Business Plan 2023-2025

Clarkson Community High School

Widening Our Horizons

Acknowledgement of Whadjuk Noongar Boodja

We respectfully acknowledge the traditional custodians of the land on which we learn and work, the Whadjuk People of the Noongar Nation. We pay our respects to Aboriginal elders past, present, and emerging. We recognise that learning has been happening in this place for many thousands of years.

Our Context

Clarkson Community High School has been a part of this community for more than 25 years. The school is at the start of a period of regeneration and this Business Plan marks a significant shift in focus and in how we engage with both students and the broader community. The 2020 community consultation around the closure of Clarkson Community High School (CCHS) and the strong community support for the school throughout the consultation period, provided an opportunity to redefine the school's path. Appointment of a new school leadership team along with clear community support for the school has resulted in a plan that is intentional in setting the direction for CCHS for the next stage in the life of the school.

The Business Plan's key driver is a firm commitment to improving academic and social outcomes for students while creating broad opportunities for success. Significant consultation with the school community took place to develop this plan, which clearly speaks to the direction the school will take over the coming years. There is a deliberate focus on inclusivity and the building of productive partnerships. A range of data has informed our academic targets and their achievement will be driven by strategies to build a culture of success. The plan has been developed in response to the needs of the school community, and in close reference to the following system priorities:

- Strategic Directions for Public Schools 2020-2024
- Focus 2022 and Focus 2023
- The Aboriginal Cultural Standards Framework.

Our Values

Care - Optimism - Respect - Trust

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, acknowledgement, and reward of achievement
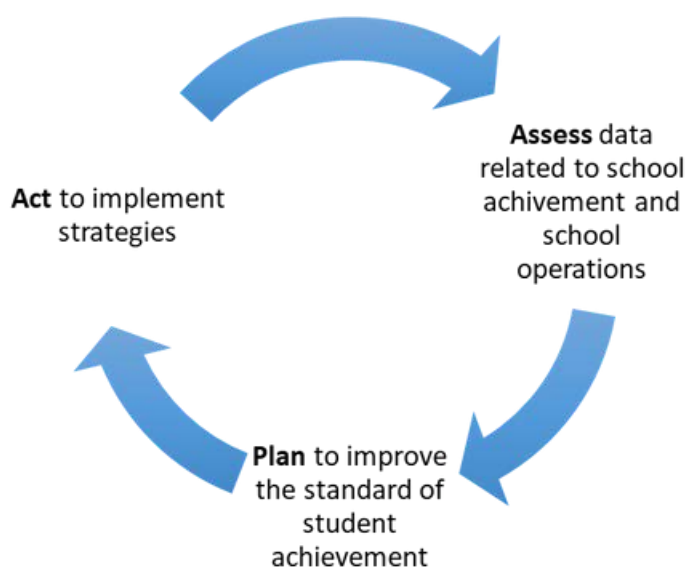- Development of a sense of belonging to our community
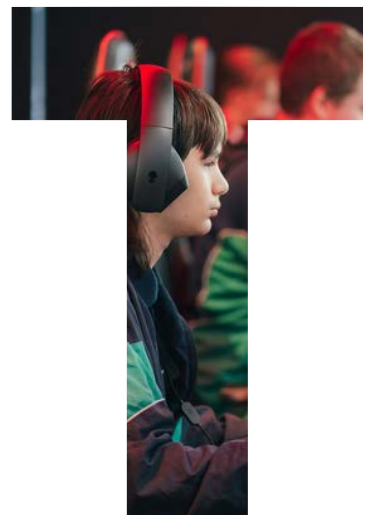
CCHS Accountability and Review Processes

The priorities of the 2023-2025 Business Plan are informed by our rigorous self-assessment processes. As a school, we:

- Invite student voice through PIVOT surveys, Student Council and School Board representation, which guide staff in self-reflection and improvement planning
- Identify literacy and numeracy priorities through investigation of NAPLAN and OLNA data
- Use the WACE Tracker to monitor senior school performance and apply timely interventions to support students at risk
- Review academic results every five weeks to ensure consistency of teaching, assessment, and moderation
- Regularly monitor student wellbeing and attendance data to offer appropriate support services, referrals, and formal plans
- Use Nationally Consistent Collection of Data (NCCD) evidence to create effective learning support plans for students with additional needs
- Strive to attain a high level of student, staff, and community engagement to ensure results accurately reflect community views and sentiment
- Regularly monitor and review financial data and practices to ensure effective use of resources
- Student voice through Student Council and School Council representation

