



Clarkson
COMMUNITY HIGH SCHOOL



SCHOOL PLAN

2014



THE CLARKSON SCHOOL PLAN

The school plan translates the Department of Education's strategic plan "Excellence and Equity", national curriculum requirements of ACARA, curriculum requirements of Vocational and Educational Training and AITSL standards into school policies and processes supporting effective daily actions for our students.

Data gathering is essential for monitoring and evaluating planning progress and the academic progress and pastoral well-being of their students. Each Lead teacher or HOLA has regular meetings with classroom teachers to discuss student progress and to determine progress in achieving the vision and values of the school plan. Lead teachers and HOLAs meet with the Principal and the school leadership group on a regular basis to formulate strategies and policy to achieve effective change. Staff meetings provide further opportunity for teachers to engage in planning and improvement processes at the school.

At all times there is a process of consultation and encouragement of engagement, with the expectation that teachers and leaders will be a vital part of the change process and will be supportive of the Principal's vision and values for the school. This planning document is a result of this process and it sets out the processes and strategies for achieving our vision and values for Clarkson in 2014.

OUR PRIORITIES

- The Department of Education WA strategic plan for 2012-2015 "Excellence and Equity" identifies four priorities for schools in Western Australia. These priorities are: Success for all students; Distinctive schools; High-quality teaching and leadership; and a capable and responsive organisation.
- The introduction of a minimum literacy and numeracy assessment in year 10 from 2014 and support for students to meet minimum literacy and numeracy standards by the time they graduate, with students required to achieve an Australian Tertiary Admission Rank or a minimum Certificate II in training programs to graduate.
- The Australian Curriculum, Assessment and Reporting Authority development of a national curriculum, a national assessment program and a national data collection and reporting program that supports 21st century learning for all Australian students. ACARA requirements and guidelines determine the curriculum offered at Clarkson.
- Australian Institute for School Leadership National Professional Standards define the work of Principals and teachers and the elements of high-quality, effective teaching to improve educational outcomes for students. The standards provide a framework for the knowledge, practice and professional engagement required by the Principal and teachers and present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public.
- Our commitment as a school community to meeting the needs of students in our local community and striving to provide the best possible education for our students.

OUR PLANNING PROCESS

The model of planning at Clarkson Community High School is a cycle of

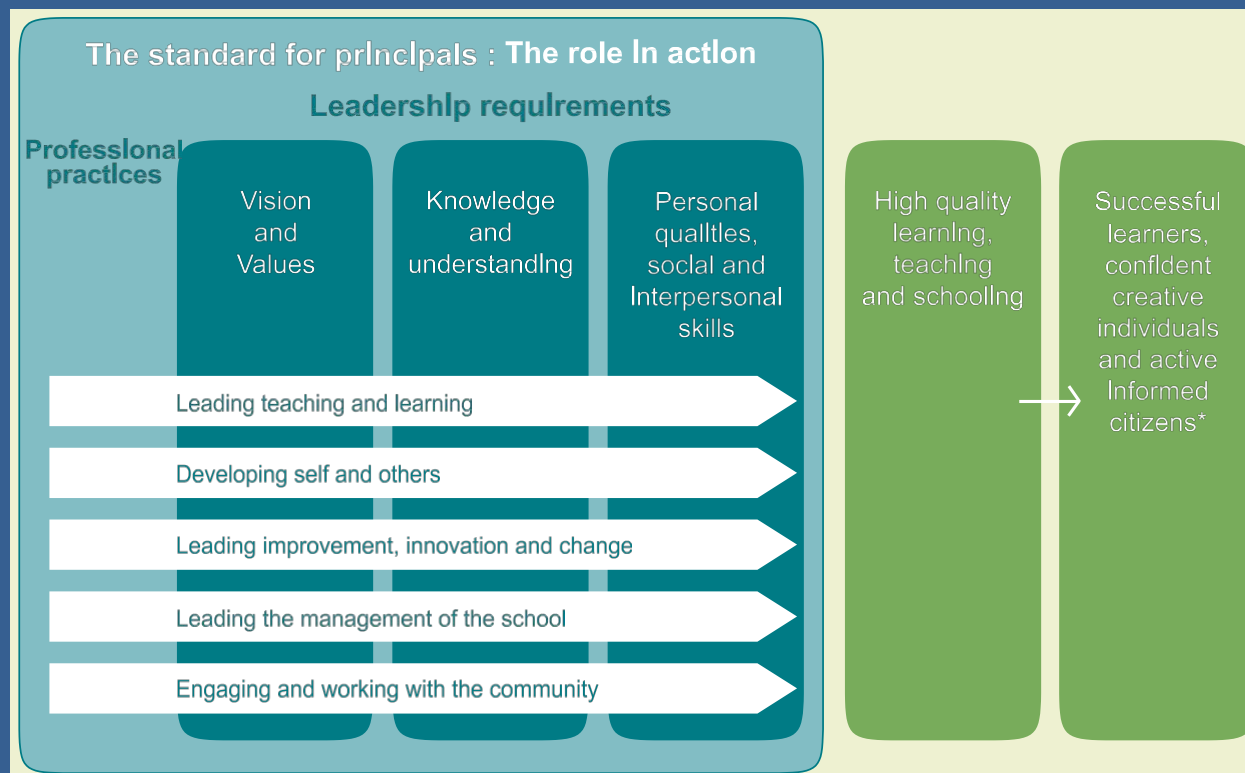
- PLAN** Assess and diagnose a given situation, develop a plan and strategies, allocate resources and implement the plan consistent with the vision and values of the school.
- REVIEW** Gather data, analyse the data, then make decisions.
- RESPOND** Change what we do, change how we do things, change to create improved outcomes for our students.

