BUSINESS PLAN
2018-2020

Our Moral Purpose:

We transform positive relationships into meeting the unique learning potential of every student

About Us

Gilmore College is an Independent Public School opened in 2008 continuing 52 previous years of secondary education provided by Kwinana Senior High School.

The school continues the education of students from City of Kwinana area primary schools namely Bertram, Calista, Leda, Medina, North Parmelia, Orelia and Wellard aged from 11-18. Our student population thrives in an inclusive environment consisting of Australian Indigenous, European, African, Sub-Continental, Middle Eastern, Asian and Pacific Island Nations' people.

Our Moral purpose to meet the unique learning potential of all of our students through positive relationships drives interactions between all of our school community members. Our Positive Behaviour Support school acronym S.O.A.R. (We are Supportive, Organised, Aspirational and Resilient) creates a tone for our welcoming environment.

We provide a comprehensive curriculum with pathways to University, further study, training and employment. Our Pastoral Care and Student Services team deliver the support for the delivery of these curriculum opportunities and help to establish our school as a trusted local Kwinana community institution.

Our students frequently excel in academic, cultural, industrial, sporting and technological endeavours. More recently the school has placed a focus on sustainable use of resources, care for our natural environment and reconnection with our Whadjuk Noongar Boodjar (country, land, earth and sea of our first people.)

Our school stands because of the achievements and perseverance of its students, staff and community over 62 years and our recently formed Alumni Association "Old Flames" recognises the enormous value that mentorship and coaching from former students can give to the students of today.

About our Plan

The Gilmore College "Business Plan 2018-2020" overlaps with the completion of the Business Plan 2016-2018.

At the commencement of the 2018 school year Gilmore College embarked upon a three year journey with our participation in the Fogarty Foundation's EDvance School Improvement Program. This program assists schools to use an evidence and research base to make strategic decisions aligned to the improvement of education outcomes for all students.

During semester one school staff and the board collaborated to complete a school development document that maps the priorities and visions for the three years of the EDvance program. This has led to the alignment of our school business planning to the EDvance school development document and will be reviewed by the Department of Education either late in 2019 or early in 2020. A new three year plan will be developed for the start of the 2021 school year.

About our Strategic Goals and those of our Organisation

Underpinning the Gilmore College Business Plan 2018-2020 is the strategic vision and priorities of our organisation the Department of Education of Western Australia.

Our strategic goals are inspired by the maintenance of a culture of "High Performance and High Care" throughout the Gilmore College community. Our local strategy recognises the role that we play in delivering upon and strengthening this culture as well as aligning to the four key objectives of the Department's "Classrooms First" Strategy.

1. Success for All Students
2. High Quality Teaching
3. Effective Leadership
4. Strong Governance and Support

Our Priorities

1. Curriculum and Teaching

Develop a teaching culture of high expectations and low variability.

2. Literacy and Numeracy

Improve Literacy and Numeracy achievement to match that of "Like" schools.

3. Learning Environment

Establish a positive learning environment conductive to achieving high standards of student learning.

The School Self-Assessment Framework

Our school maintains a reflective self assessment process involving the Executive team, the Senior Management Team, the College Board, the Learning Areas, and our 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 school community to respond to the dynamic and evolving needs of our school.

