Gilmore
COLLEGE

2022 - 2024

BUSINESS PLAN

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 2022 – 2024" overlaps with the completion of the Business Plan 2018 – 2021. 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 assisted the College to use an evidence and research base to make strategic decisions aligned to the improvement of education outcomes for all students.

During semester two 2021, school staff and the College Board collaborated to complete a school development document that maps the priorities and visions for the next three years as an extension of our involvement in the EDvance program. This has led to the further alignment of our school business planning to the EDvance school development document (SDD). Our new three-year plan is presented herewith.

About our Stragetic Goals and those of our Organisation

Underpinning the Gilmore College Business Plan 2022 – 2024 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 six key objectives of the Department's Focus 2022 document.

1. Provide every student with a pathway to a successful future

2. Strengthen support for teaching and learning excellence in every classroom

3. Build the capacity of our principals, our teachers and our allied professionals

4. Support increased school autonomy within a unified public school system

5. Partner with families, communities and agencies to support the engagement of every student

6. Use evidence to drive decision-making at all levels of the system

Our Priorities

> **Excellence in Teaching**

Develop a teaching culture of excellence in curriculum delivery and data driven responses

> **Academic Achievement**

Improve achievement at Gilmore College to exceed like schools

> **Learning Environment**

Establish a learning environment that values attendance and engagement

> **Connection with Community**

Work in partnership with key stakeholders to enhance the school image and deliver outcomes that reflect community needs

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.

Excellence in Teaching

Develop a teaching culture of excellence in curriculum delivery and data driven responses.

Objectives

- Improve staff efficiency in monitoring and targeting student progress and improvement through the regular review of appropriate student achievement data.

- Provide quality assessments and feedback to both staff and students through a variety of platforms to develop a culture of self-reflection.

- Improve the effective uptake of Information Communication Technology (ICT) among staff and students.

- Continue to review and apply Performance and Development Framework and classroom observation practices to improve curriculum delivery.

- Maintain focus on low variability and high impact instruction through current pedagogy and professional learning.

Initiatives

- Drill into and enhance whole school instructional model.

- Enhance pathways to education, training and employment and engagement programs, and extend more able students.

- Focus professional learning and collaborative team time on key interventions (Whole School Instructional Model (WSIM), use of data to inform teaching, Classroom Management Strategies (CMS), Student Voice etc.).

- Develop professional learning program for all staff, (linked to overarching induction processes).

- Increase capacity of staff to be able to transition to remote and digital learning.

- Have teachers interrogate data frequently and provide evidence of differentiated classroom practice based on student needs.

- Develop staff capacity in CMS through all learning areas.

Milestones

- Review current pedagogy with a view to contextualising the WSIM across all Learning Areas. Embed WSIM observations across the school. Formalise process of classroom and peer review in line with WSIM. Investigate implementation of Teach Well practices into Gilmore College pedagogy.

- Establish provision for Academic Extension Program (AEP) classes within Scope and Sequence documents. Develop Career Practitioner role. Review Curriculum of Work Connect Programme. Develop clear guidelines for ASBT's at Gilmore College with identified roles for all parties. Explore other opportunities to transition to further studies. Review of Senior School pathways in line with performance and academic achievement.

- Develop Professional Learning Communities (PLCs) to explore whole school processes. Provide opportunity for student to advise course and subject offerings. Use of Pivot to inform teaching practice. Explore process for Professional Learning (PL) applications and approvals. Use of PLCs at whole school staff meetings and school development days. Provide structure and process for Learning Area Meetings to enhance staff PL.

- Establish Whole Year Induction PL calendar. Develop induction program for every new staff member (teaching, non-teaching, administration). Ensure Induction processes and procedures comply with Department of Education (DoE) policy and guidelines.

- Survey staff and students on ICT needs. Covid planning for transition to remote learning. Explore and develop Compass Classrooms. Conduct PL on remote learning strategies and technologies.

- Review of current data cycle. Individualised Education Program (IEP) development. Head of Learning Areas (HOLAs) to interrogate data entry for classes 7 – 12. Establish clear guidelines and processes for regular data walks. Establish clear guidelines and processes for regular data interrogation at Learning Area (LA) level.

- Establish a professional learning program for CMS. Ensure CMS is covered in induction for all staff. Continue to upskill staff and build Conference Accredited Trainer (CAT) numbers.

Priority 2

Academic Achievement

Improve achievement at Gilmore College to exceed like schools.

Objectives

- Improve whole school Literacy and Numeracy through school wide implementation of agreed intervention strategies.

