



Geraldton Senior High School

BUSINESS PLAN 2023 - 2025



OUR VISION

We are an inclusive, diverse, vibrant, growing school of choice located in a coastal, connected community. In 2019 the school transitioned to a Year 7 to 12 campus with an additional 3-year groups added to the school site. This has taken some time to adjust to and plan for, and school staff have worked to ensure younger students are catered for and provided opportunities throughout as they go through the school. As school staff develop this Business Plan 2023-2025, the first cohort of current GSHS students are in Year 11, and we look forward to seeing them graduate in the midst of this Business plan in 2024.

In 2023, as we commence this plan, the school is made up of 925 students of many families that have had a close connection to the school as an important part of the community since 1939. We value them all as we continue to act on our Moral Purpose, We exist to Inspire, Educate and Empower.

Our collective vision as staff is.... Geraldton Senior High School; Learning Now, for the Future.

We are dedicated to this vision, and it calls us to action in several areas that define what Learning Now, for the Future, means.

It means we teach a curriculum that is rich with real world relevance and has embedded career development within it. Our students are exposed to opportunities for career exploration through language and work-related skills. We teach our students to be literate and numerate to provide them with the foundation of empowerment for their futures. This is balanced with the commitment to explicit teaching of social, emotional and self-regulation skills, in order to prepare them for a life of wellbeing. We focus on our students becoming effective positive communicators. We design our learning experiences to ensure students learn to think critically and problem solve, using design thinking as crucial STEM thinking skills for the future. We help our students define what the future is for them, and what success looks like for them, in both the short term and long term. Above all, we purposefully plan learning that will prepare our students to contribute to their community and society as a whole.

We enact our values of Respect, Responsibility and Doing Your Best everyday and ensure these are regularly taught and reinforced to our students in a range of forums and ways. These form the cornerstone of our work as staff and the way we also interact with each other and our students.

This Business Plan outlines the key outcome school staff are seeking, that is, Success for all Students. These outcomes are articulated as targeted student achievements that we aim for by 2025.

It also outlines three key priorities of the school and the commitments and strategies in each;

1. **Effective Teaching and Leadership**
2. **Positive Learning Environment**
3. **Strong Relationships and Partnerships**

This Business Plan links to several key guiding documents of the school. These include:

- **Self-Assessment schedule**
- **Aboriginal Education Plan 2023-2025**
- **Whole School Literacy Plan 2023**
- **Positive Behaviour Support Framework**

These documents help to operationalise the plan and ensure micro targets are developed. Learning Area plans are developed each year to ensure that each Learning Area is building a clear and explicit link to the commitments in this plan and are contributing to the strategies outlined in it. It is within these operational plans that all staff have a call to action to build our student outcomes and I am confident, knowing the committed staff body of Geraldton SHS, this call will continue to be answered from 2023-2025.

Karena Shearing
Principal

Learning now, for the Future.



Positive
Behaviour
Supports



Literacy
and
Numeracy



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OUR TARGETS - Academic



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Academic Targets	Key Strategies
<p>Literacy and Numeracy</p> <p>OLNA</p> <ul style="list-style-type: none"> By the end of Year 12, the percentage of students who have achieved the Literacy and Numeracy standard through NAPLAN prequalification or Category 3 in the OLNA will equal or exceed like schools. <p>NAPLAN:</p> <ul style="list-style-type: none"> The % of Band 7 Students in Year 7 moving into Band 8 Year 9, increases. The overall progress of students in NAPLAN is more than half to one Standard deviation above the average progress (Schools Online). Alignment of grades to NAPLAN data is more than half to one standard deviation above the expected grade allocation (Schools Online). 	<ul style="list-style-type: none"> A. Build awareness and skill in interpretation and data literacy using NAPLAN for all teachers. B. All learning areas and staff commit to the whole school literacy intervention plan for 2023-2025. This includes the review and expansion over time of evidence based literacy programs such as Macqlit and Reading programs and each learning area identifying specific NAPLAN skill deficits to be addressed in course outlines.
<p>Secondary metrics achievement</p> <ul style="list-style-type: none"> The student Progress and Achievement measure based on NAPLAN will be 30%. Completion; Year 11 students remain to the end of Year 12 (40%) 	<ul style="list-style-type: none"> A. Senior School improvement plan developed and reviewed yearly. This includes pathway planning, tracking and monitoring systems to ensure data collection, review structure of upper school engagement programs and expansion of qualification pathways in upper school. Embed WACE At Risk plans into Self-Assessment schedule distribution to all staff.



