An Independent Public School

Business Plan

2016 - 2018

Gilmore College
An Independent Public School
Foreword

The 2016 – 2018 Business Plan for Gilmore College establishes the direction, framework and broad strategies for the College to develop the skills, knowledge and confidence of students.

The Plan recognises that Gilmore College must improve outcomes for our students and develop a culture of success, pride, community and one of striving to achieve personal best.

Gilmore College is committed to achieving Public School Excellence using:

- A curriculum which is dynamic and rigorous, responding to student and societal needs;
- Teaching roles that focus on collaboration with colleagues, use modern technology and encourage the problem-solving capacities of students;
- Decision making processes that reflect collaboration and consultation with all elements in the College community;
- Management of resources with increasing requirements for effectiveness and efficiency; and
- Routine use of technology to access information.

The Business Plan outlines the College’s strategies and targets to attain this broad strategic direction.
Gilmore College opened in January 2008 after the closure of Kwinana Senior High School. The College serves all or part of the following localities: Anketell, Bertram, Calista, Casuarina, Henderson, Hope Valley, Kwinana, Leda, Mandogalup, Medina, Naval Base, Postans, The Spectacles, Oakford, Orelia, Parmelia, Wattleup and Wellard.

Gilmore College is a state of the art secondary school, custom built to cater for the changing educational needs of adolescent learners. It is a Year 7 – 12 campus offering academic programs across the seven Learning Areas, including: The Arts, English, Health and Physical Education, Humanities and Social Sciences, Mathematics, Science, and Technology and Enterprise. Vocational Education and Training (VET) delivers a successful program in the Senior School. A Program Coordinator manages all aspects of the VET program across the Senior School, including partnerships with business, industry and community organisations within the Kwinana district. Students graduating from Gilmore are not only well equipped for enrolment in tertiary courses at University or at TAFE, but also for coping with the demands that employment places upon them if they choose to go out into the world of work.

At Gilmore College we not only aim to fulfil the academic potential of our students, but do so in an environment of care and concern based on core values. Positive relationships are at the heart of effective learning and we are committed to making sure students are supported by staff that care, know them well, and encourage them to achieve. The College has a number of support staff available to work with students, including an Aboriginal and Islander Education Officer, College Chaplain, College Psychologist, College Youth Workers and a Community Nurse.

In becoming a world class educational community where we strive for excellence, the College offers and promotes:

- Academic achievement and the pursuit of knowledge;
- Health and Physical Education and sporting excellence;
- Engineering and Industry links;
- The Arts;
- Science, Technology and Innovation; and
- Exceptional programs for Aboriginal students.

About Us
Our Values

Our values influence our behavior and give purpose to our lives. We seek to ensure that all students are able to develop the following core-shared values:

- A pursuit of knowledge and a commitment to the achievement of potential.
- Self-acceptance and respect of self.
- Respect and concern for others and their rights.
- Social and civic responsibility.
- Environmental responsibility.

Our Priorities

The Business Plan has four broad priority areas. In addition, there are nine specific achievement targets that are aspirational and achievable. The Plan is shaped by and responds to the major trends influencing the Western Australian and the Australian educational environments.

The priority areas include:
- Building Staff Capacity
- Student Learning
- Partnerships
- Pastoral Care

The Plan targets and facilitates improvement in specific areas while consolidating the existing high standards in teaching, learning and pastoral care. The Plan embeds processes of self-review and self-reflection to ensure ongoing school improvement.

Our Ethos

At Gilmore College, social, emotional and physical development is as important as academic learning.

Rigour

We have high expectations of both our students and our staff. As educators we have set ourselves the highest standards of excellence, both personally and professionally, and we strive to achieve those standards in everything we do. By example, we expect the same of our students. These standards and expectations challenge all of us to excel.

Relevance

We also recognise the differing circumstances and needs of our students as individuals and are dedicated to achieving the best possible outcomes for all.

Our approach to education is dynamic and alive, and accordingly we strive to create and adapt our learning environments to reflect the requirements of each of our students in an ever changing society.

Relationships

Our relationships are based on trust, mutual respect and the acceptance of rights and responsibilities within the College community. We recognize the value of actively working in a positive partnership with parents/carers, students, staff and the wider community in providing a quality education.
College Self Assessment

At Gilmore College, student learning and health and well-being are central to our planning. We measure our performance against the extent to which our students achieve academic success and are well informed, multi-skilled individuals who are resilient, socially responsible, and possess a sense of self-worth and future direction.