Our Review Cycle

Act to implement strategies

Assess data related to school achivement and school operations

Plan to improve the standard of student achievement

Priority 1: Engaged Learners

At Clarkson we believe that:

- Every student can experience success
- Success is demonstrated in many ways, and must be celebrated
- Teachers' use of inclusive practices will support every student's social, emotional, and physical needs
- Our students deserve to be heard, to feel proud of their school, and to aspire for success
- Fostering a growth mindset will help students build resilience and approach challenges with confidence

Targets	We will
Raise attendance rates to maximise student access to learning opportunities and improve academic outcomes	- Implement an attendance improvement plan that offers incentives for regular and improved attendance - Prioritise resourcing to build partnerships with parents and caregivers to increase attendance - Investigate involvement in the Year 7 NEET program - Establish regular, scheduled home visits to support families and encourage the attendance of severely disengaged students
Create and maintain orderly, calm learning environments where students can thrive socially and academically	- Train all teachers and education assistants in Classroom Management Strategies (CMS) - Initiate the Instructional Strategies for Engagement (ISE) training process for all teaching staff - Develop key staff as Conferencing Accredited Trainers (CAT) to conduct regular classroom observations and conferencing - Deliver professional learning to implement the Clarkson Instructional model to ensure a consistent approach to teaching across the school - Expand the student rewards program to celebrate a broad range of student successes (attendance, academic, non-academic, active citizenship) - Review the CCHS behaviour management policy to ensure a shared, consistent approach by all staff
Provide a broad range of opportunities to support student academic engagement	- Promote competitions, showcases and exhibitions to highlight and celebrate student work and talent across learning areas - Promote and expand extra-curricular opportunities such as E-Sports, Sustainability, mountain bike riding and Drumbeat - Introduce an Elite Rugby Program - Continue to support and promote cultural learning programs for both Indigenous and non-Indigenous students - Provide a broader range of opportunities for students to engage in incursions and excursions that support the curriculum - Review and renew the Year 6-7 orientation and transition program - Deliberately plan for and acknowledge key events such as Science Week, Harmony Day, NAIDOC Week and Book Week
Support students in developing social and emotional literacy in order to increase connection and wellbeing	- Review and revitalise the Social and Emotional Learning (SEL) Program - Aspire to maintain SEL groupings and teachers from Years 7-12 to ensure consistency of pastoral care - Expand wellbeing and resilience programs to support student development - Develop a support framework for LGBTQI+ students - Train all teaching staff, Student Services staff, and Education Assistants in Youth Mental Health First Aid and Restorative Practices - Ensure that all Student Services staff are Gatekeeper trained - Facilitate teaching staff accessing professional learning in trauma-informed practices to increase the psychological safety of classrooms for all students - Continue programs to support students with additional needs in developing social and emotional skills and strategies

Priority 2: Effective Teachers

At Clarkson we believe that:
- High quality, innovative teaching leads to student success
- Collaboration with colleagues leads to a supportive school culture
- Effective teachers engage in reflective practices
- Effective differentiation gives students the best chance of making academic progress
- Staff wellbeing is vital to the success of the school

Targets	We will
Promote quality teaching through collaboration, innovation, and differentiation	- Develop and embed the Clarkson Instructional Model across all classrooms to align with the Department of Education's Quality Teaching Strategy - Embed the Creative Schools initiative across a range of Learning Areas - Further develop the Clarkson Cluster to gain a picture of the learning needs of incoming Year 7 students and to share teaching approaches, and professional learning opportunities with local intake schools - Support students performing at or below the national minimum standard in NAPLAN with a targeted school wide literacy approach - Use the STEM space for innovative approaches to teaching and learning - Implement a new and consistent approach to operational planning - Work to activate spaces in the school to enhance learning
Foster a positive culture by developing and supporting inclusive practices	- Research and implement best practice to develop learning plans that support student inclusion and appropriate differentiation; including Individual Education Plans (IEP), Group Education Plans (GEP), English as an Additional Language or Dialect (EAL/D) plans, and Students with Educational Needs (SEN) reporting - Access relevant professional learning to strengthen staff knowledge and skills in inclusive education - Finalise the school's Reconciliation Action Plan and continue to engage purposefully with the Aboriginal Cultural Standards Framework - Ensure On Country learning is provided for newly appointed staff each calendar year
Actively develop and promote leadership opportunities for both staff and students	- Review the Student Council and expand opportunities for leadership, student voice and agency - Expand the Creative Schools initiative to grow teacher champions in a range of Learning Areas - Train all L3+ Administrators in GROWTH Coaching and key instructional leaders in the Impact Cycle - Investigate the Future Leaders Framework for aspirant staff - Provide targeted support and mentoring for staff aspiring to Senior Teacher or L3 Classroom Teacher status - Encourage staff to mentor pre-service teachers and Teach for Australia (TFA) Associates as a part of their own professional growth
Support staff wellbeing through building a culture of collaboration, reflection, and connection	- Establish a Staff Association to support staff engagement and wellbeing - Strengthen staff induction processes and formalise support for early career teachers - Create a staff handbook that guides new and established staff in school processes and procedures - Encourage an open classroom approach with processes that enable peer observation and quality feedback - Continue to administer, reflect, and act on feedback from the PIVOT surveys - Introduce the PIVOT wellbeing survey and use data to inform planning - Introduce new Department of Education performance development template and processes - Acknowledge and celebrate staff efforts and achievements