OUR TARGETS - Non-Academic



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Non-Academic Targets	Key Strategies
<p>Attendance</p> <ul style="list-style-type: none"> Both Aboriginal and non-Aboriginal attendance improves incrementally each year against like school data. Explained absences increases incrementally each year to ensure 50% by 2025 are explained. The percentage of students with regular attendance will be more than one half to one standard deviation above the average percentage of students attending regularly, as compared to like schools (Schools Online). 	<ul style="list-style-type: none"> A. The School Attendance Plan will identify strategies and processes to monitor student attendance and address absences. A whole school approach will see Form and class teachers communicating with parents to enhance pastoral care and attendance outcomes. Key staff will fulfill attendance monitoring and process requirements to improve attendance with a focus on increasing the number of students with “Regular” and “Indicated” attendance. B. AIEO’s, Clontarf Academy & STARS Foundation will support Aboriginal student attendance and engagement by building positive relationships with families, through home visits, invitations to school events and student advocacy in case conferences.
<p>Positive Behaviour Support</p> <p>The % of students maintaining their Good Standing increases each term, on average, over all year groups.</p>	<ul style="list-style-type: none"> A. The Good Standing plan will be reviewed using a trauma informed lense so that all students are able to retain or regain Good Standing, and therefore meet the eligibility criteria to attend Good Standing events. Student voice will be sought to determine desirable activities and will include one significant event for each year group. B. All staff will commit to restorative and trauma informed practice to support student behaviour. The Professional Learning plan will include professional learning to build skills and understanding in staff. C. Positive Behaviour Support (PBS) implementation continues to progress, as measured by the Team Implementation Checklist, The seven essential components of PBS are implemented with fidelity and progress is celebrated and explicitly shared with the school community.
<p>Community Perception Surveys</p> <p>National School Opinion Survey (NSOS) Scores:</p> <p>Students and Parents value our school 3.8 - 4</p> <p>Students feel safe at this school 3.8 - 4</p> <p>I would recommend this school to others 4</p> <p>We will do a baseline survey this year and then again at the end of plan in 2025.</p>	<ul style="list-style-type: none"> A. The school Transition Plan clearly identifies a range of strategies and timelines for activities to welcome incoming students and families into the school, with an emphasis on building a positive profile in our feeder Primary Schools. B. Opportunities for parents to be active participants in their child’s education will be provided. Opportunities will include an alternate format to parent nights, involvement in course selection, program specific events, parenting skills workshops, and assemblies. The Communication Protocol will be reviewed annually to ensure staff meet expectations to initiate and respond to parent communication.



Effective Teaching & Leadership



Positive Learning Environment



Strong Relationships and Partnerships



We believe that effective teachers are consistent, predictable and use high impact practice through good preparation. They have high expectations of every student to engage and participate to their best. We know that an effective school is built on quality teaching and the use of high impact instructional strategies delivered consistently and with fidelity across all classrooms to reduce variability and ensure a guaranteed and viable curriculum.

We believe effective leadership is achieved by empowering all staff to take on leadership roles at all levels with authenticity. This creates a positive learning environment that is accountable, supportive and celebrates success.