- Improve Western Australian Certificate of Education (WACE) achievement through a coordinated approach to WACE requirements.

- Improve Australian Tertiary Admissions Rank (ATAR) achievement to meet or exceed 'like' schools in median ATAR.

- Improve Vocational Education and Training (VET) attainment to meet or exceed 'like' schools.

- Review curriculum offerings to ensure offerings are reflective of student needs and interests.

Initiatives

- Further develop whole school literacy and numeracy strategies.

- Create common assessment program for 7 - 10 programs in all learning areas for moderation activities against external benchmarks.

- Develop richer data on vocational pathways and tracking for students during and post school.

- Develop a guaranteed and viable curriculum through a fine grained scope and sequence to reflect the 'critical' content and WSIM.

- Extend higher performing students by providing them with opportunities to tackle more challenging tasks and by exposing them to enrichment and extension activities.

Milestones

- Maintain and expand Literacy and Numeracy Committee. Regularly review current whole school focus on Literacy and Numeracy. Develop staff capacity to review National Assessment Program Literacy and Numeracy (NAPLAN) and Online Literacy and Numeracy Assessment (OLNA) data and use this data to drive LA planning in differentiated Scope and Sequence documents. Incorporate Literacy and Numeracy component into all LA Scope and Sequence Documents.

- Explore external moderation partnerships for year 7 – 12. Build staff capacity to engage in disciplined dialogue with moderation partnerships.

- Establish current Vocational Pathway Data set for tracking progress and destinations. Identify data sets available for Vocational Pathway review. Investigate potential weaknesses in current data set for VET. Review data sources, identify line of inquiry and develop improvement strategies. Build staff capacity to source, analyse VET data sets.

- Establish a viable curriculum through a fine grained scope and sequence document across LA's. Ensure Scope and Sequence documents fully differentiate for Student Needs at all levels. Establish clear guidelines for differentiating AEP programmes. Develop credible scope and sequence documents that target problem areas and include strategies for improvement of student outcomes. Develop HoLA's capacity to lead Learning Area meeting discussions around scope and sequence documents and the alignment of their activities to the critical content.

- Establish clear guidelines for AEP programmes through an active AEP Committee. Commit to implementing and tracking progress of AEP programmes (regular review/modification). Develop staff capacity to use student data to inform conversation about curriculum, assessment, instruction and extended learning. Forge links to AEP connect communities. Develop a clear link to external networks for AEP classes i.e. Competitions, Guest Speakers, Incursions. Involve AEP programmes in year 6 to 7 Transition.

Priority 3

Learning Environment

Establish a learning environment that values attendance and engagement.

Objectives

- Increase student attendance and engagement through a relational approach that supports student learning.

- Continue to develop and implement Supportive, Organised, Aspirational, Resilient (SOAR) Positive Behaviour in Schools (PBS) values across the whole school.

- To be more culturally responsive and develop Aboriginal perspectives across the curriculum, in line with the Aboriginal Cultural Standards Framework (ACSF), with a view to increasing Aboriginal engagement.

- To develop strong processes to support mental health and well-being for both staff and students.

Initiatives

- Refine the positive behaviour program, ensuring students have an ongoing role in its further development.

- Create opportunities for greater student voice.

- Enhance student-teacher relationships to improve student outcomes.

- Set attendance targets for sub-groups and review at least twice per term.

- Develop culturally responsive approach to improving attendance for Aboriginal students.

Milestones

- Explore student involvement in PBS committee. Refine PBS Matrix and implement to whole school. Establish Baseline PBS data set. Refine whole school events and increase staff and student participation. Coordinate the re-implementation of scheduled PBS lessons. Provide PL for new PBS membership.

- Establish PIVOT student feedback process. Continue Tell Them From Me (TTFM) survey for at least 2022. Arrange for students to become active PBS members. Reach 25% student membership on PBS committee.

- Increase staff presence (supervision and provision) at whole school activity days. Student nominated Staff award at every assembly. Promoting and engaging students in specialist extra-curricular learning area activities.

- Identify Sub-groups for Attendance targets. Establish Attendance targets for sub groups. Distribute updated Attendance Policy to all staff. Develop roles and responsibilities for staff in Attendance Policy. Year Coordinators to establish groups at 50 - 70% attendance to manage. Enhance opportunities to review attendance concerns as part of SAER meetings. Create group Attendance plans for sub groups.

- Explore community based Aboriginal Advisory Group. Develop external mentor programmes to further enhance Aboriginal Student Attendance. Enhance capacity for Aboriginal students to participate in existing student leadership groups.

Connection with Community

Work in partnership with key stakeholders to enhance the school image and deliver outcomes that reflect community needs.