Our College maintains a reflective self assessment process involving the College Executive, the Senior Management Team, the College Board, the Learning Areas, and the College Support Staff.

The self assessment process involves gathering appropriate data within agreed timelines and making judgements about our performance. The process considers a range of data and information that reflects student performance, program effectiveness, staff performance, feedback from parents/caregivers, staff and students, and comparisons with State and National achievement levels. The analysis informs our strategies for improvement in the priority areas outlined in this Business Plan. Progress in meeting the targets outlined in the Business Plan underpins a summative self review. The self assessment process enables the College community to respond to the dynamic and evolving needs of the College.

The Business Plan and the analysis of data are translated into annual Learning Area Operational Plans. These Plans are implemented and reviewed each year.
Priority: Building Staff Capacity

**Classroom Practice**
The College is committed to the development of effective and relevant classroom practice to continuously improve student outcomes.

**Strategies**
- Staff will engage in Instructional Rounds.
- Common frameworks in literacy and numeracy will be implemented to ensure consistent practice across the Learning Areas.
- Staff to participate in the Instructional Strategies program.
- Targeted professional learning to progress innovative teaching and assessment.
- Mentoring new graduates.

**Goals**
**Staff will:**
- Develop shared understandings about quality teaching and learning to improve literacy and numeracy.
- Engage in discussion about teaching and learning best practice to ensure improved student outcomes.

**Evidence**
- Integration of problems of practice into Learning Area Operational Plans.
- Classroom observation.
- Embedding frameworks into Learning Area Operational Plans.
- NAPLAN and OLNA results.
- Differentiation of curriculum is observed in class.

**Technology**
The College is committed to continue to create a dynamic, flexible learning environment through the integration of technology in the teaching-learning experience.

**Strategies**
- Targeted professional learning to support staff in the integration of technology in the classroom.
- Common core ICT skills will be integrated in the teaching-learning experience across all Learning Areas.
- State-of-the-art technology hardware and software will be available across all Learning Areas.

**Goals**
**Staff will:**
- Plan for the integration of technology in their teaching-learning experience.
- Identify and participate in professional learning that will improve their technology skills.

**Evidence**
- Classroom observation.
- Embedding information technology into Learning Area Operational Plans.

**Behaviour and Engagement**
The College is committed to continue to ensure the maintenance of a safe and positive learning environment through the appropriate and effective management of student behaviour.

**Strategies**
- Consistent application of Behaviour Management in Schools Policy.
- Application of the Behaviour Management in Schools Policy at the Learning Area level through a specific and relevant Behaviour Management Plan.
- Implement Individual Behaviour Plans.
- Staff to participate in the Classroom Management Strategies program (CMS).
- Staff to participate in Restorative Justice practices.
- Student Services Team to implement extra-curricular activities during recess and lunchtime.

**Goals**
**Staff will:**
- Develop shared understandings about appropriate behaviour management practices at the classroom level.
- Identify and participate in professional learning that will improve their behaviour management skills.

**Evidence**
- Learning Area Behaviour Plan that reflects whole College Behaviour Management Policy.
- Number of Individual Behaviour Plans.
- Behaviour Management data.
- Record of staff participation in CMS.
- Record of staff participation in Restorative Justice practices.
- Student feedback on extra-curricular activities.

**Attendance**
The College is committed to continue to ensure that attendance is reviewed and monitored in a timely manner.

**Strategies**
- Implement Individual Attendance Plans for students that have less than 80% attendance.
- Implement Group Attendance Plans for students that have 80% - 89% attendance.
- Implement badged Attendance Officers.
- Accurate use of SIS to record and monitor student attendance in class.

**Goals**
**Staff will:**
- Accurately record and monitor attendance data on SIS.
- Advise parent/caregivers about attendance issues in their respective classes.

**Evidence**
- Number of Individual Attendance Plans.
- Number of Group Attendance Plans.
- Number of badged Attendance Officers at the College.
- SIS database.
Priority: Student Learning

Curriculum Differentiation

The College is committed to continue to ensure that the curriculum reflects individual differences and learning styles. All Learning Areas will provide exemplary teaching-learning practices to develop individual student strengths and address areas of need. All students will have the opportunity to engage in a range of programs across all Learning Areas to further develop their potential.

