



CLARKSON COMMUNITY HIGH SCHOOL



STRATEGIC PLAN 2008 -2010

(Annual Review Date Week 5 Term 1)



Widening Our Horizons

School Profile

CLARKSON COMMUNITY HIGH SCHOOL

Clarkson Community High School has approximately 958 students engaged in a variety of learning programs from Year 8 to 12.

The school comprises a middle school and a senior school. An middle school structure with two learning communities meets the specific needs of students in Years 8 and 9. The senior school provides a range of study options to Years 10, 11 and 12 students. Whilst Year 10 students continue to apply the learning skills developed in the middle years of schooling within the framework of learning area curricula, Year 11 & 12 students are offered a wide range of study options.

THE LOCAL COMMUNITY

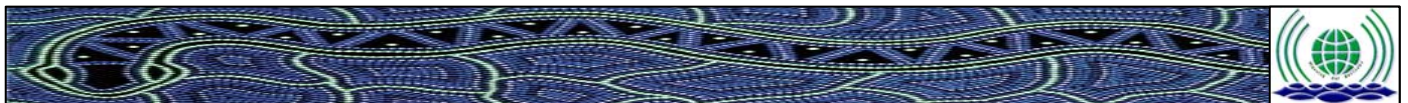
Clarkson Community High School serves the north-western suburbs of Perth including Brighton, Butler, Clarkson, Merriwa, Mindarie, Ridgewood and Quinns Rocks. This area is relatively young with new housing developments in all of these suburbs. There are a number of low-fee-paying private schools that compete for our clientele. 35% of parents/caregivers receive the government secondary assistance allowance. In 2007, 75% of school charges and contributions were paid, inclusive of government subsidies, secondary assistance and scholarship funding.

PROGRAMS

The school has a number of programs on offer to ensure students maximise their abilities, talents and potential. Underlying everything that we do at the school is an ethos of care that is supported by the student services and pastoral care program.

Other programs that enhance student's opportunities include:

- Music - School Based Music Specialist Program
- Soccer Academy
- State Emergency Service Cadets Corp
- English As A Second Language (ESL) Support Program
- Vocational Education and Training (VET) Programs
- Aboriginal School Based Traineeships
- Indigenous Tutorial Assistance Scheme (ITAS)
- Challenge Program
- Skills Passport program (in collaboration with West Coast TAFE)
- Profile Funded TAFE courses Year 11 and 12
- Virtual Infant Program (VIP)
- Commonwealth Literacy And Numeracy Program (CLNP)
- Getting It Right – Literacy
- Road Awareness program
- School Accountability to Improve Learning (SAIL) Team



VISION AND VALUES

Statement of Purpose

Clarkson Community High School provides the opportunity for intellectual, physical, creative and experiential learning through high quality teaching and respectful relationships.

Vision

To provide a world class educational experience where:

- Students achieve to their potential and enjoy their school years;
- Staff are supported professionally in an excellent working environment with outstanding facilities;
- Society benefits through the wider contributions of Clarkson Community High School.

Values

1. Excellence – the pursuit of excellence in teaching and an orientation towards continuous improvement in everything we do.
2. Integrity – the importance of honesty, integrity and accountability in all activities and interactions.
3. Respect – for oneself and for others, compassion and understanding of the diversity around us.
4. Leadership – taking responsibility for one's actions and having the care and courage to guide others.
5. Enjoyment – creating an enjoyable and safe environment that everyone looks forward to each day.
6. Learning – a lifelong passion for learning.
7. Creativity and Innovation – using expression and initiative to find new ways or develop new things.
8. Community – participating and contributing as citizens in the wider community.

Principal's Introduction

Clarkson Community High School is committed to providing a teaching and learning environment that is responsive to, and supportive of, the learning needs of all students in the school. We place great emphasis on positive and supportive relationships between staff, students and parents.

Staff are encouraged to be involved in the decision making of the school by involvement in the various committees that operate at the school. The Level 3 Program Coordinators are spread across the middle school and senior school and play a vital role in leading the curriculum and also maintain an active pastoral care role. The two Deputy Principals have portfolios that include leadership of the middle and senior school plus other areas of organisational management.



