

# CLARKSON COMMUNITY HIGH SCHOOL

Strategic Plan 2020-2022



CARE OPTIMISM RESPECT TRUST

# CLARKSON COMMUNITY HIGH SCHOOL

STRATEGIC PLAN 2020-2022



## Context

Clarkson Community High School is a vibrant learning community in the northern outer coastal suburbs of Perth. Our school has a proud history of caring for all aspects of a student's education and well-being.

Our goal at Clarkson is to encourage students to enjoy and value learning. We aim to widen students' horizons by presenting a diverse curriculum that will prepare them to live and work in the twenty-first century. The school curriculum reflects our desire for students to become responsible and flexible thinkers who will be well prepared for the changes ahead.

We at Clarkson Community High School are dedicated to excellence, personal service to students and the development of a caring learning environment. Within a supportive and friendly learning environment we provide courses that are challenging, relevant and responsive to student, employer and community needs. Our mission is to ensure that all students develop their understandings, skills and attributes relevant to individual needs thereby enabling them to fulfil their potential and confidently contribute to the development of society.





### Beliefs, Ethos and Culture - A Safe Learning Environment

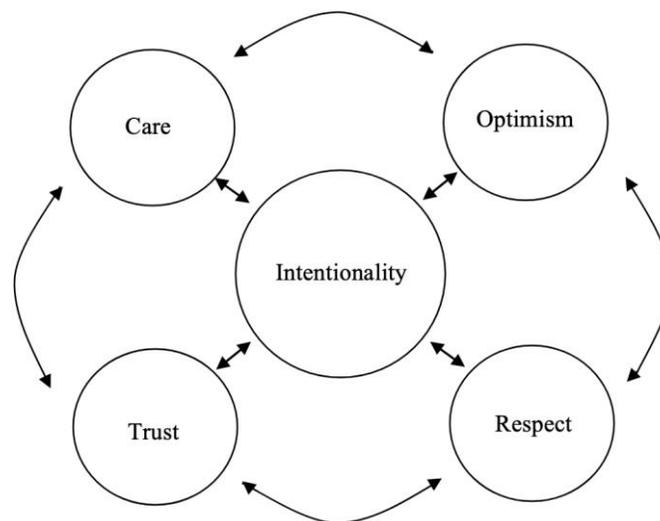
Inviting students to learn is the focus of our school, with a target of high-quality teaching and curriculum activities that engage and extend students. We are committed to being an inviting community where students are valued, supported and encouraged to engage in education.

We believe that invitational learning theory underpins successful education practice. Our planning has a target of considering **People, Places, Policies, Programs** and **Processes** to improve our school and achieve better outcomes for our students.

We seek to consistently apply effective principles and practice to engage students and to invite them to be active learners who seek personal growth. Data analysis and observation inform our monitoring of what our students are achieving and their academic and personal needs.

Clarkson Community High School supports the ethical principles of **I-CORT** – an invitational theory that encourages a positive school environment based on the **intentionality** of **care, optimism, respect** and **trust**. We actively encourage:

- trust, honesty and integrity
- mutual care and respect
- pursuit of innovation and new ideas
- pursuit of excellence
- fostering of personal growth
- cooperation, collaboration and teamwork
- effective communication
- responsibility and accountability
- appreciation, acknowledgment and reward of achievement
- development of a sense of belonging to our community





## Our Plan

Our School Planning cycle is informed by the *School Improvement and Accountability Framework*. Student success is at the centre of everything we do.

Our practice is improvement focused and follows the *plan, act, assess* model.

Our 2020-2022 plan links directly to the objectives and strategies of the *DoE WA Strategic Plan for Public Schools High Performance High Care 2016 - 2019*.

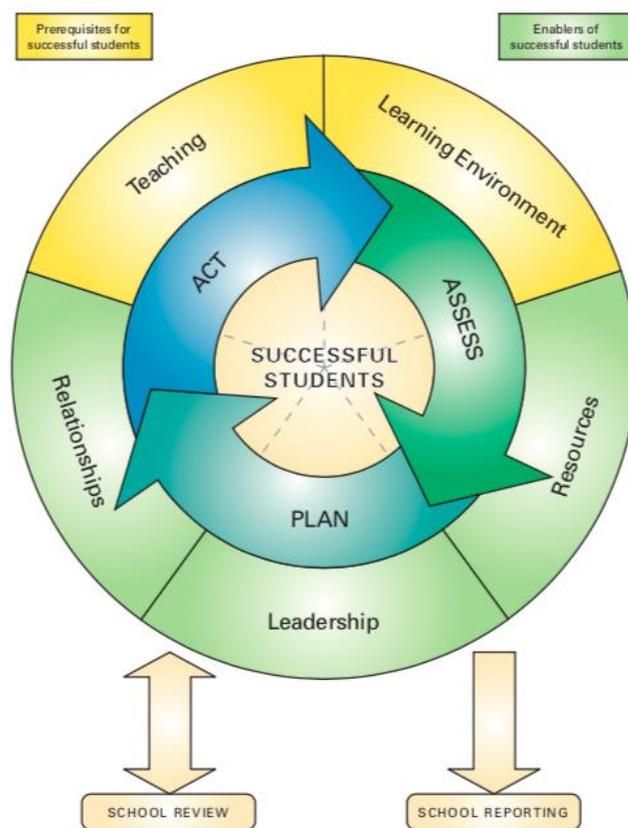
The priority focus for our school in 2020-2022 planning is *Successful Students*.