Priority 3: Connected Community

At Clarkson we believe that:
- Community engagement benefits students, staff, families, and other stakeholders
- The school equips and empowers students to make positive choices about their future
- Parent and caregiver engagement is vital to student success

Targets	We will
Strengthen relationships with parents and caregivers in order to achieve improved student outcomes	- Increase parent representation on the School Council - Encourage parents and caregivers to participate in school life through attending school assemblies, showcases and exhibitions - Enhance staff proficiency in Compass to maximise the platform's effectiveness in communicating with parents - Work as a part of the Clarkson Cluster and with organisations delivering cultural learning programs to build effective, trusting relationships with our Aboriginal parents and caregivers
Build connections with stakeholders to ensure that students have choice and a sense of agency	- Develop the Career Practitioner role to further student pathways and build student awareness of career opportunities - Partner with North Metropolitan Technical and Further Education (TAFE) to deliver Certificate courses on-site at CCHS - Establish a Careers and Vocational Education and Training (VET) Hub by revitalising the CCHS Library to offer a range of flexible learning approaches - Grow the relationship with Edith Cowan University (ECU) through delivery of the UniPrep course - Implement a Pathways Day for Year 11 and 12 students to provide opportunities to engage with workplace learning and training
Grow the reputation of CCHS through active engagement with the wider community	- Achieve Independent Public School status - Build on, and promote the Clarkson Challenge with local intake schools to engage students in Years 4-6 - Update the CCHS website to reflect the school's priorities, beliefs, and opportunities for students - Continue to actively promote the school through social media

Student Achievement Targets

Our Student Achievement Targets are informed by the Strategic Directions for Public Schools 2020-2024:
- Enable Aboriginal students to succeed as Aboriginal People
- Enhance student health and wellbeing
- Progress student literacy and numeracy (NAPLAN, OLNA, WACE)
- Improve student attendance
- Increase student participation in Science, Technology, Engineering and Mathematics (STEM)
- Ensure students gain the skills, qualifications and knowledge needed to experience success

Academic*:

Attendance

- Restore student attendance to pre-pandemic levels of 80+%.
- Increase the percentage of Aboriginal students with regular attendance by 15+%
    (Student Attendance Reporting)

NAPLAN

- Year 7 and Year 9 NAPLAN achievement to be 'at or above' similar schools in all test domains
    (My School website; NAPLAN; Results)
- See a positive trend in students achieving 'Needs additional support' performance in Year 7 NAPLAN, achieving 'Developing' or better progress in Year 9 across Reading, Writing and Numeracy (from 2025).
    (Stable Cohort; SAIS Dashboard)
- The percentage of students achieving 'Strong' or better is 'at or above' comparison schools
    (Stable Cohort; SAIS Dashboard)

OLNA (Online Literacy and Numeracy Assessment)

- Increase the percentage of students achieving OLNA by the end of Year 12
    (SAIS; Year 12 Report)

Year 12 Achievement

- Exceed the like schools attainment rate and aspire to be equal to, or better than, the public schools attainment rate
    (SAIS; Year 12 Report)
- Exceed like schools in the WACE achievement rate
    (SAIS; Year 12 Report)
- Increase the percentage of students achieving Certificate II by the end of Year 12
    (SAIS; Year 12 Report)

Non-Academic:

National Schools Opinion Survey (NSOS)
- Parent satisfaction data to be 4.0 or higher
- Student satisfaction to be 3.5 or higher, with an aspirational target of 4.0
- Staff satisfaction to be 4.0 or higher

Implement the School Culture Survey and PIVOT Well-being Survey and track progress with the aim for positive trends in all surveys across the life of the Strategic Plan.

*Where data is available, all Targets will be reported for both whole-cohort and Aboriginal students