The Business Plan and the analysis of data are translated into annual Learning Area Operational Plans. These plans are implemented and reviewed each year.
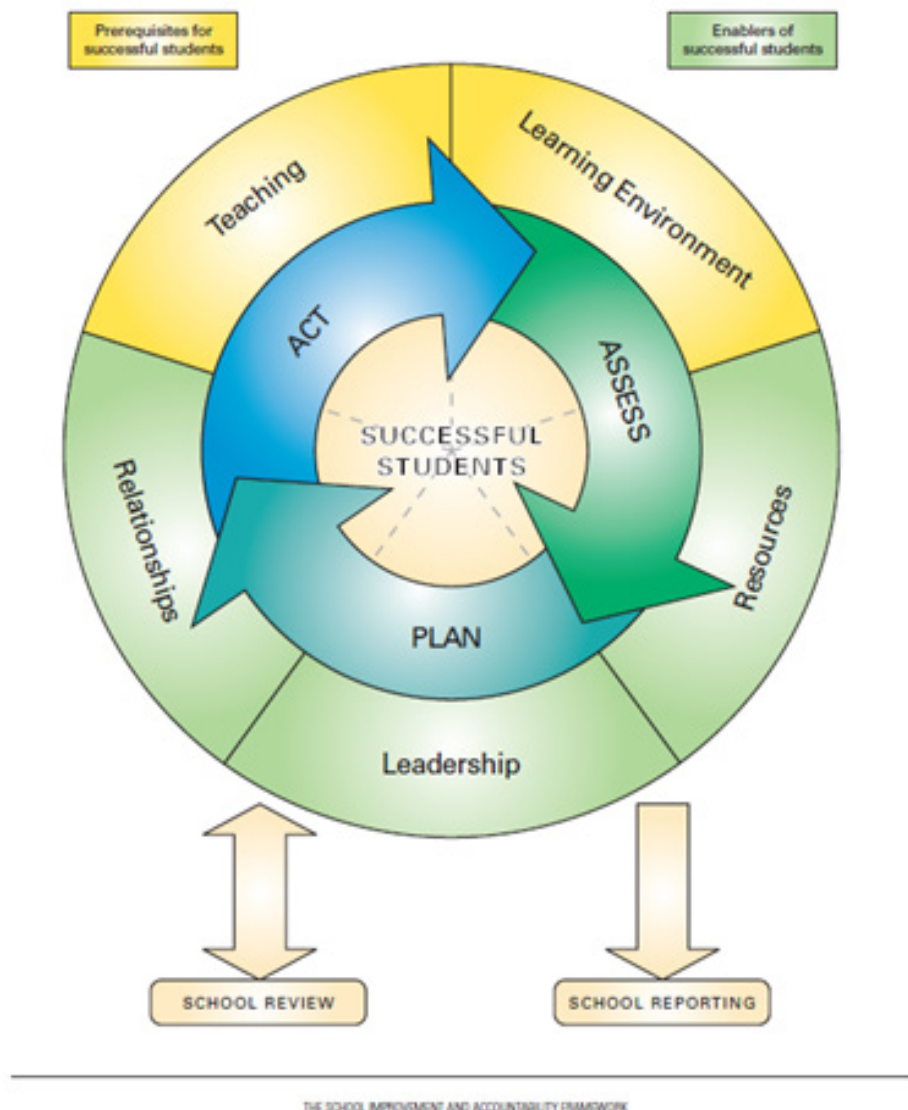
Curriculum and Teaching

Objectives

- 85% of teaching staff use an agreed Whole School Instructional Model (WSIM) to improve student learning and increase staff proficiency in teaching.

- To improve staff efficiency in monitoring and targeting student progress and improvement through the use of appropriate data.

- To improve teaching and learning through the implementation of an observation, review and coaching strategy to build staff proficiency.

Initiatives

- Research and Pilot a 'Whole-School' instructional Model - e.g. Explicit Instruction.

- Establish high expectations of performance and development for all staff and establish an Accountability Framework.

- Develop and consistently consult and incorporate data in decision making and classroom practice.

- Develop a model at the college to establish in-class observation, people review and peer coaching.

Milestones

- Research Instructional Models of Classroom Pedagogy. Create and adjust a teaching model to suit Gilmore College. Determine an implementation procedure. Identify staff champions. Provide Professional Learning to all staff on our model. Incorporate Student Voice in evaluating effectiveness of teaching model with the developed data set.

- Audit of Currently used templates for Performance Management of staff. Alignment of PM processes to timelines throughout the school. Development of Performance Agreements for all staff. Alignment of PM templates to Gilmore College Whole School Instructional Model. Incorporation of Performance Agreements to Classroom Observations. Performance Management processes added to staff induction process.

- Establish ways to monitor and measure teaching practice in Literacy and Numeracy Conventions and the Whole School Instructional Model. Develop Self-Assessment and Observation tools linked to People Review. Discuss Data Set with all staff and celebrate successes through monitoring and evaluation.

- Research processes for in-class observation and people review. Develop and implement processes for Professional Learning Community observations. Establish Professional Learning Communities led by staff trained in Growth Coaching. Link processes to peer - peer and Performance Management processes. Staff implement and maintain resource bank and contribute to review.

Literacy and Numeracy

Objectives

- To improve student literacy through school wide implementation of agreed literacy intervention strategies.

- To improve student numeracy through school wide implementation of agreed numeracy intervention strategies.

- To engage the Kwinana community in regular communication related to student progress, events, academic achievement, literacy and numeracy.

Initiatives

- Develop a consistent data set to allow 'Whole-School' tracking in literacy and numeracy for all students.

- Develop 'Whole-School' reading, writing and numeracy procedures and conventions.

- Implement 'Whole-School' reading, writing and numeracy procedures and conventions.

- Develop a 'Whole-School' strategy for literacy and numeracy to engage the Kwinana community and improve student outcomes and achievement.

Milestones

- Implement On-entry diagnostic PAT testing in English & Maths. Post diagnostic testing in November yearly. Development of literacy intervention STAR placement test data. Analysis of NAPLAN, OLNA, EST, WACE data.

- Establish Literacy and Numeracy Working Party. Audit current literacy practices in school in each learning area. Audit current numeracy practices in school in each learning area. Reach a consensus for whole school Literacy and Numeracy priorities. Establish Whole School Literacy and Numeracy Priorities.

