



BROOME SENIOR HIGH SCHOOL

Independent Public School

Business Plan 2016-2018

2016

Broome Cluster of Independent Public Schools



Acknowledgement of Country

We respectfully acknowledge the past and present traditional owners and custodians of this land, the Yawuru people.

We must always remember that under the concrete and asphalt this land is, was and always will be traditional Aboriginal land. It is a privilege to be on Yawuru country.

We also pay our respects to the elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia.

We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

Broome Senior High School

Perseverance and Integrity

A Culture of Success

2015: WA VET School of the Year (Runner-Up)
2012: WA Secondary School of the Year
2010: Australian 'Dare to Lead' School of the Year
2005: WA TEE School of the Year

Vision:

As Broome SHS, Independent Public School our vision is to realise the potential of every student to achieve personal excellence in all endeavours. We will do this by providing a safe and caring learning environment with a focus on excellence, through high quality teaching and positive respectful relationships.

School Values: A Culture of Success

Excellence	personal and professional, be the best you can be
Positive respectful relationships	between staff, students, parents and the community
Commitment	to self, to others, to the school
Perseverance	pursuit of knowledge and achievement of potential
Integrity	moral soundness, doing the right thing at the right time for the right reasons

Priorities:

- Academic Excellence
- Fostering A Positive Culture Of Success

School Context

Broome Senior High School is a leading Independent Public School and part of the Broome Cluster of Independent Public Schools, along with Broome, Broome North, Cable Beach and Roebuck primary schools.

Originally established in 1990 and as a senior high school in 1994 Broome SHS is now one of the top performing high schools in the state. In 2012 it received the ultimate accolade of WA Secondary School of the Year.

Currently with 900+ students the school now retains 80%+ of its feeder primary students from its four Cluster feeder primaries. In addition it attracts up to 50 students from across the Kimberley who reside at the Broome Residential College. It is the 'secondary school' of choice in Broome and one of the top performing schools in the state.

Every child is given an opportunity to gain a quality education because the school excels in creating:-

- a safe and caring learning environment based on respectful relationships between the staff, students, parents and the wider community;
- a culture of success with our students focussing on their education and achieving to their potential;

- an experienced and dedicated staff who pride themselves on developing positive relationships and providing quality learning experiences;
- a wide range of programs starting with a dedicated personal approach in Year 7 through to specialised courses in Year 12,
- a selective Extension Program in Year 7, through to Academic Rigour Classes (ARC) Y8-10.
- appropriate class sizes giving students more individual teacher time;
- specialist courses with up-to-date resources allowing students to learn skills required for university, further study and/or work.

The school also offers a full range of whole school activities such as swimming and athletics carnivals, Kimberley Cup, Country Week, school ball, ski trip, Japan trip, a range of camps and excursions, competitions, after-school activities and school productions.

The success of the school is a result of the concerted efforts and unrelenting focus on curriculum and student outcomes. The staff are exceptional and our success reflects the determined and successful efforts of all to realize the potential of every student. In addition the school has successfully adapted to the changing demographics of our community. Broome SHS plays an important role within the community, providing a high quality education, catering for the varied interests and needs of our students. The school successfully develops the academic, social, creative, leadership and sporting talents of our students which means the majority of parents are able to keep their children in Broome. Community partnerships with parents and the wider community are extremely strong and community confidence in the school (and in public education in general) is at an all-time high.

Independent Public School (IPS) Status

In 2013 the school became an Independent Public School as part of the Broome Cluster of Independent Public Schools with its then three primary schools (Broome, Cable Beach and Roebuck PSs). In 2015 the newly opened Broome North PS joined the Cluster. The community of Broome believes that the move to IPS as part of the Broome Cluster provides the school (and indeed schools) with the *best* opportunity to provide the very best education to our students K-12. The community continues to be unanimous in its support of this exciting vision. (See Cluster Framework for more details).

In 2015 the school underwent its first IPS review. The school received an outstanding review with seven recommendations:

- The embedded whole-school self-review processes against the priorities of the Business Plan.
- The focus by staff on the school's purpose and their capacity and willingness to take leadership roles in the school.
- The process to ensure successful transition of SEN students from primary to secondary.
- The attainment of academic excellence by students which can be attributed to strong collaborative leadership, dedicated staff, effective governance processes, strong communication between home and school, and effective community partnerships.
- The staff goodwill in giving of their time so that students can experience success.
- The development of highly effective communication channels with the parent body.
- The establishment of a positive learning environment that is supported by a variety of strategic programs implemented by competent and well led staff.

In addition the IPS review team made five recommendations, three for the school, one for the school Board, and one for the Cluster.

School:

- Close monitoring of the attendance data and assessment of the effectiveness of the processes and programs instituted to address identified attendance targets.
 - ✓ Attendance data already very closely monitored. Targets reviewed and re-established for 2016. Process for the assessment of the effectiveness of strategies established for 2016 involving termly accountability meetings with Principal by Deputy Principal and attendance team.