OUR PLANNERS

The Principal is the leader of the school and sets the vision and values for the school, collaborating with and being supported by Lead teachers, classroom teachers and the community.

Lead teachers collaborate and consult with the Principal to formulate the vision and values for the school. Lead teachers are Heads of Learning Areas, teachers in charge of Learning Areas and teachers with extensive expertise in their learning area. Lead teachers inform and support the Principal's vision for the school, mentor other teachers and assist these teachers to achieve the vision and values for the school. A key role of Lead teachers is to gather and analyse data from their learning areas and to recommend planning decisions based on analysis and consultation with classroom teachers.

Classroom teachers at the school have varying levels of experience and expertise. These teachers collaborate with and are guided by Lead teachers to achieve the vision and values for the school. The curriculum and lessons developed by teachers are a critical factor in school change and improvement. A key part of the role of teachers is to gather data relating to the progress of students, to analyse these data and to recommend planning decisions based on analysis and observation.





OUR OBJECTIVES

Objective 1: Implement 'Invitational Education' programs to improve behaviour and student personal development.

Objective 2: Improve student attainment and progress in literacy and communication skills.

Objective 3: Improve student attainment and progress in numeracy and science skills.

Objective 4: Improve accountability, teaching standards and course content with the implementation of AITSL standards for teaching and leadership

Learning is the focus of the school. This involves quality teaching and renewal of curriculum to engage and extend students. It involves thinking about our students in their future lives and what they will need to learn at school to prepare for this future. It involves identifying how technology and schools are changing and determining how we need to change our curriculum and teaching to meet these changes, so that our students have the benefit of the best learning available. It also involves evaluating data and observations that tell us where our students are now, what needs they have, then planning how we can improve our school processes to achieve better outcomes for our students in 2014 and beyond.

OUR PRIORITIES

"Excellence and Equity", the Department of Education strategic plan for 2012-2015, sets four priorities for schools:

- Success for all students (Clarkson Objectives 1, 2, 3 and 4)
- Distinctive schools (Clarkson Objective 3)
- High quality teaching and leadership (Clarkson Objectives 1, 2, 3 and 4)
- A capable and responsive organisation (Clarkson Objective 4)

The Department of Education has introduced a minimum literacy and numeracy assessment in year 10 from 2014 requiring support for students to meet minimum literacy and numeracy standards by the time they graduate, with students required to achieve an Australian Tertiary Admission Rank or a minimum Certificate II in training programs to graduate.