**Strategies**
- Continue to implement the new Western Australian Curriculum in all Learning Areas.
- Gifted and Talented students will be catered through the Academic Extension Program in Years 7-10. This Program will provide a learning environment to extend students’ learning experiences.
- Continue to deliver the Follow the Dream program.
- Students with special needs will be supported through specific programs designed to improve their knowledge and skill set, including and not limited to: STAR, STAM, and Work Connect.
- Implement Individual Education Plans and Group Education Plans.

**Goals**

**The College will:**
- Provide a differentiated curriculum that caters for individual learning styles.
- Provide teaching-learning experiences to support students as they successfully transition to further education, training or employment at the end of Year 12.
- Allocate resources to the implementation of programs to support high levels of achievement and students with special needs.

**Evidence**
- Embed the new Western Australian Curriculum in Learning Area Operational Plans.
- Differentiation of curriculum is documented and observed in the classroom.
- Student achievement will be monitored and tracked.

Literacy and Numeracy

Literacy and numeracy underpins the College’s curriculum by developing students’ skill set to effectively communicate and problem solve. Raising standards in literacy and numeracy enriches the teaching-learning experiences in all Learning Areas. All Learning Areas play a critical role in supporting students’ literacy and numeracy development.

**Strategies**
- Continue to implement an extensive program of explicit instruction for Reading, Writing, Spelling, Grammar and Punctuation.
- Continue to implement the Year 8 Literacy Strategy.
- Continue to implement the STAR program for all students at ‘D’ and ‘E’ grade levels to improve their literacy skills.
- Continue to implement the STAM program for all students at ‘D’ grade level to improve their numeracy skills.
- Implement Individual Education Plans and Group Education Plans.

**Goals**

**Students will:**
- be proficient in the application of literacy skills.
- be proficient in the application of numeracy skills.

**Evidence**
- Monitoring student achievement in the Year 8 Literacy Strategy.
- Student NAPLAN and OLNA results.
- Reporting to Parents data.

Technology

The College is committed to ensuring all students use technology effectively and appropriately to investigate, communicate and problem solve in all areas of the curriculum.

**Strategies**
- Students will be provided with opportunities to develop common core ICT skills across all Learning Areas.
- Integration of technology in teaching-learning experiences in all Learning Areas.
- Integration of Connect in all Learning Areas to ensure access to a collaborative learning environment.

**Goals**

**Students will:**
- Be proficient in the use of a range of technologies.
- Be able to demonstrate core ICT skills.
- Understand the implications and the challenges relating to social media and, more broadly, the use of the internet.

**Evidence**
- Student demonstration of core ICT skills across Learning Areas.
- Embed IT skills in Learning Area Operational Plans.
Priority: Partnerships

Institutional Partnerships

The College is committed to improving student outcomes by continuing to build positive collaboration between the College and the wider community.

Strategies
• Continue to develop partnerships with a range of organisations to provide learning experiences that are contextual, dynamic, flexible and relevant. These organisations include but not limited to: Australian Indigenous Mentoring Experience, City of Kwinana, Clontarf Foundation, David Wirrpanda Foundation – Deadly Sista Girlz, Kwinana Federation of Schools, Kwinana Industries Council, Peron Alliance of Curriculum and Teaching, the Smith Family and the five Universities.
• Continue to develop partnerships with a range of external agencies (public and private) to support student, staff, and parent/caregiver health and well-being.

Goals
The College will:
• Negotiate extending learning experiences beyond the classroom.
• Support students and staff in developing and demonstrating resiliency when dealing with social, emotional and health issues.

Evidence
• Number of students participating in programs delivered in partnership with external service providers.
• Student Services data.
• Destination Survey.

Communicate with Parents/Caregivers and the Wider Community

The College is committed to continue building and managing positive relationships with parents, caregivers and the wider community.

Strategies
• Engage parents as partners in education through regular staff-parent/caregiver communication at the Learning Area level.
• Encourage parents/caregivers to attend whole College Assemblies and other events, including but not limited to: ANZAC Day Service, Athletic Carnivals, NAIDOC Week, and Performing Arts events.
• Parent Information Sessions, including: Reporting to Parents, Year 10 Counselling, and Year 6 Information Evening.
• Use of Apps to communicate with parent/caregivers.