The school has developed a review process over the last five years that endeavours to analyse student performance in all areas of the school. This process continues to be refined as we improve our ability to use data to inform our evidence-based planning.

In 2006 staff members were involved in a comprehensive review of the school's vision and objectives for the next three years. This review was specifically linked to the Department of Education & Training's Plan for Government Schooling. This has informed the 2008 School Plan.

Clarkson Community High School staff believes that through our endeavours we do value add in many different ways to each student's individual learning journey. Our opinion is derived from learning area data, standardised testing, and also student and parent surveys that are conducted throughout the year.

KEY FOCUS AREAS

1. Teaching and Learning

Goal - All students achieving to their potential through excellence in teaching and learning.

Objective:

To provide a learning environment that is challenging, engaging and relevant. A Clarkson Community High School education should encourage and support students achieve to their potential while seeking and enjoying a fulfilling role in the school community.



Strategies:

- Recognise individual differences and provide opportunities for personal growth and well-being;
- Provide an environment that encourages active participation in the programs offered by the school;
- Develop initiatives that enable each student to be both independent and collaborative learners;
- Research, develop and implement a variety of teaching strategies that respond to the preferred learning styles of students;
- Maintain class sizes throughout the school that enable each student to be engaged with all learning activities and encouraged by staff;
- Employ Information Communications Technology (ICT) applications to enhance the learning environment;
- Be at the forefront of academic developments in the senior secondary education; arena through engagement with the researching, writing and implementation of the Curriculum Framework structure; and
- Collaborate with key tertiary and corporate institutions to further educational theory and practice.
- Improve the quality of teaching with greater alignment of instructional practices and behaviour management through a planned whole school approach.

2. Student Behaviour & Support

Goal - Ensure all students feel known, safe and cared for and promote positive behaviour choices.

Objective:

To improve pastoral care and behaviour management of students through the development of a comprehensive and cohesive approach shared by all staff.



Strategies:

- Develop pastoral care practices that endeavour to optimise the care for every student;
- Provide leadership opportunities for all students in order for them to explore their personal strengths and weaknesses in a safe, supportive environment;
- Research and introduce peer support structures to enhance the pastoral relationships that exist between Year groups;
- Present a professional learning program that updates and informs the knowledge of all staff with regard to pastoral issues;
- Maintain open lines of communication between the school and families to assist the flow of information between the two; and
- Work collaboratively with members of the West Coast District Education office to modify and develop whole school behaviour management practices and policy.

3. Literacy & Numeracy

Goal – Support students to develop the skills necessary to enable access to all learning opportunities at secondary school.

Objective:

To raise the standard of Literacy and Numeracy for all students, most specifically those in the middle school.

Strategies:

- Focus on explicit teaching of literacy and numeracy skills;
- Coordinate literacy and numeracy support in years 8 and 9;
- Strengthen partnerships with neighbouring primary schools in order to share support strategies and information;
- Provide targeted support and programs to advance improved literacy and numeracy across the school; and
- Develop collaborative whole school literacy and numeracy plans.

4. Senior School Pathways

Goal – Develop programs and pathways to meet the needs of all students in years 11 and 12.

Objective:

To develop viable and sustainable year 11 and 12 course offerings which complements district wide provision.

Strategies:

- Conduct an internal review and analysis of current courses and pathways;
- Develop robust counselling procedures for years 11 and 12
- Identify and investigate suitable programs for at risk students.
- Review timetable structures to accommodate any changes.

5. Staffing

Goal - Employ, develop, and support staff to enable the attainment of the Statement of Purpose and the Vision and Values of the School.

Objective:

To be an 'employer of first choice' within the education community and to ensure that Clarkson Community High School, through support for its staff and staffing policies, is at the forefront of the Australian education community.



Strategies:

- Review processes and practices of employment ensuring that the most talented staff are attracted to the school;
- Ensure opportunities exist for staff to contribute to discussion on matters of curriculum and administration so as to build capacity and leadership within the school;
- Provide an appropriate professional learning and review process for all staff as a means of promoting their learning and enhancing their contribution to the school;
- Recognise and celebrate staff achievements with the broader school community;
- Explore conditions of service that provide flexibility whilst maintaining continuity to school programs and students;
- Recognise the contribution of non-teaching staff to the Statement of Purpose of the school by providing relevant and appropriate support, encouragement and professional development;
- Encourage staff to be involved with their own lifelong learning journey; and
- Improve support for Staff through the development of an ongoing induction and mentoring program.