Additionally, Clarkson has school-based priorities to:

- Improve pastoral care and behaviour management of students through the development of a comprehensive and cohesive approach shared by all staff, as detailed in the Student Services operational plan for 2014.
- Develop greater alignment of instructional practices and behaviour management by providing teaching staff with additional training in Classroom Management Strategies and by the development of courses suited to the needs and future goals of our students.
- Strengthen leadership and administrative practices through open and transparent consultation, communication and collaborative processes involving staff, students, parents and the wider community so that teachers and the local community are engaged in making Clarkson a distinctive and engaging school.
- Raise the standard of literacy and numeracy by a clear focus on explicit teaching, coordinating support in Years 8 and 9, and strengthening partnerships with neighbouring primary schools.
- Continue to develop viable and sustainable Year 11 and Year 12 course offerings to suit the future goals of our students.
- Continue to improve support for staff through the development of an ongoing induction and mentoring program.

IMPROVEMENT TARGETS AND STRATEGIES

Changing pedagogy at the school level is essential for improvement, including the use of the following drivers for educational reform (Fullan 2011:3):

- Engage educators and students in continuous improvement of instruction and learning.
- Foster intrinsic motivation of teachers and students.
- Inspire collective or team work.
- Affect all teachers and students, 100%.

Objective 1: Implement 'Invitational Education' programs to improve behaviour and student personal development.

Improvement target: Clarkson is viewed by students and the community as offering inviting education opportunities to engage students in learning.

Strategy: Engagement of students in relevant programs targeted to their learning needs will diminish behaviour issues in all classes and will foster student engagement and personal development. This will include investigation of vocational education pathways within all learning areas.

A focus on inviting students to learn will be a key part of all learning area curriculum activities.

Clarkson lesson activities will have a focus on making learning more inviting and relevant to students, with an emphasis on the development of Certificate courses to prepare students for graduation requirement in future years and development of teaching activities that are targeted to improve literacy and numeracy through engaging lesson activities.

Objective 2: Improve student attainment and progress in literacy and communication skills.

Improvement targets: Improved performance in NAPLAN in 2014.
Overall improvement in the standard of literacy, demonstrated in classroom work and assessments.

Strategy: A whole-school literacy improvement strategy.
Targeted teaching in English to improve specific writing and literacy skills.
Targeted teaching in Mathematics to improve numeracy.
Teaching in each learning area supports the whole-school approach to literacy improvement.

Clarkson is continuing development of whole-school programs to improve literacy and numeracy standards in 2014, with a focus on literacy improvement strategies.

Objective 3: Improve student attainment and progress in numeracy and science skills.

Improvement target: Improved performance in NAPLAN in 2014.
Overall improvement in the standard of numeracy, demonstrated in classroom work and assessments.

Strategy: A whole-school numeracy approach was implemented in 2013, with a focus on consistent targeting of problem areas in student literacy. Targeted teaching in Mathematics and Science courses continues to focus on improved specific numeracy and science skills. Teaching in each learning area supports the whole-school approach to numeracy improvement.

Clarkson implemented a school-based approach to developing whole-school programs to improve numeracy in 2013. In 2014 the school will further develop these numeracy improvement strategies, with a focus on direct instruction for student numeracy in mathematics and science.

Objective 4: Improve accountability, teaching standards and course content with the implementation of AITSL standards for teaching and leadership

Improvement target: Teachers, lead teachers and administrators will continue to demonstrate progress in attaining AITSL standards during 2014.

Strategy: Professional development activities in AITSL.
Encouragement of teachers to demonstrate progress in progression in the AITSL standards.
Emphasis on AITSL standards in pedagogy and development of curriculum.



TIMEFRAME AND EVALUATION

Objective 1: Develop targeted and invitational learning that will result in improved behaviour and student personal development.

Evaluation method: Continuing use of school surveys of students and community to gauge school progress.

