

# Clarkson Community High School Business Plan 2026-2028

*“Widening Our Horizons”*



## Business Plan Context:

Staff, students, families, and community members engaged in evidence-based reflection to guide priorities and underlying strategies articulated in this business plan.

Our focus on high care and high expectations will support motivated teams to deliver outcomes for students. We will build upon our positive school culture through a culturally responsive, safe and inclusive environment, where diversity and personal strengths are respected and celebrated.

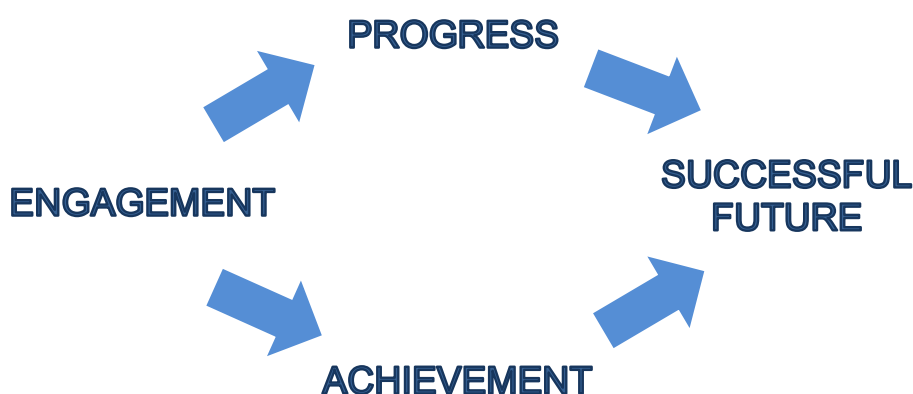
This business plan is founded on a commitment to working collaboratively with stakeholders to ensure that our vision and operations reflect the needs of students and expectations of our community. We commit to ongoing self-reflection, expansion of knowledge and improving culturally inclusive and culturally safe practices.

Data drives our school improvement agenda which is underpinned by our strategic intent to align all improvement plans, professional learning, and committee priorities. Through clearly articulated change management processes and strong instructional leadership, all initiatives will be aligned with strategic goals, implemented effectively, and communicated clearly to stakeholders.

Throughout the duration of this business plan, as part of our ongoing commitment to continuous improvement, we will engage in reflective discussions about our school's identity, which may include reviewing our values, logo and school motto.

## Our Purpose:

**C O R T  
A P E R  
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## Our Vision:

Our school community empowers students to build the confidence, values and skills as lifelong learners, to achieve their personal best for a successful future.

## Our Vision for Reconciliation:

We take action toward reconciliation through Care, Optimism, Respect, and Trust. Together we are:

- Caring for each other by creating a culturally safe and inclusive environment where Aboriginal and Torres Strait Islander cultures, histories and language are valued and celebrated.
- Optimistic that we can build a shared and successful future, grounded in understanding, opportunity and continuous reconciliation.
- Respecting Aboriginal and Torres Strait Islander peoples as the First Custodians of the land on which we live and work by valuing their voices and perspectives in all that we do.
- Building trust through genuine relationships, listening, and walking together every day.

## Collective Leadership

At Clarkson CHS, staff and students feel empowered and supported to lead and drive positive change. We will achieve this by:

- Developing high performing staff and student leadership teams, reinforced by a strong committee structure and alignment of all initiatives.
- Embedding a roadmap that fosters sustainable leadership by providing current, emerging and aspirational leaders development opportunities at each stage of their career.
- Committing to performance and development processes that rigorously support, develop, and empower all staff to set and achieve improvement goals, underpinned by relevant professional learning, mentoring and coaching.
- Maintaining a safe, organised and productive learning environment through well-defined expectations, processes and procedures, and intentional communication channels to promote stakeholder engagement, performance and overall wellbeing.



## Effective Teaching

At Clarkson CHS, all staff support the work of teaching teams by using data informed practices to collaboratively drive pedagogical and curriculum initiatives that guide academic, social and emotional outcomes for students. We will achieve this by:

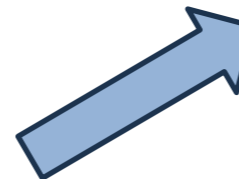
- Strategically embedding the Clarkson Instructional Model to ensure that students gain a deep understanding of relevant content which they can transfer to a range of meaningful contexts.
- Implementing a whole-school literacy and numeracy plan.
- Providing opportunities for staff to reflect on their practices through targeted professional learning, the sharing of best practice and engagement in peer observation.
- Using moderation within and across schools to assess progress and achievement of differentiated learning programs that are aligned to judgement standards.