6. Leadership and Management which is both meaningful and accountable.

Goal - Provide a level of organisation that will support the Statement of Purpose and the Vision and Values of the School.

Objective:

To ensure that governance, leadership, management, systemic teaching and learning and administrative structures are transparent and support the staff and students of the School



Strategies:

- Review all aspects of school governance, management and administration on a regular basis to ensure appropriate levels of expertise and leadership are in evidence to maintain compliance and effective management;
- Research models to evaluate target markets, enrolment demographics, fee structures and student populations on an ongoing basis;
- Set and manage financial aspects of the school to enable it to meet current and future educational needs as set in the Strategic Plan;
- The performance of the school is reviewed in terms of student achievement and the effectiveness of its operations;
- Performance management processes improve the performance of all administrative staff, teachers and support staff;
- An annual report is provided to the local community detailing its performance; and
- Strengthen leadership and administrative practices through open and transparent consultation, communication and collaborative processes involving staff, students, parents and the wider community.

OPERATIONAL PLAN

We will achieve our strategic plan in this focus area when we:

Focus Area 1: Teaching and Learning

<i>Strategies</i>	<i>Targets</i>	<i>Resources</i>	<i>Resources</i>
<p>1. Establish and maintain a quality learning environment in all classes using a whole school, integrated approach through:</p> <ul style="list-style-type: none"> Continuing involvement in the Instructional Intelligence TTT course supported at district level. Accessing existing II Trainers within the school to provide professional learning and support at the whole school, team, and individual level. Promoting awareness of teacher resources and texts that are held in the library to support quality teaching. 	<ul style="list-style-type: none"> Number of school based II Trainers continues to increase. Trainers provide at least one professional learning session per semester. Map the number and type of request for support in order to set future targets. Monitor borrowing information to ascertain if access has increased. Present a teacher resource text and/or strategy at each staff meeting. 	<ul style="list-style-type: none"> II Trainer records PD Committee records II Trainer records ERICA library system 	<ul style="list-style-type: none"> West Coast DEO course II Trainers Relief support for team teaching Teacher resource sections in library and learning areas
<p>2. Establish and maintain effective classroom management processes that are supported by and aligned with a whole school approach through:</p> <ul style="list-style-type: none"> Continuing involvement in the CMS program supported at district level. Mapping of staff who have completed Level 1 of CMS to enable trained staff to collaborate with others who have yet to attend. Mapping of staff who have completed Level2 of CMS to enable trained staff to engage in the coaching of others. 	<ul style="list-style-type: none"> Number of staff attending CMS training continues to increase as a matter of priority. Collaboration confirmed through LA/LC Meetings. Number of staff attending CMS L2 training continues to increase as a matter of priority. 		
<p>3. Ensure teaching and learning programs are aligned to the 2009 revised CAR Policy</p>			

4. Learning Areas analysis Yr 12 results in detail and develop appropriate strategies to maximise student performance	<ul style="list-style-type: none"> * 80% of Yr 12 achieves West Australian Certificate of Education * 85% English Language Competency * Annual improvement in proportion of students achieving A or B grades <p>Sen. Sch. Deputy annual report (Due T1 Wk 3 for previous year).</p>	Curriculum Council Reports maximising feedback and Senior School Academic Team	<ul style="list-style-type: none"> Exit data from Curriculum Council – Reports and Maximising Feedback
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Focus Area 2: Student Behaviour & Support

Strategies	Targets	Data sources	Resources
Improve pastoral care and behaviour management of students through the development of a comprehensive and cohesive approach shared by all staff. A school behaviour management committee which includes central and district specialist personnel is to be established to review, plan, implement and monitor development. Supplementary school support funding to enable a greater focus on Behaviour Management and Discipline to be continued until the end of 2010.	<ul style="list-style-type: none"> All staff interested staff have taken up positions on the behaviour committee Interested staff members in Pastoral Care & Behaviour Management. 	CCHS Staff WCDEO staff	<ul style="list-style-type: none"> Teacher Relief used to establish working parties.

