dream program is highly regarded in the community and has become an important link to confidently engage Aboriginal parents in support of their children's education. The school hosts the award winning Tom Price Emergency Services Cadet Unit providing a very strong link between the school and the community. Over 100 students attend Cadets each week to receive instruction by emergency service volunteers.

SCHOOL VISION

To inspire students to embrace their diversity and be passionate about learning in order to achieve their personal best.

SCHOOL VALUES

We are committed to the values that we believe are essential in achieving the best possible outcomes for all students attending Tom Price Senior High School. Our school vision is underpinned by the following school values:

PERSONAL BEST

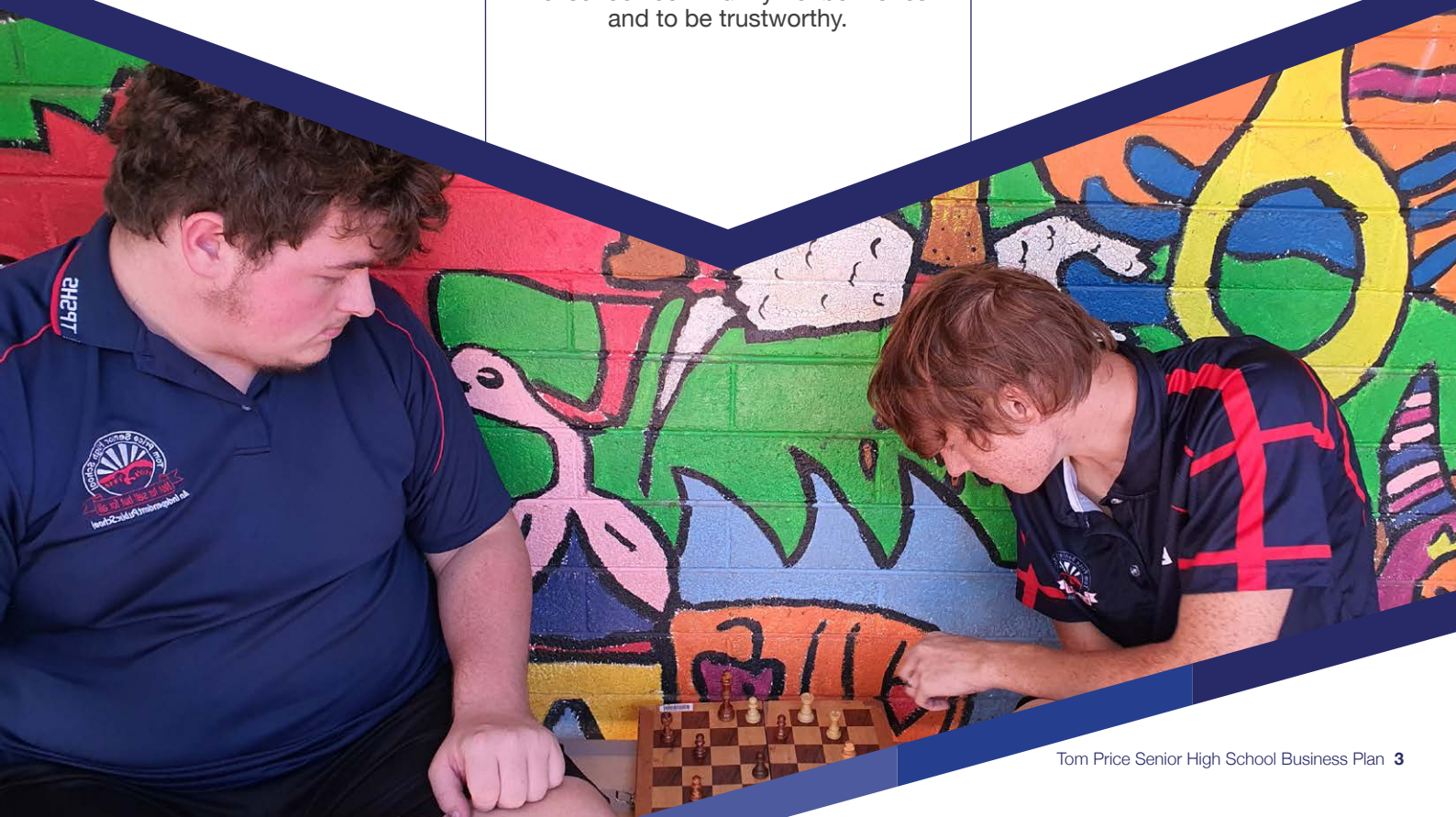
We have a positive approach to learning and encourage each student to strive hard in their pursuit of excellence by aiming to attain their highest personal achievement in all aspects of schooling. We advance student learning based on our belief that all students have the capacity to learn and to achieve higher levels of learning.