We commit to...	You will see...	Evidence
<p>Our effective teachers offer well planned, engaging and culturally responsive curriculum pathways using a consistent high impact instruction.</p>	<ul style="list-style-type: none"> A. An implemented reflective practice and development model in the school to further embed the SEEK Framework and reduce variabilities in teacher practice and build differentiation skills. B. Internally and externally delivered professional learning around the SEEK framework, with teacher sharing practice as a consistent feature of our yearly professional learning plan. C. Every teacher implementing “givens” for whole school consistency. These include classroom routines, consistent communication protocols, and learning area consistent curriculum templates, programs and assessments. D. Teachers and the school collecting ongoing data from students about their learning to capture student voice about what works and what doesn’t. 	<ul style="list-style-type: none"> 1. Implementation of the SEEK Framework is measured each year to determine the extent to which teachers are using elements of the model in their teaching. Measures will indicate a positive trend. 2. Student survey is conducted each year to measure student perception of the implementation of the SEEK Framework across learning areas. Data will indicate a positive trend.
<p>We offer individualised pathways for students from Year 7 to post school.</p>	<ul style="list-style-type: none"> A. The school builds aspirations of students, increases Year 9 and 10 course counselling, higher level courses encouraged and effective parent engagement. You will see an expansion of pathways from Year 7 APEX, Gifted and Talented Online, alternative entry options and engagement options. B. An implemented, whole school scope and sequence of career development for Year 7 to 12 as everyone’s business, through effective use of our Career Practitioner over three years. 	<ul style="list-style-type: none"> 1. The number of students in Years 7-12 engaging in career development activities increases each year. 2. The number of parents attending course pathway planning appointments increases, including entry appointments into specialist and engagement programs.

PRIORITY ONE

Effective Teaching and Leadership



We commit to...	You will see...	Evidence
<p>Our leaders are an effective and united team who care, reflect, develop and provide opportunities for growth for all our staff.</p>	<ul style="list-style-type: none"> A. Transparent, united leadership where meeting processes and decision making is contemporary, strategic, effectively communicated with staff. B. An investment in ongoing leadership professional learning, both internally and externally, that builds skills, mindset, trust and models effective team leadership skills. You will see each member of the Leadership team has both a collective and individual targeted professional learning plans and networks of support. C. Leadership in the school is distributed amongst teachers and leaders. The school provides regular opportunities for sharing of practice, working party positions, teacher led portfolios and mentoring roles. D. Clearly identified opportunities for Allied Professionals to access Professional Learning in the School Professional Learning Plan. 	<ul style="list-style-type: none"> 1. Each year the school develops a leadership development Plan and this is implemented and reviewed regularly for achievement of the milestones within it. 2. Feedback about Leadership through bi annual surveys demonstrate an ongoing improvement in the skills and support provided by all leaders in the school. 3. School Professional Learning Plan identifies Professional Learning specifically relevant to Allied Professionals.





We believe that strong student outcomes and whole school wellbeing are directly linked to a positive learning environment. A positive culture of belonging occurs when all members of the school community feel included, valued and safe. We believe that students have the best outcomes when we as staff develop consistent routines, promote a sense of belonging and encourage progress wherever students are in their learning journey. We also believe that it is incumbent on all students and all staff, teaching and non-teaching, to contribute to a positive learning environment.

We commit to...	You will see...	Evidence
<p>We all contribute to and create a learning environment that is orderly, restorative, trauma informed and based on positive relationships of belonging.</p>	<ul style="list-style-type: none"> A. An increase in positivity and belonging for students through the House implementation and building of relationships and a positive school culture. B. A commitment by all staff to embed trauma informed and restorative principles into concrete strategies in their classrooms. C. Every staff member, within the scope of their role, uses consistent approaches to our CMS language and concepts, a positive behavioural approach, is consistent with our givens and engages proactively with families. All teaching staff contribute to the PBS framework by embedding this into their practice as dynamic classroom teachers. D. Internal and external environments that are positive, visually engaging, and facilitates self regulation and learning. 	<ul style="list-style-type: none"> 1. NSOS Surveys show a positive trend in the question "Students with a positive sense of belonging" 2. PBS Lessons will be explicitly taught at an agreed time each week and reinforced through classroom lessons. 3. Art work which reflects the school values, expectations and house insignia will adorn the external environment.
<p>We implement and monitor evidence based interventions for students at risk academically, socially, emotionally and behaviourally, at risk of disengaging.</p>	<ul style="list-style-type: none"> A. Improved case management and behavioural planning skills across the school for teaching staff and Education Assistants, under the leadership of Student Services. B. Transition processes from Year 5 to 7 in our partner primary schools are prioritised and embedded as part of a documented operational plan and calendar. C. Lower school intervention programs for literacy, numeracy, social/emotional skills and engagement needs are utilised based on early diagnostic data. D. A review and broadening of engagement programs from Year 7-12 to ensure the success and retention of all students at our school. 	<ul style="list-style-type: none"> 1. Early diagnostic testing at the beginning of each year and/or enrolment is used to identify students for intervention programs developed in lower school. Assessment at the end of each year indicates a positive trend. 2. A formalised social and emotional learning program, with a scope and sequence and success criteria is developed from Years 7-12. 3. Engagement programs are investigated or reviewed and are in delivered for at risk students in Years 7-12