Focus Area 3: Literacy & Numeracy

Strategies	Targets	Data sources	Resources
Use of NAPLAN information provided by department Raising awareness of the importance of the test with students	Improve reading and writing test results (NAPLAN) to reduce the number of students scoring below national minimum standards	NAPLAN testing materials, data and support materials	District office Support Nancy McNally Tony Watson Keyla Jeffers
Coordinated professional development Instructional Intelligence, CMIS, 1 st Steps Staff surveys/audits on use of strategies	Formulation of a whole-school Literacy and Numeracy plan		Literacy committee – chair Shane Cavanagh Numeracy committee – chair Craig Gannon Literacy specialist – Jen Haselby Numeracy specialist – Alison Byrne Yr 8/9 Coordinators
Complete and embed whole school literacy plan. - Literacy committee ongoing. - Utilise 0.4 FTE for Getting It Right (GIR)	Improve reading and writing test results (NAPLAN) to reduce the number of students scoring below national minimum standards measured from Yr 7 2008 to Yr 9 2010 by 10% or more.		Literacy and Numeracy committees - Supplementary funding to be provided

literacy strategy.			
<ul style="list-style-type: none"> - Professional development focus for staff on PD days towards literacy. - Each learning area to present at a general staff meeting summary of literacy strategies and success to date (Term 2 2009 → Term 1 2010). - Detailed analysis of NAPLAN and EARS data (Yr 7-2008) - Staff to use above data to identify student needs and tailor curriculum to suit individual students/classes. - Reading Plus programme to be delivered 4 periods/week Term 1 for Year 8 students. - Reading Plus to continue for other students as required and negotiated. - Performance management with HOLAs regarding literacy 	Similarly to increase the number of students in the top 20% bracket over the same time period.		<ul style="list-style-type: none"> - 0.4 FTE (GIR appt) - School FTE - PD provision District Office Central Private Reading Plus program -Other programs -MSE/NAPLAN data -Learning Area time -Literacy Committee - NAPLAN data - Data Analysis Manager (DAM) 0.2 time - External consultant - NAPLAN data - PD -Di Rees (DoE) consultancy advice on school wide literacy planning - English LA time - Negotiated LA time PM document

Focus Area 4: Senior School Pathways

<i>Strategies</i>	<i>Targets</i>	<i>Data sources</i>	<i>Resources</i>
Counselling Year 10 <ul style="list-style-type: none"> a. Parent student information evening b. Subject handbook and information disseminated to students c. Ranking selection sheet d. Training staff e. Data analysis year 10s f. Allocate staff to student groups – package of student data to work with 	<p>Tighten the counselling processes for selection into Senior School.</p> <p>Identify and investigate suitable programs for at risk students.</p> <p>Review timetable structures to accommodate any changes.</p>	SAIS longitudinal data	<p>Time</p> <p>West Coast TAFE</p> <p>Mindarie SC</p> <p>SASS</p> <p>Curriculum Council</p>

g. Counsel students with parents – contract signed on understanding h. Students make informed decision i. Relevant staff sign off			
Counselling Year 11 a. Identify students at risk b. review data with parent and student c. identify options e.g. TAFE, Pre-apprenticeships, repeating Year 11 d. student makes informed decision e. parent/student sign contract			Time West Coast TAFE Mindarie SC SASS Curriculum Council