- Establishment of targets in the next Business Plan that are more specific, challenged and focused on specific years or areas of operation in the school, rather than trends.
 - ✓ Done for 2016 Business Plan
- Identification of the skills and characteristics of staff needed in the future in the Workforce Development Plan.
 - ✓ To be developed at the start of 2016

School Board:

- Annual implementation by the Board of a more comprehensive survey to gauge its performance.
 - ✓ Already adopted by School and Cluster Boards for 2015 review.

Cluster

- Revision by the Cluster Board of the Broome Cluster's protocols, values and framework for joint planning in 2015 and beyond; to ensure all schools are cognisant of expectations, are in agreement on joint pursuits; have measures that will enable the determination of progress made.

✓ Discussed at Principal meeting Nov 2015. Presented to Dec 2015 Cluster Board for discussion.

At the final Cluster Board meeting of 2015 the Cluster Board addressed this recommendation. It was unanimously agreed that:

- ✓ The Cluster Framework document outlining the Cluster's protocols, values and joint planning was still extremely relevant and still the framework to be used 2015 and beyond;
- ✓ All schools were cognisant of expectations and in agreement on joint pursuits;
- ✓ The Principals through their twice termly meetings were a strong collegial and cohesive group;
- ✓ The Cluster Board's termly meeting was a vital and endorsed part of the collaborative process;
- ✓ Measures currently in place were satisfactory in determining progress.

Broome Senior High School
School Priority – Academic Excellence

Year 7-10 Grade Distribution Learning Area	Whole School Benchmark Targets	Whole School Aspirational Target
Arts Careers English Maths PE Science Humanities and Social Sciences Technologies	2016: To maintain grade distribution in each year group, to be equivalent or better than like schools in each learning area.	2016: To maintain grade distribution in each year group, to be equivalent to state distribution in each learning area
	Indigenous Focus Benchmark Targets	Indigenous Focus Aspirational Target
	2016: To maintain indigenous students grade distribution in each year group, to be equivalent or better than like schools in each learning area.	2016: To maintain indigenous students grade distribution in each year group, to be equivalent to state distribution in each learning area.

Target Area Year 9 NAPLAN	Whole School Benchmark Targets	Whole School Aspirational Targets
Literacy (reading, writing) and Numeracy	2016: Year 7 to Year 9 mean growth to be comparable to state mean growth And/or Year 9 comparative performance to be within expected range	2016: Year 7 to Year 9 mean growth to be greater than state mean growth And/or Year 9 comparative performance to be above expected range
	2016: Maintain student % in top 20%, middle 60% from year 7 to year 9	2016: Decrease number of students below benchmark from Y7 to Y9. Increase number of students in top 20% from Y7 to Y9.
	Indigenous Focus Benchmark Targets	Indigenous Focus Aspirational Targets
	2016: Maintain indigenous student % in top 20%, middle 60% from year 7 to year 9.	2016: Decrease number of students below benchmark from Y7 to Y9. Increase number of students in top 20% from Y7 to Y9.

Trial Targets 2016

Target Area Senior School Retention	Whole School Benchmark Targets
<p>Y10 to Y11 Current Numbers Y10 2015 = Y11 2016 ARC 44/57 (78%) Tr 22/55 (40%) Total 66/112 (59%) Ind: 12/17 ATAR (4/7 from ARC, 8/10 from Transition)</p> <p>2014 Y10 = 2015 Y11 Y11:37/46 from ARC (80%) 12/49 from transition (24%) Total 49/95 (52%) 5 Aboriginal students ATAR</p>	<p>2016: 70% of Y10 ARC students to study full ATAR in Y11 (=> 4 ATAR)</p> <p>60% of Y10 ARC/Transition students combined to study ATAR in Year 11</p> <p>Trial the above targets for 2016 after which we have three years of data so can then make a more informed decision on % for 2017 target.</p> <p>(NO stand-alone target set for transition classes. Transition classes are designed with a push-up mentality in mind. Setting a target of X% must go to ATAR will potentially undermine this. We want as many students in transition as possible and if some of these students go into ATAR then it's a significant bonus).</p>

Target Area STEM	Whole School Benchmark Targets
<p><i>Girls in ATAR Science, Maths courses</i> 2016: Male/Female Phy 13/2 Chem 15/11 Bio 10/14 H Bio</p> <p>2016: Male/Female SM MM 13/11 MA</p>	<p><i>Not a whole school target To be monitored in Science and Maths and reflected in Science/Maths operational plans</i></p>