Goals
The College will:
• Provide a range of opportunities for parents and caregivers to communicate and interact with staff at the Learning Area level.
• Provide a range of opportunities to engage with the whole College through extra-curricular activities and special events.
• Ensure parents, caregivers and the wider community is involved in participative strategic decision making through the College Board and Parents and Citizens Association.

Evidence
• Achieve positive parent/caregiver feedback and satisfaction in relation to communication.
• Number of parents/caregivers who attend College-organised activities and feedback about the activities.
Priority: Pastoral Care

**Behaviour and Engagement**

The College is committed to reducing inappropriate behaviour incidents and increasing recognition of positive student behaviour.

**Strategies**
- Explore the implementation of the Positive Behaviour Schools Framework.
- Staff to participate in Restorative Justice practices.
- Review procedures and processes for behaviour management.

**Goals**

**Students will:**
- Demonstrate appropriate behaviour within the College community.
- Develop a shared understanding of College rules, expectations, and standards related to behaviour.

**Evidence**
- Behaviour management data.
- Record of staff and student participation in Restorative Justice practices.
- SIS database.

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**Attendance**

The College is committed to continue to ensure all students regularly attend all classes. Persistent absences or lateness will place students at educational risk.

The College is committed to reducing the gap between indigenous and non-indigenous attendance.

**Strategies**
- Implement Individual Attendance Plans for students that have less than 80% attendance.
- Implement Group Attendance Plans for students that have 80% - 89% attendance.
- Implement badged Attendance Officers.
- Accurate use of SIS to record and monitor student attendance in class.

**Evidence**
- Number of Individual Attendance Plans.
- Number of Group Attendance Plans.
- Number of badged Attendance Officers at the College.
- SIS database.

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**Curriculum Differentiation**

The College is committed to supporting the dynamic learning needs and styles of all students.

**Strategies**
- Continue to implement the Nationally Consistent Collection of Data on School Students with Disability.
- Continue to deliver the Follow the Dream program.
- Continue to deliver the Local Drug in Action program.
- Review procedures and processes for identifying students at educational risk.
- Implement Special Education Needs Reporting.

**Goals**

**Students will:**
- Participate in learning experiences that cater for individual learning styles.
- Participate in teaching-learning experiences that support them as they successfully transition to further education, training or employment at the end of Year 12.

**Evidence**
- SIS information relating to National Collection of Data.
- Follow the Dream performance data.
- Special Education Needs Reporting data.
- Differentiation of curriculum is documented and observed in the classroom.

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**Staff and Student Wellbeing**

The College is committed to promoting a healthy and safe working and learning environment. This environment reflects healthy choices to improve resiliency and emotional and social well-being in the College community.

**Strategies**
- Activities for staff and students will focus on appropriate areas of social and emotional development.
- Staff to participate in professional learning relating to mental health and well-being.

**Goals**

**Staff and Students will:**
- Have improved access to support services for mental health and well-being.
- Develop and demonstrate improved resiliency.

**Evidence**
- Referrals to the Student Services team.
- Referrals to external agencies.
- Record of staff participation in relevant professional learning.
Achievement Targets

The following nine achievement targets have been identified from student achievement data.

1. The progress achieved by the stable cohort in NAPLAN will close the gap with like schools in each test area.

2. Increase % of students at or above National Minimum Standards for NAPLAN to close the gap between Gilmore College and like schools.

3. Increase % of students that will qualify for their WACE through OLNA achievement by the end of Year 10.

4. Increase % of Academic Extension students that attain an ‘A’ grade in English, Humanities & Social Sciences, Mathematics, and Science in the Semester 2 Report.

5. Increase % of Aboriginal and non-Aboriginal students in Years 7 – 12 that attain a 90% attendance rate.

6. Increase % of Year 12 Aboriginal students that attain WACE.

7. Increase % of Year 12 students to achieve an ATAR of 55+ and or a full qualification of Certificate II achievement.

8. Maintain high % (90%) of eligible Year 12 students that attain full qualifications (Certificate II or higher) in Vocational Education and Training courses.

9. Increase % of Year 12 WACE attainment.

This Business Plan is formally endorsed by the Gilmore College Board

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Principal Date

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Chairperson College Board Date