Focus Area 5: Staffing

<i>Strategies</i>	<i>Targets</i>	<i>Data sources</i>	<i>Resources</i>
1. Provide opportunities for all staff to plan and engage in professional development activities that support school and systemic priorities	<ul style="list-style-type: none"> *Teachers have the skills, knowledge and ability to deliver programs that suit the needs of all students. *Teachers and other staff have access to high quality professional development and training. 	<ul style="list-style-type: none"> Teachers access to quality Professional Development 	*Professional Development funds *Professional Development committee
2. Maintain quality staff by providing the support structures which allow for professional growth and a safe working environment	<ul style="list-style-type: none"> Select and retain quality staff who match the needs of the school. Support staff participation in the district based Aspire Program and Leadership Mentoring. 	<ul style="list-style-type: none"> Staff turnover is reduced by 20% per year. School starts the year with a full establishment Number of Staff achieving ST and L3 Status * Number of staff attending aspirant workshops 	* Merit Selection
3. All staff develops performance management plans which documents in their performance plans a range of learning, teaching and assessment practises that reflect the different learning styles and needs of their students, based on multiple sources of student achievement data and student feedback.	<ul style="list-style-type: none"> All teachers participate in a range of Professional Development linked to School Plan and Performance Management 	<ul style="list-style-type: none"> Performance Manager audit cycle. 	<ul style="list-style-type: none"> Full Time Equivalent
4. Staff are current in their knowledge of courses and pedagogical trends	<ul style="list-style-type: none"> All Curriculum Council courses appropriate to student 	<ul style="list-style-type: none"> Curriculum Council 	<ul style="list-style-type: none"> Curriculum Council

	cohort are implemented. • * Staff attend middle school opportunities curriculum seminars and system wide initiatives	registration • Course numbers offered	
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Focus Area 6: Leadership and Management

<i>Strategies</i>	<i>Targets</i>	<i>Data sources</i>	<i>Resources</i>
1. Develop planning to improve the physical environment of the school and classrooms.	<ul style="list-style-type: none"> • Grounds committee established and operating. • Upgrade staff /classrooms for a safe environment which is conducive to student learning – air conditioning, painting, seating areas 	<ul style="list-style-type: none"> • Business Manager – Reserve funding 	<ul style="list-style-type: none"> • School Budgeting • Community partnerships
2. Recalibrate school structure to align best practise in learning style to school ethos and values philosophy	<ul style="list-style-type: none"> • Re structuring committee organised and plans developed. 	<ul style="list-style-type: none"> • Staff Surveys 	<ul style="list-style-type: none"> • Research & Development • Staff Professional Development
3. Staff code of practice is used to establish norms within the school	<ul style="list-style-type: none"> • Increased Staff and students awareness of Code of Conduct as applied to them. • Punctuality linked to Care Group. • Staff leadership is developed and expanded 	<ul style="list-style-type: none"> • Surveys 	<ul style="list-style-type: none"> • Code of practice
4. School financial accountability structures are strengthened and forward estimates given to learning budgets.	<ul style="list-style-type: none"> • Cost centres to plan within budget estimates. • All assets are recorded in register • Financial Administration & Audit Act audit within all bands • Information System Finance Module used. 	<ul style="list-style-type: none"> • Cost expenditure for C,D and N accounts • Audit 	<ul style="list-style-type: none"> • Student Information System • Professional Development Financial Module
5. Progress on time and continuous communication between teachers and parents on reporting and support systems by expanded Information Communications Technology	<ul style="list-style-type: none"> • Develop flexible learning systems which broadens the schools subject offerings and delivery methods. 	<ul style="list-style-type: none"> • Web master and other providers 	<ul style="list-style-type: none"> • Budget Information Communications Technology • Web master administrator
6. 10 min staff meeting each Wednesday Newsletter broadsheet produced each Friday. 2 sides A4 with a roundup of events for the week	<ul style="list-style-type: none"> • Improve whole-of-school communication. • Improve whole-of-school decision-making processes. 		<ul style="list-style-type: none"> • Clerical Time • Year 12 Coordinator to assist with student councillors

<p>Committees formed and operational with the removal of Directive One, SSTUWA campaign.</p> <p>Learning Area meetings to be held and minutes broadcast to whole of staff each week</p> <p>Encourage staff to attend the staffroom more frequently for morning tea.</p>	<ul style="list-style-type: none"> • Committees operationalised in 2009 • Student representation on the school council & P&C. • Continue to advertise P&C and school council meetings to attract more parents & community involvement. • Assist level 3 administrators to communicate corporate and appropriate information to staff. 		<p>representing students' interests in decision-making groups</p> <ul style="list-style-type: none"> • Newsletter advertising for notice of meetings to continue • Embed the concept of improving school leadership in performance management agreements to help provide more appropriate communication across the school.
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