Target Area Year 12 WACE	Whole School Benchmark Targets	Whole School Aspirational Targets
Attainment Whole School 2013: 73% 2014: 83% 2015: 96% Indigenous Focus 2014: 3/8 2015: 25/29	2016: 85% of Y12 students to achieve ATAR 55+ and/or Cert II+ (Benchmark target reviewed and increased to 85% based on 2015 success, taking into account past three years data and first year of new WACE)	2016: 95% of Y12 students to achieve ATAR 55+ and/or Cert II+ (Aspirational target reviewed and increased to 95% based on 2015 success taking into account past three years data and first year of new WACE)

Target Area Year 12 WACE	Whole School Benchmark Targets	Whole School Aspirational Target
ATAR Achievement ATAR 2013: 75% 2014: 80% 2015: 87% TISC: 2013: 100% 2014: 100% 2015: 100%	2015: 80% ATAR students to achieve 55+ AND/OR 90% of TISC applicants receive a university place. LA's to monitor their own ATAR mean score as is done now and reflected in their operational plan.	2016: 90% ATAR students to achieve 55+ AND/OR 100% of TISC applicants receive a university place.
	Indigenous Focus Benchmark Targets	Indigenous Focus Aspirational Targets
Indigenous Focus 2013: 4/7 2014: 0/3 2015: 2/2	2016: 3/4 to achieve 55+	2016: Increasing number of indigenous students studying full ATAR by the end of 2018

VET Achievement Whole School	Whole School Benchmark Targets	Whole School Aspirational Targets
2013: 53% 2014: 77% 2015: 90%	2016: 90% of VET students achieve a minimum Certificate II qualification	2016: 95% students achieve a minimum Certificate II qualification
	Indigenous Focus Benchmark Targets	Indigenous Focus Aspirational Targets

Indigenous Focus 2013: No data 2014: 3/6 2015: 23/27	2016: 85% of VET students achieve a minimum Certificate II qualification	2016: 90% of VET students achieve a minimum Certificate II qualification
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Target Area Year 12 WACE	Whole School Benchmark Targets	Whole School Aspirational Targets
Achievement of new WACE (as of 2016)	2016: 80%	2016: 90%
Previous WACE: Whole school	Indigenous Focus Benchmark Targets	Indigenous Focus Aspirational Targets
2013: 92% 2014: 96% 2015: 93%	2016: TBC Target needs to be individualized and reflect number of indigenous students at start of Y12 and their Y11 progress. Set target in February	2016: TBC Target needs to be individualized and reflect number of indigenous students at start of Y12 and their Y11 progress. Set target in February
Indigenous Focus 2013: 25/28 2014: 6/8 2015: 24/29		

Broome Senior High School
School Priority – Positive Culture of Success

Target Area Attendance	Whole School Benchmark Targets	Whole School Aspirational Targets
Attendance	2016: To achieve school attendance targets as below	2016: 85% whole school attendance rate
	Indigenous Focus Benchmark Targets	Indigenous Focus Aspirational Targets
	2016: To achieve school indigenous attendance target as below (based on the average of the previous three years).	2016: 75% school indigenous rate

	Non-Aboriginal			Aboriginal			Whole School		
	School	Like Schools	State	School	Like Schools	State	School	Like Schools	State
2015 (%)	90.8	86.8	89	73.5	70.7	68	84.3	84.1	87.9
(Average Attendance 2013-2015 (%))	89	87	89	72	69	67	83	83	87
2016 Benchmark Target	89			72			83		
2016 Aspirational Target				75			85		

Target Area Year 7s Retention	Whole School Benchmark Targets	Whole School Aspirational Targets
Year 7s	2016: Retain 80% of primary students	2016: Retain 90% of primary students
	Indigenous Focus Benchmark Targets	
	2016: Retain 80% of indigenous primary students	

**Broome Senior High School:
Annual Planning/Self-Assessment Process
As reviewed at the end of 2015**

Previous Year

Term 4

Week 7/8	Business Plan review	Principal/Senior Staff
	Development of new Business Plan	Principal/Senior Staff
Week 8:	New Business Plan presented to staff at staff meeting	Principal
Week 9,10:	Heads of Learning Area (HoLAs) develop new Learning Area Operational Plan with LA staff.	

Operational Year

Term 1

Week 0:	New Business Plan revisited: New Business Plan presented at SDD	Principal/Senior Staff Principal
Week 4:	New Business Plan presented to Board	Principal
Week 1-4:	Heads of Learning Area (HoLAs) develop new Learning Area Operational Plan with LA staff. Heads of Learning Area (HoLAs) complete data analysis for previous year with learning area staff.	
Week 4/5:	Meet with Principal week 4/5 term 1 for data review meeting and new operational plan meeting.	

Term 3

Week 2/3:	HoLAs/Principal semester 1 review, week 2/3 term 3. Review to include semester 1 data analysis and semester 1 review of LA Operational Plan.	
Week 4	Sem 1 Review presented to Board	Principal

Term 4

Week 7/8	End of year Learning Area Operational Plan review meeting week 6/7 term 4	HoLAs with Principal
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