- Implement agreed upon Whole School priorities in reading, writing and numeracy. Identify areas of need for future curriculum interventions eg. STAR, STAN. Timetable intervention programs and increase frequency of students' access to four times per week. Improve the physicality of learning space for intervention programs.

- Build staff capacity by using best practice professional learning model followed by in class coaching and observation. Develop a rigorous practice schedule for NAPLAN and OLNA with low variability across classes. Develop a sustaining and rigorous culture of analysis of NAPLAN, OLNA, EST, WACE data to inform improvement strategies.

Learning Environment

Establish a positive learning environment conducive to achieving high standards of student learning

Objectives

- To increase student attendance through a relational approach that supports student learning. Increase regular student attendance to 55% by 2020.

- To ensure the provision of a safe and engaging learning environment based on high expectations and high care.

- To identify, develop and provide opportunities for aspirant leaders within the school community.

Initiatives

- Continue to implement a 'Whole-School' positive behaviour programme (PBS).

- Review attendance procedures and communicate attendance requirements in a timely fashion to parents/carers.

- Expand communication channels and relationships with parents.

- Identify, engage and case-manage at risk students with a view to improve their attendance.

- Continue to provide opportunities for all members of the school community, including students, to undertake leadership roles.

Milestones

- Completion of School Behaviour Matrix. Staff development of materials to teach Behaviour. Implementation of scheduled PBS lessons school wide. Data collection to evaluate program effectiveness. School wide events to promote PBS (assemblies/ lunch events). Provision of Professional Learning to staff by PBS team members. Day Four PBS Training for team. Review plan for Research current best practice in managing student attendance (including school visits). Complete Attendance Audit using DOEWA Attendance toolkit. Review current attendance processes. Develop whole school attendance policy and processes. Communicate regularly process to staff and parents. Investigate and implement innovative ways to commnunicate with parents/carers.

- Audit current communication channels and effectiveness. Continue to explore use and potential effectiveness of social media not currently employed by the school. Delivery of Electronic Formal Reports. Implementation of WebSIS software and training for staff. Expand ease of staff/parent/carer communications. Explore suitable school community events (eg Harmony Night). Development of Primary School communication channels.
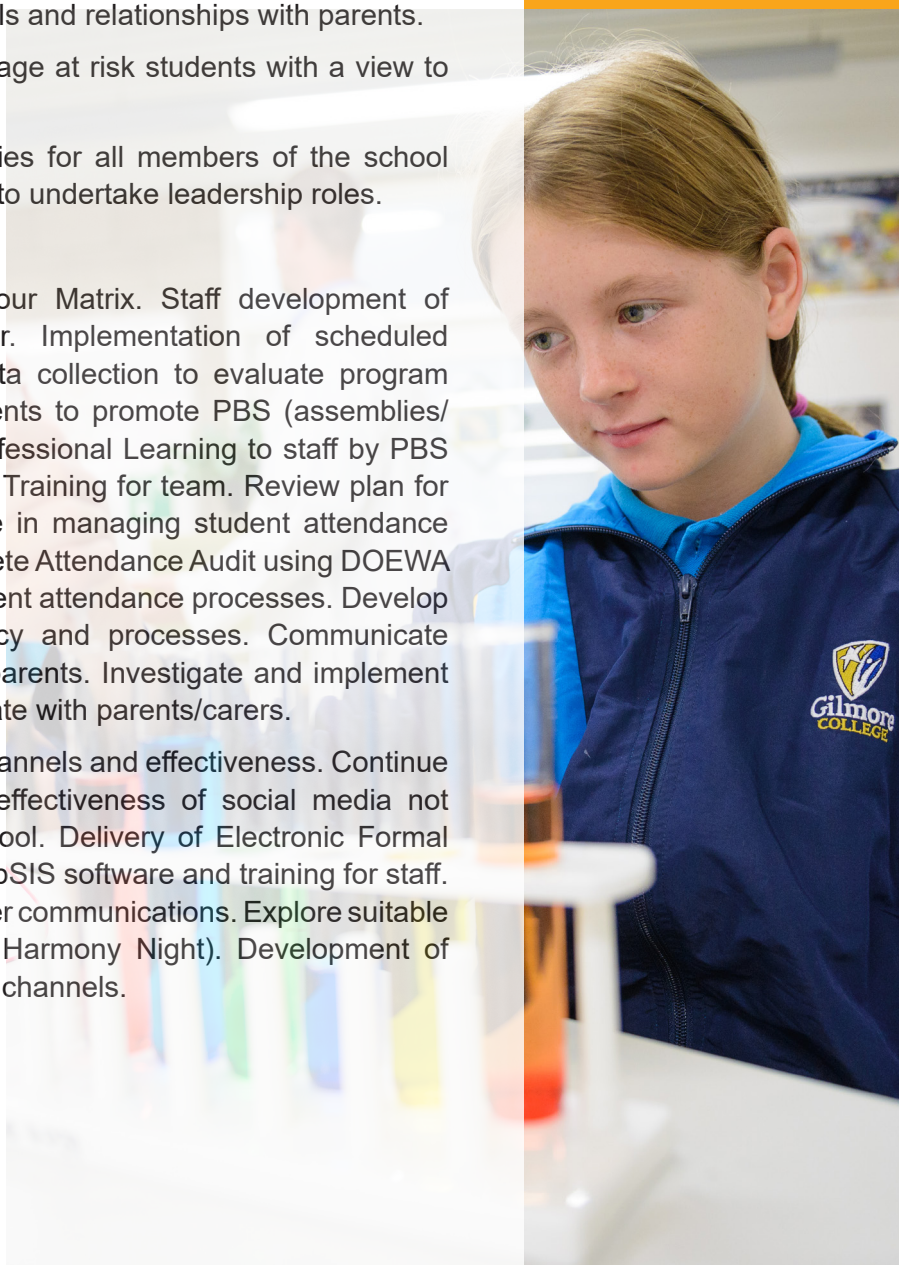
- Research current best practice at-risk student attendance case management. Develop whole school Case Management process and policy. Implement a timeline of expansion of case management to all Student Services Staff. Trial at SAER Meetings and implement across whole school. Develop Job Description Folio and responsibilities for Student Services Staff in Case Management process. Communicate policy and process to the whole school. Implement time efficient use of technology to support CM Process.