INTEGRITY

We have high expectations that each member of our school community will acquire and practice on an ongoing basis a discipline of moral behaviour and belief. We expect all members of the school community to be honest and to be trustworthy.

RESPECT

We expect all members of our school community to care for self, others, the environment and to value property be it communal or personal. This extends to being considerate and to treat others with dignity, accept diversity and individual differences and to demonstrate actions within the law and authority.





PLANNING FRAMEWORK FOR TOM PRICE SENIOR HIGH SCHOOL

Planning for improvement at Tom Price Senior High School is evidence based derived from rigorous self-assessment and reflection at each of three planning levels within the school – whole school (Business Plan), Learning Area / school program (Operational Plan) and classroom (Classroom Planning). Planning at all levels is consistent with the Department of Education’s strategic plan, policies and directions for schools.

The school’s Business Plan sets direction for improvement at the whole school level. It is a response to the analysis of whole school student and school performance data and indicates ‘what the school is going to do’ to improve performance through the identified Focus Areas.

The school’s Operational Plan is guided by the Business Plan and provides context for teachers’ classroom planning. The Operational Plan indicates the ‘how’ and the ‘who’ of the delivery of the Business Plan. It shows the commitment and contribution by a teacher or groups of teachers to the major priorities and key operational strategies in each Learning Area or program.

Classroom Planning reflects the medium term and daily planning of individual teachers and is guided by the directions set in the school Business Plan and aligned to the Operational Plan.

MODEL OF PROFESSIONAL PRACTICE

PLAN & ACT

- Develop Strategy
- Align Resources
- Implement Plan



REVIEW

- Gather Information
- Analyse Data
- Make Decisions

RESPOND

- Consolidate how we do things
- Change what we do
- Change how we decide what to do

FOCUS AREAS FOR THE 2021 – 2023 BUSINESS PLAN

FOCUS AREA 1: Success for All Students

We focus on individual achievement and believe that every student can achieve their personal best. Our goal over the term of this Business Plan is to establish and maintain a high quality learning environment with a focus on whole school literacy and numeracy approaches.

TARGETS	WE WILL ACHIEVE THIS BY	DATA SOURCE
<p>In the NAPLAN:</p> <p>1.1 By 2023, progress achieved by the year 7 to year 9 stable cohort in Writing will equal to or exceed like schools</p> <p>1.2 By 2023, increase the percentage of students in the stable cohort making high or very high progress from year 7 to year 9 in Reading to 40%.</p> <p>1.3 By 2023, increase the percentage of students in the stable cohort making high or very high progress from year 7 to year 9 in Numeracy from 25% to 35%.</p>	<ul style="list-style-type: none"> Establishing and implementing a whole-school literacy and a whole-school numeracy plan. Tactical Teaching – Reading and Writing PL for all staff. Utilisation of digital learning environments for literacy and numeracy. Use of data to adapt and drive classroom teaching strategies. PAT testing for Year 7s to 10 on entry. 	Schools Online: Student Performance - NAPLAN
<p>1.4 By 2023, 50% of year 10 students will achieve Category 3 in all test areas in OLNA in Year 10 (round 2).</p>	<ul style="list-style-type: none"> Support for students achieving Categories 1 & 2 in all test areas. Targeted support for individual students through IEP's. Consistent numeracy and literacy strategies implemented across all learning areas. 	<p>SIRS Reports: Literacy and Numeracy Student Analysis RTP</p> <p>SAIS</p>
<p>1.5 By 2023, Year 12 WACE achievement rate will equal or exceed like schools and trend towards Public schools.</p> <p>1.6 By 2023, Year 12 median ATAR will equal or exceed like schools.</p> <p>1.7 Over the life of the Business Plan, the Year 12 Attainment rate will trend towards like schools.</p>	<ul style="list-style-type: none"> Conducting a rigorous course/pathway selection process for all students. Mentoring all ATAR students Focus on exam preparation Online Revision Courses available for students. Offering flexibility with course offerings for students transitioning from Year 10 to Year 11. 	SAIS: Senior Secondary report
<p>1.8 By 2023, the percentage of students Year 7 – 10 achieving above a 'C' grade will exceed like school performance in Mathematics.</p> <p>1.9 By 2023, the percentage of students Year 7 – 10 achieving above a 'C' grade will exceed like school performance in English.</p>	<ul style="list-style-type: none"> Providing a breadth of academic programs to reflect the needs/aspirations of students and the community. Participation in a number of cross-curricula STEM initiatives as a tool to support higher achievement. All teachers having access to a range of technology (including Connect and Compass) and relevant support to enable them to integrate technology into their classroom planning and instruction. 	<p>AIS: 7-10 School Performance Teacher grades</p> <p>NAPLAN</p>
<p>1.10 Over the life of the Business Plan Regular student attendance (90% or more) will trend towards 55%.</p> <p>1.11 Over the life of the Business Plan Regular student attendance (90% or more) of Indigenous students will trend towards 55%.</p> <p>1.12 Over the life of the Business Plan the number of Positive Behaviour Entries logged through Integris will increase from a base of 383 entries in 2020.</p>	<ul style="list-style-type: none"> A strong focus on reducing unexplained absences for students not attending regularly Consolidation of the Year 7 to 12 Engagement Pathway model Using the Aboriginal Cultural Standards Framework to guide attendance improvement strategies Employment of an Attendance Officer Constructing Attendance, Engagement, and/or Behaviour plans for targeted students. 	<p>Student Survey Data</p> <p>Schools Online: Student Attendance Reporting</p> <p>Follow up and monitoring of unauthorised absences</p> <p>Attendance Plans</p> <p>Behaviour Management</p>