Timeframe: Semester 1

Objective 2: Improve student attainment and progress in literacy and communication skills.

Evaluation method: NAPLAN
School reports

Timeframe: Semester 1 and Semester 2

Objective 3: Improve student attainment and progress in numeracy and science skills.

Evaluation method: NAPLAN
School reports

Timeframe: Semester 1 and Semester 2

Objective 4: Improve accountability, teaching standards and course content with the implementation of AITSL standards for teaching and leadership

Evaluation method: Teacher performance evaluations.

Timeframe: Monthly, with annual report



WHOLE SCHOOL LITERACY IMPROVEMENT

Action	Who	Timeline
Collection of performance data (For Years 8-9 NAPLAN7, performance profile and achievements data for Years 10+ First Cut	DP, HOLAs, Teachers	Snapshots collected at the end of each semester
Collection of observation data (including input from students and teachers)	Students (Year 8-12) All staff	Term 3 each year
Analysis of data and preparation of summaries identifying the key literacy priorities	Literacy Committee	Each semester
Planning with Feni Bembridge and dissemination to teaching staff	DP, HOLAs	Completed 2013
Identification and development of strategies for literacy	DP, HOLAs	Completed initial review On-going monitoring and
Implementation of whole school literacy strategies	All staff	Continuing
Monitoring the literacy improvement process (identify students to monitor from performance data)	Literacy committee in consultation with HOLAs	Data review with 5 week cycle Semester review
Review and evaluation	Literacy committee in consultation with HOLAs	Data review with 5 week cycle Semester review
Inclusion of literacy priorities and strategies in all Learning Area plans for 2014	HOLAs and teaching staff	Continuing from 2013
Professional Development for whole school literacy strategies	Deputy Principal	Regular, including staff
Year 7 NAPLAN data for 15 checklist students provided to all staff using Best Performance data	English	Start of each year

WHOLE SCHOOL NUMERACY IMPROVEMENT

Action	Who	Timeline
Analysis of SAIS involving mathematics outcome grading for students in year 8 and 9 cohorts	HOLA, Teachers	On-going
Identification of students performing at or below benchmark (year 7 NAPLAN) and providing teachers with class lists highlighted with these students.	HOLA	On-going
Performing diagnostic testing of entire year 9 group using ACARA practice NAPLAN test. Use results as a reflective tool for students and a study aid as to facilitate student-identified weaknesses.	HOLA, Teachers	Annual
Backward mapping analysis of student performance using previous mentioned outcomes.	HOLA	On-going
Identify indigenous students as well as students in need on extension. Formulation of alternative programming in tutorial-style lessons on specific content type.	HOLA	On-going
Formulation of common assessments across years 8-10 and utilisation of reporting to parents assessment outlines in order to discern rank order internal consistency	HOLA, Teachers	Completed 2013 On-going
Class lists formulated with mixed ability students based on EARS, SAIS and Reporting to Parents data as well as data relating to student relationships and specific traits.	HOLAS, Maths and Science	On-going
Identification of specific number and algebra techniques from First Steps book series and integration into current National curriculum programming for years 8 and 9.	HOLA and staff	Completed 2013 On-going
Employing rubrics detailing poorly performed content which are designed to allow student-driven learning by all students.	HOLA and staff	Completed 2013 On-going
Induction of new staff members in the use of SAIS to correctly identify student weakness and strength in given learning outcomes	HOLA, Teachers	Completed January 2013 On-going
Conduct secondary diagnostic testing in-class as well as a full-scale mock test to evaluate student improvement as a result of these targeted interventions.	HOLA, Teachers	On-going
Continue modification of program delivery to specifically focus on Number and Algebra which will allow for longer class time provision for NAPLAN test examples.	HOLA, Teachers	On-going
Use of GEP's and IEP's especially for students performing at or below benchmark. These comprise of a set of objectives to be studied and checked for understanding over the course of term 1 and early term 2. These are drawn from Best Performance data showing known deficiencies.	HOLA, Teachers	On-going