Objectives

- Develop new and strengthen existing partnerships with local business, industry, schools, universities, services and families.

- Increase cooperation and collaboration with other educational institutions, to improve transition and increase opportunities for students.

- Improve family and community involvement in school operations and events with a view to increasing student engagement.

- Develop processes that celebrate College successes within the local community and develop a sense of pride in the local school.

Initiatives

- Build practices with feeder schools to support transitions, year 6 to year 7.

- Build practices to support transition year 10 to year 11.

- Develop whole family learning options.

- Enhance community involvement in school.

- Strengthen partnerships to support priorities.

Milestones

- Complete on entry testing in Year 6 as per 'Best Performance' testing regimes. Examine alternative models for transition, outside a one day per year program. Examine enrolment alternatives to support year 7 enrolments for subsequent years. Develop on entry testing regime in year 6 for identification of Student Targeted Approach to Reading (STAR) and Student Targeted Approach to Numeracy (STAN) students.

- Establish a more cooperative arrangement with local schools to enhance Senior School Enrolments, especially in VET specialist programmes. Establish a direct education program from year 9 to support student choices and achievement in Senior School. Establish a more culturally responsive Course Counselling Practice.

- Invite local family/cultural groups to attend school on a regular basis. Establish a volunteer programme at Gilmore College. Establish education opportunities on the importance of attendance.

- Establish family/cultural group involvement in education programmes. Establish an Aboriginal Education Parent Advisory Group. Establish a Parents and Citizens (P&C) association. Examine the potential extension of the Maori and Pacific Islander (MAPI) program to include an Aboriginal and Filipino group.

- Enhance Kwinana Industries Council (KIC) partnership with i-programmes. Explore the re-establishment of involvement in KIC Pre-apprenticeship programmes. Establish network with local schools, state and private, to advertise current programmes. Continue to explore innovation within the Process Engineering Centre for Excellence (PEC) programme.

Our Targets

To improve student academic performance from below "like school" performance to exceed "like school" performance in NAPLAN, OLNA, ATAR and WACE.

2022 - 2024 Aspirational Targets

Excellence in Teaching 2022 - 2024

Metric used to measure progress	Baseline Performance 2020/2021	2022 Interim Target	2023 Interim Target	2024 Final Target
Pivot and TTFM data on parent and Student Satisfaction		% satisfaction TTFM/Pivot baseline to be established	TBC	TBC
Whole staff Data reviews	1 per year	2 per year	3 per year	4 per year
Frequency of use of Connect/Teams/One Drive/Sharepoint/Compass	Staff regularly accessing at least one Platform - Daily	Staff regularly accessing at least two Platform - Daily	Staff regularly accessing at least two Platforms - twice Daily	Staff regularly accessing at least two Platforms - more than twice Daily
Staff participation in Classroom Observation		50%	65%	80%
Staff participation in Performance Management		60%	80%	100%
High Impact Instruction PL Completed		50%	65%	80%

Academic Achievement 2022 - 2024

Metric used to measure progress	Baseline Performance 2020/2021	2022 Interim Target	2023 Interim Target	2024 Final Target
NAPLAN comparative Performance Summary	Year 7 No Data Year 9 As expected in all aspects	Year 7 As expected in all aspects Year 9 Above expected in G&P, R and W	Year 7 As expected in all aspects Year 9 Above expected in all aspects	Year 7 As expected in all aspects Year 9 Above expected in all aspects
Proficiency Bands Year 7: Numeracy, Reading and Writing	2021 Numeracy 48% Band 6 and above Reading 54% Band 6 and above Writing 52% Band 6 and above	2022 Numeracy 52% Band 7 and above Reading 58% Band 7 and above Writing 56% Band 7 and above	2023 Numeracy 56% Band 7 and above Reading 62% Band 7 and above Writing 60% Band 7 and above	2024 Numeracy 60% Band 7 and above Reading 66% Band 7 and above Writing 64% Band 7 and above
Proficiency Bands Year 9: Numeracy, Reading and Writing	2021 Numeracy 72% Band 7 and above Reading 67% Band 7 and above Writing 55% Band 7 and above	2022 Numeracy 75% Band 7 and above Reading 70% Band 7 and above Writing 58% Band 7 and above	2023 Numeracy 77% Band 7 and above Reading 72% Band 7 and above Writing 60% Band 7 and above	2024 Numeracy 79% Band 7 and above Reading 74% Band 7 and above 2021 Writing 62% Band 7 and above