FOCUS AREA 2: Excellence in Teaching and Leadership

Success for all students is dependent on the capacity of teachers to provide for quality teaching and learning. Leadership in the school provides the necessary support, professional learning and opportunities that will enable teachers to acquire excellence in their professional practice.

TARGETS	WE WILL ACHIEVE THIS BY	DATA SOURCE
<p>2.1 By 2023, all Learning Areas have staff using the Explicit Direct Instruction teaching model in their classrooms.</p>	<ul style="list-style-type: none"> • Implementation of a whole school explicit teaching model based on a school wide pedagogical framework. • Building the capacity of staff to use a variety of cooperative learning strategies to enhance student learning. • Have a minimum of one, Teaching and Learning Coach to build capacity. 	<p>Observation Data Performance Development meetings</p>
<p>2.2 By 2023, increase the percentage of 'agree' and 'strongly agree' student responses in the National Student Survey</p> <p>Qn1. Teachers at this school expect students to do their best - from 85% to 90%</p> <p>Qn12. Teachers at this school motivate students to learn - from 37% to 45%</p>	<ul style="list-style-type: none"> • Excellence in teaching practice. • Positive Behaviour Support Plan that aligns with DoE Behaviour Policy • Strengthening the roles of Student Services members and School Leaders - including Student Leaders • Classroom Climate questionnaire • Classroom Observations 	<p>National Student survey</p>





FOCUS AREA 3: Positive Collaboration and Partnerships

Positive collaboration and partnerships by the school with the local and broader community value adds to existing school programs by enhancing learning experiences and the sustaining of a positive school profile.

TARGETS	WE WILL ACHIEVE THIS BY	DATA SOURCE
3.1 By 2023, increase the number of parent responses to the National school survey for parents from X responses from parents in 2018 to X responses from parents in 2023.	<ul style="list-style-type: none"> The School Board pursues, develops and maintains a higher profile within the school and in the community. Communication to parents and the community will be enhanced by fully operational electronic means such as Facebook, SMS, email, school website, Compass, Skoolbag and Parent Connect. 	Parent Survey Parent positive and negative feedback
3.2 At the end of 2023, parent engagement with Compass is 50%.	<ul style="list-style-type: none"> For classes with digital content and lessons to have a Connect/Compass class to accompany face to face classes Information to be distributed and Connect contact point for parents to be established. 	Connect Data - Number of parents signed up
3.3 By 2023, establish a formal arrangement including regular meetings between school and local Aboriginal corporations and groups within the community.	<ul style="list-style-type: none"> School-Aboriginal Community Partnership to meet on a regular basis to address issues related to Aboriginal student attendance, engagement, achievement and well-being. All staff improving their Cultural Awareness through programs delivered by AIEO, Regional Office Staff and/or identified key local Indigenous people. Annual reflection and self-review of where school rates itself in regard to ACSF. 	Annual ACSF staff self review results



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