We assess our progress towards both short-term and long-term improvement goals annually and identify specific key improvements to achieve within the next twelve-month timeframe.

The relevant measures, reflections, annual improvement targets and strategies to achieve them are captured in a number of specific operational planning documents such as Learning Area Plans, which are then the basis for work at the classroom level by teaching and non-teaching staff.

The outcomes of the various operational plans in the context of the Strategic Plan are reported to our school community through our Annual Report.

Every three years, Clarkson CHS participates in an independent review by the Department of Education Services to gain an objective evaluation of its achievements, standards of performance and processes to inform future planning for continuous improvement.





## Measuring Success

For the three-year planning cycle of our 2020-2022 School Plan, we have identified general targets for improvement from which we create strategies to guide annual operational plans.

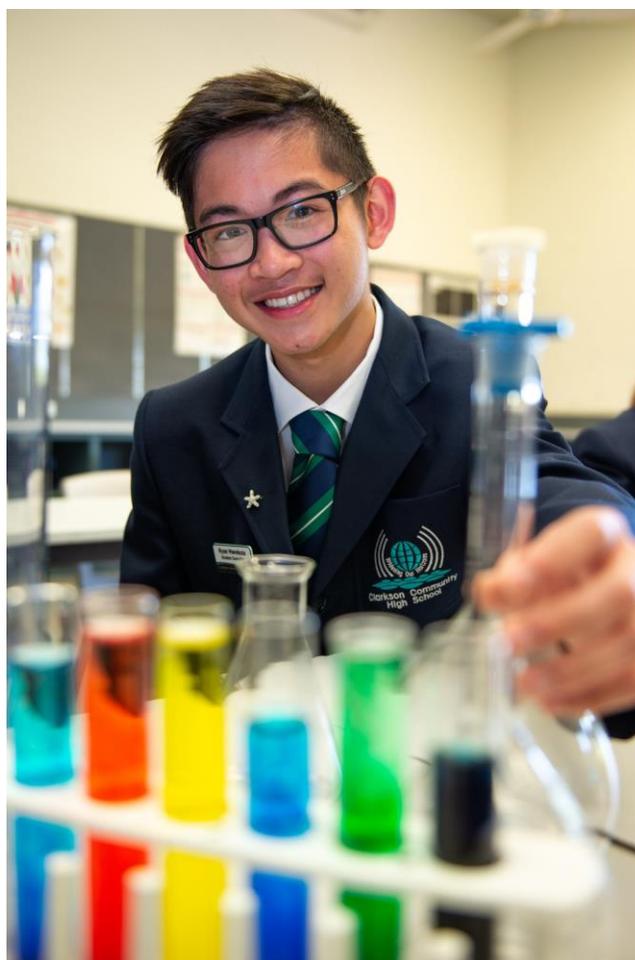
Our targets relate directly to student performance and are based on careful analysis of available data. For the three-year planning cycle of Clarkson CHS 2022, we have identified general targets for improvement from which we create more specific or SMART targets to guide annual operational plans.

We consider both longitudinal and disaggregated data to assist in identifying patterns and trends that inform our planning.

Our aim to close the gap between Aboriginal and non-Aboriginal student achievement, for example, leads us to disaggregate according to Aboriginality as well as gender and year group. Other recognised groups at Clarkson CHS include students with disabilities and diverse learning needs and English as an additional language or dialect students.

### Data Sources

• Academic Grades • Attendance • NAPLAN • Behaviour entries • OLNA • Learning attributes • WACE • National Opinion Surveys





## Student Improvement Targets

Clarkson Community High School will strive to achieve the following targets by 2022



Maintain greater value adding than Like Schools, WA Public Schools and Australian Schools in Reading and Writing NAPLAN scores from Year 7 2020 to Year 9 2022.



Percentage of Year 12 students demonstrating competence in Numeracy and Literacy OLNA scores to exceed that of Like Schools.