- Identification of leadership aspirants. Development of list of leadership opportunities throughout the school. Clarification of Senior Teacher roles and extra responsibility. Provision of Graduate Teacher and Level 3 Teacher Professional Learning. Distribution of School Development Professional Learning presentations. Formalisation of Assistant Head Of Learning Area/Deputy Aspirant/Student Services Relief pools. Development of Support Staff succession plans.

Our Targets:

To improve student results to be equal to or exceed "Like Schools" in NAPLAN, Median ATAR and WACE Attainment.

2018-2020 Aspirational Targets

Metric used to measure progress	Baseline Performance 2016/2017	2018 Interim Target	2019 Interim Target	2020 Final Target
Mean Naplan Scores 7 - 9: Reading, Writing and Numeracy	Below Like Schools	Below Like Schools	At Like Schools Level	At Like Schools Level
Median ATAR	Below Like Schools	Below Like Schools	Below Like Schools	At Like Schools Level
WACE Achievement	75%	73%	75%	80%
Pre Qualification Level OLNA (All 3 Categories)	5%	5%	10%	15% pre-qualified
OLNA Year 11 Qualified in all 3 Categories	52%	52%	60%	70%
OLNA Year 12 Qualified in all 3 Categories	71%	71%	75%	80%
ABE SPM Average % English	5%	5%	5%	4%
ABE SPM Average % Mathematics	6%	6%	5%	4%
ABE SPM Average % Science	8%	8%	6%	4%
ABE SPM Average % HASS	4%	4%	4%	4%
Grade Average Sem 1 - Arts	3.2 (CF)	2.7	2.8	3.0
Grade Average Sem 1 - English	2.7	2.8	3.0	3.2

Metric used to measure progress	Baseline Performance 2016/2017	2018 Interim Target	2019 Interim Target	2020 Final Target
Grade Average Sem 1 - HASS	2.7	2.9	3.1	3.2
Grade Average Sem 1 - HPE	2.7	2.7	2.9	3.1
Grade Average Sem 1 - Mathematics	2.1	2.6	2.8	3.0
Grade Average Sem 1 - Science	2.2	2.4	2.7	3.0
Grade Average Sem 1 - T&E	3.4 (CF)	3.1	3.2	3.3

Specific Priority Targets:

Curriculum and Teaching

Metric used to measure progress	Baseline Performance 2017/2018	2018 Interim Target	2019 Interim Target	2020 Final Target
No of staff employing WSIM 50% of contact time	0%	10%	85%	85% +
No of staff engaged in PM Process	60%	60%	80%	100%

Literacy and Numeracy

Metric used to measure progress	Baseline Performance 2017/2018	2018 Interim Target	2019 Interim Target	2020 Final Target
% of staff using Whole School Literacy conventions	0%	10%	75%	100%
% of staff using W/S Numeracy Conventions	0%	10%	75%	100%

Learning Environment

Metric used to measure progress	Baseline Performance 2017/2018	2018 Interim Target	2019 Interim Target	2020 Final Target
Reduction in Unexplained Absence	74%	71%	60%	50%
Regular attendance % Sem 1	50%	51%	53%	55%

This Business Plan is formally endorsed by the Gilmore College Board

_____   28/3/19
Principal   Date

_____   28/3/2019
Chairperson College Board   Date