## Engaged Learners

At Clarkson CHS, staff, students and families work together to establish the preconditions for learning, where focusing on high expectations, academic progress, connection and wellbeing, lead to high levels of engagement. We will achieve this by:

- Embedding an orderly classroom environment, where consistent routines and restorative practices motivate students to make positive behaviour choices.
- Catering for all learners through a differentiated classroom that ensures students experience challenge and receive targeted support to achieve and exceed benchmarks.
- Fostering a positive, inclusive and safe school environment where students are connected to the support they need to make academic progress.
- Inviting students to actively participate in their learning by setting goals, reflecting on growth, and embracing opportunities to create a positive future.



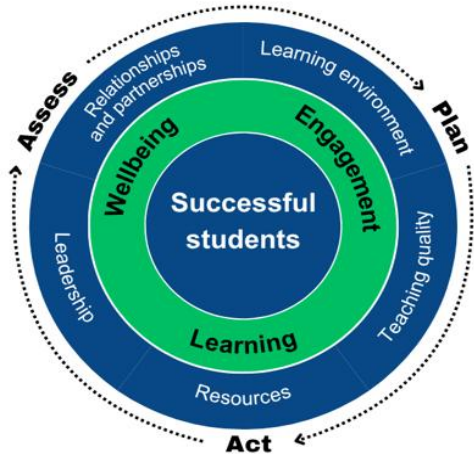
## Connected Community

At Clarkson CHS, strong and inclusive relationships built on mutual care unite stakeholders to enrich learning and empower every student to succeed and thrive. We will achieve this by:

- Creating meaningful opportunities for students and families to share their voices as equal partners in educational decisions that impact them, building pride in our school and celebrating our shared achievements.
- Strengthening our partnerships with local primary schools by encouraging ongoing engagement, creating shared experiences, and promoting a sense of continuity that encourages early connection to our school community.
- Cultivating relationships with the local community by sharing resources and creating opportunities for involvement that position our students as active participants in the community.
- Committing to a school culture that prioritises staff health and wellbeing, grounded in a strong sense of connection within our school community.



## Our Review Cycle:



We apply rigorous review processes to support student achievement and progress. Annual Whole-school and Learning Area Operational Plans, and the processes and procedures that underpin them, are collaboratively developed, actioned, monitored and reviewed through a continuous cycle of reflection and improvement planning.

## Performance Targets

In expressing our performance targets, we use the format:



**E – Expected** Improvement Target: after three years (i.e. by 2028)  
**A – Aspirational** Target: for when the expected target is met early

<p><b>TARGET 1: ATTENDANCE</b></p> <p>Raise the attendance rate to:</p>	<p><i>Data set: Student Attendance Reporting</i></p> <p>80% / 85%</p>
<p><b>TARGET 2: LITERACY AND NUMERACY (NAPLAN PROGRESS)</b></p> <p>Year 7 to Year 9 progress for the stable cohort of students is:</p>	<p><i>Data set: SAIS Progress &amp; Achievement chart</i></p> <p>As expected / Above expected</p>
<p><b>TARGET 3: LITERACY AND NUMERACY (OLNA ACHIEVEMENT)</b></p> <p>The percentage of Year 10 Category 2 students achieving Category 3 standard by the end of Year 12 is:</p>	<p><i>Data set: SAIS Progress &amp; Achievement chart</i></p> <p>85% / 100%</p>
<p><b>TARGET 4: WACE</b></p> <p>The percentage of eligible Year 12 students achieving WACE is:</p>	<p><i>Data set: Year 12 Report (SAIS) and Year 12 Student Achievement Data (SCSA)</i></p> <p>80% / 90%</p>

### Glossary:

- NAPLAN – National Assessment Program (Literacy and Numeracy)
- OLNA – Online Literacy and Numeracy Assessment
- WACE – Western Australian Certificate of Education

### Acknowledgement of Country:

Ngalak kaadatj Wadjak Noongar moort. Baalap keny moortkaadadjiny miya-p boodja-k. Ngalak kaadtjbirdiya koora wer yeyi. Ngalak kaadatj Noongar moort baalap boodja-k, kep-ak wer moort-ak kaylakoork kaaradjiny.

We acknowledge the Wadjak Noongar people and the Country that our school stands on. We pay our respects to their Elders – past, present and emerging – and recognise their ongoing connection to water, land and community.