Whole school attendance rate to exceed that of Like Schools and aspire to be equal or exceed the WA Public School rate.



The positive trends in student, staff and parent responses to National Opinion Surveys conducted in 2020 will increase in the 2022 responses.



The gap between Aboriginal and non-Aboriginal student performance (Achievement, attendance, behaviour, belonging and connection) reduces from 2020 to 2022.



## Key Focus Areas

To achieve the student improvement targets, Clarkson Community High School has developed a range of strategies within four interconnected focus areas, which will serve to enable success for all students.

High Quality Teaching	Learning Environment	Leadership	Relationships
<p>Continue to develop staff capacity to assess and monitor the effectiveness of programs at the class, learning area and whole-school levels to support CAR policy implementation.</p> <p>Build teacher capacity using instructional and feedback models from the <i>Ten Mindframes for Visible Learning</i> and <i>Visible Learning Feedback</i> and increased collaborative planning.</p> <p>Emphasise explicit instruction pedagogy across the curriculum and incorporate NAPLAN and OLNA examination skills into learning programs.</p> <p>Continue to emphasise the measurement of impact as an important determinant of the instructional pathway for students by using consistent approaches to data collection and analysis, teaching and monitoring to underpin decisions around future planning.</p> <p>Strengthen performance management documentary evidence to support professional growth and accountability in alignment with Employee Performance Policy requirements.</p> <p>All staff embrace classroom observation practices and other forms of development feedback.</p> <p>All teachers plan for and implement effective teaching practices for Aboriginal students.</p> <p>Provide deliberate opportunities through the Western Australian Curriculum to build student interest, aspiration and capability in STEM.</p> <p>Investigate and continue to apply technology that enhances student learning.</p> <p>All learning area teams vary their teaching and learning plans to allow for assessment as, of and for learning where appropriate.</p>	<p>Staged implementation of digital school management system to efficiently record, manage, monitor and assess the impact of strategies to improve attendance and behaviour.</p> <p>Engage and implement DoE Attendance Toolkit to support engagement with families.</p> <p>Recognise and celebrate attendance and achievement and progression goals e.g. 100% attendance or individual improvement.</p> <p>All teachers to deliver classroom management strategies that support positive student behaviour.</p> <p>Continue current processes to engage deeply with the Aboriginal Cultural Standards Framework to ensure cultural responsiveness.</p> <p>Continue to embed student agency and voice as an active part of student empowerment to help shape school improvement and governance.</p> <p>Strengthen application of Individual Education Plans and students' TAG folder documentation across the school.</p> <p>Prioritise the formation and strengthening of sporting teams to improve attendance and engagement.</p> <p>Maintain the school buildings' invitational appearance to support school pride and student engagement.</p> <p>Embed social and emotional learning (SEL) practices into all levels of behaviour management.</p>	<p>Staged implementation of digital school management system to improve efficiency and effectiveness of all school practices and processes.</p> <p>Identify and support the development of staff with strong leadership potential.</p> <p>Provide all staff with opportunities to engage in professional learning including short-term action research to develop their own and others instructional skills.</p> <p>Provide advice and support colleagues to implement effective teaching strategies for Aboriginal students using knowledge of and support from community representatives.</p> <p>Beginning teachers continue to engage with School-Wide Positive Behaviour Support framework.</p> <p>Provide leadership opportunities for students at the school and in the community.</p> <p>Enhance school autonomy by embedding whole-school engagement in planning processes based on best practice research.</p> <p>Monitor practical applications of research-based interventions to ensure they impact on student engagement and achievement positively.</p> <p>Maintain the continuous improvement agenda to shape future leadership initiatives aligned with system needs and direction.</p>	<p>Continue to actively promote good news stories and student achievements through social media, website and digital school management system.</p> <p>Organise carnivals, sporting events or social events to promote positive relationships between students and with staff.</p> <p>Continue work in conjunction with the Student Council to model and enhance the school's ethos of care, optimism, respect and trust through the access of student voice.</p> <p>Continue to improve the social and emotional climate to assist the academic achievement of at-risk students through innovative chaplaincy programs and student council mentorship programs.</p> <p>Continue to engage in, and actively promote, mental health and wellbeing through the application of research-based improvement strategies.</p> <p>All staff maintain and build positive relationships with Aboriginal students, their parents and families.</p> <p>Strengthen primary school teaching and learning partnerships, Year 7 transition planning and shared literacy and numeracy activities with primary schools.</p> <p>All staff to use digital school management system to communicate learning and pastoral information to students, parents and families.</p> <p>Improve parent access to community feedback surveys through the use of increased reach (i.e. social media) as well as incentives to participate.</p>

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