Year 7 - 9 NAPLAN Progress Vs Achievement	High Progress - High Achievement G&P, W and R Low Progress - High Achievement - S Low Progress - Low Achievement - N	High Progress - High Achievement in all aspects	High Progress - High Achievement in all aspects	High Progress - High Achievement in all aspects
OLNA Year 11 – Qualified in all 3 Categories	2021 – 50.8%	2022 – 55%	2023 – 60%	2024 – 70%
OLNA Year 12 – Qualified in all 3 Categories	2021 – 58.7%	2022 – 72%	2023 – 75%	2024 – 80%
Median ATAR	2020 – 52.25 2021 – 60	2022 - 65	2023 - 70	2024 - 75
WACE Attainment	2020 – 86% 2021 – 65%	2022 – 95%	2023 – >95%	2024 – >95%
WACE Graduation	2020 – 68% 2021 – 58%	2022 – 72%	2023 – 75%	2024 – 80%
ATAR Performance	2020 – >55 37.5% 2021 – >55 62.5%	2022 – >55 65%	2023 – >55 68%	2024 – >55 68%
Cert. Completion Rates - Adjusted	2020 – 73% 2021 – 56%	2022 – 75%	2023 – 80%	2024 – 85%
Curriculum Review Completion	Once per year	Once per year	Once per year	Once per year

Learning Environment 2022 - 2024

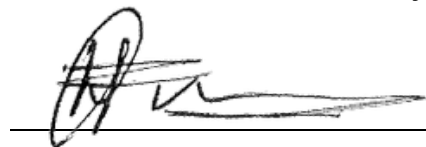| Metric used to measure progress	Baseline Performance 2020/2021	2022 Interim Target	2023 Interim Target	2024 Final Target
Overall Attendance	2020 – 73.9% 2021 – 74%	2022 – 77%	2023 – 80%	2024 – 85%
Aboriginal Attendance (Current)	2020 – 55.5% 2021 – 55.9%	2022 – 63%	2023 – 66%	2024 – 70%
Regular Attendance	2020 – 33.7% 2021 – 29.3%	2022 – 50%	2023 – >55%	2024 – >55%
Severe Attendance	2020 – 22.9% 2021 – 22.8%	2022 – 21%	2023 – 20%	2024 – <20%
Unauthorised Absences	2020 – 73.2% 2021 – 79%	2022 – 70%	2023 – 65%	2024 – 55%
Reduction in Unauthorised absences for Aboriginal Students	2020 – 73.5% 2021 – 83%	2022 – 70%	2023 – 65%	2024 – 60%
PBS Events/Whole School Lessons	2 per year	4 per year	6 per year	8 per year
ACSF Aboriginal Perspectives across the curriculum		8 Learning Areas embedded to ACFS perspectives across curriculum in year 7 - 10 in 2 aspects	8 Learning Areas embedded to ACFS perspectives across curriculum in year 7 - 10 in 3 aspects	8 Learning Areas embedded to ACFS perspectives across curriculum in year 7 - 10 in all aspects

		50%	65%	80%
Aboriginal Perspectives PL completed - staff %age				
Staff and Student Well-Being		1 event per term for student and staff groups	2 event per term for student and staff groups	3 event per term for student and staff groups

Connection with Community 2022 - 2024

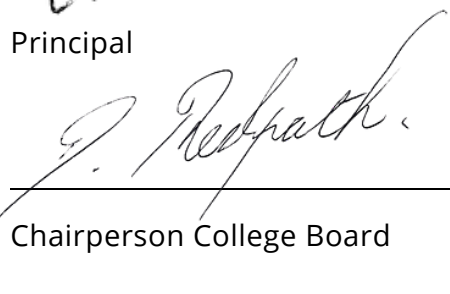| Metric used to measure progress	Baseline Performance 2020/2021	2022 Interim Target	2023 Interim Target	2024 Final Target
Partnerships		Maintain + establish 6 major Partnerships	Maintain + establish 8 major Partnerships	Maintain + establish 12 major Partnerships
Transition		5 Transition events	9 Transition Events involving all local area schools	15 Transition events involving incursions and excursions to all local area feeder schools
Outsourced and insourced Community events		2 outsourced per term 2 Insourced per term	4 outsourced per term 4 Insourced per term	8 outsourced per term 8 Insourced per term
College Celebration		4 Community Celebrations per year	8 Community Celebrations per year	12 Community Celebrations per year

Endorsement

This Business Plan is formally endorsed by the Gilmore College Board

_____ 4/08/2022

Principal   Date

_____ 4/08/2022

Chairperson College Board   Date

Gilmore

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Supportive Organised Aspirational Resilient