PRIORITY TWO

Positive Learning Environment



We commit to...	You will see...	Evidence
<p>We commit to supporting our Aboriginal and Torres Strait Islander students carefully to ensure we close the gap of achievement and encourage Indigenous students to succeed as Indigenous people.</p>	<p>A. The commitment to a regular meeting of our Aboriginal Education Team who monitor the schools Aboriginal Education Plan of Action 2023-2025. This plan includes PL investment, learning area and curriculum responsiveness, targets for curriculum achievement and progress, targets for attendance, and formalises the collaborative approach between Geraldton Senior High School and our Academies.</p> <p>B. The school's commitment to the ongoing building of Aboriginal voice in the school and in the community through the Cultural Reference Group remaining a key advisory group to the school.</p>	<ol style="list-style-type: none"> 1. The Cultural Reference Group and Aboriginal Education Team meets each term to monitor the progress of the Aboriginal Education Plan. 2. The number of responses to the NSOS survey from Aboriginal families demonstrates a positive trend.

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PRIORITY THREE

Strong Relationships and Partnerships



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We believe that building connection and positive two-way relationships within our community, through collaborative communication, is key to student achievement. These relationships provide the opportunities that students need for positive, future pathways and ensure a sustainable student cohort through positive community perception. We value student and community voice and believe that strong relationships with families increase our academic and non-academic outcomes.

We commit to...	You will see...	Evidence
<p>Family, community and student voice regularly captures feedback on how we are going in our teaching and learning. We involve students in decision making in the school.</p>	<p>A. A student leadership focus and increased opportunities for representation in the community, and development of student leadership skills.</p> <p>B. A genuine project to build positive relationships with families through; rethinking parent evenings, developing 5-1 positive –negative communication and using communication protocols, using parents to have think tanks around issues, building parent knowledge about the instructional core, having improved website and social media presence and increasing current student presence in our Primary school partners.</p>	<ol style="list-style-type: none"> 1. Target individual students and encourage diverse representation in leadership opportunities for students from Years 7-12. 2. Increase the number and range of strategies and opportunities for parents to be engaged with the school.
<p>We continue our strong partnerships with the whole community to develop our students and contribute to our community.</p>	<p>A. An increased engagement in community events.</p> <p>B. An increased number of business and government departments that develop partnerships with the school to provide vocational pathways and alternative interventions for our students.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Employer nights/expos - Partnership developed with key stakeholders ie Midwest Ports. - Community agencies that support student interventions ie Foodbank, PCYC, Headspace. 	<ol style="list-style-type: none"> 1. Maintain or improve the number of agencies we engage with and engage in a community event at least once per term.

ABORIGINAL ARTWORK

Alyce Whitby, an Amangu woman from Geraldton, has designed our new branding artwork. Alyce is a descendant of the Whitby, Bellotti, Dalgety and Dodd families. Her connections span from Geraldton to Shark Bay and the Carnarvon area.

Alyce is a proud Indigenous woman who is passionate about the education and empowerment of younger generations. Working with younger Indigenous females, Alyce encourages them to try their hand at Aboriginal art as an alternative outlet to telling their stories when words fail.

NYINAJIMANHA - SITTING TOGETHER

This digital artwork depicts points of significance in a student's educational journey. The circular areas are the students surrounded by their support networks connected by their pathways and experiences along the way.



THE MAYU - THE CHILD

This digital artwork depicts the multiple levels of support surrounding a student throughout their journey with Geraldton Senior High School. The centre dot represents the student; this then ripples through the larger circles with different colours representing different pools of support, with the dots symbolising the individual people. The outer symbols contain two aspects of fundamental support; their family support and the GSHS mentorship.

