



An Independent Public School
Navigating Sustainable Futures

Business Plan

2015 - 2017

Revised April 2015

FOREWORD

It is my pleasure to present the South Fremantle Senior High School Business Plan 2015 – 2017, the most significant planning period in the life of this school.

Midway through 2014, South Fremantle Senior High School was announced as a new Independent Public School. We had demonstrated that the school could effectively utilise the flexibilities of being an IPS to successfully transition to a new and re-invigorated future by harnessing the creative thinking, the solutions focus and the powerful internal locus of control already evident in the South Fremantle Senior High School and community.

In December 2014 the Minister for Education, the Hon. Peter Collier announced that South Fremantle Senior High School would amalgamate with Hamilton Senior High School, to open as a new school at the beginning of 2018 on the South Fremantle Senior High School site, with the planning name of Fremantle College. This decision reflects the vision, energy and commitment of key school leaders and community supporters who actively worked to influence this outstanding and very welcome outcome.

This three year plan presents the strategic direction required to enable students, staff and the school community to not only transition successfully to the new school, but to embrace all aspects of the vision stated by the Minister.

The new school will:

- Build on the already successful programs delivered at South Fremantle Senior High School
- Further develop the focus on sustainability
- Continue to develop the engineering program delivered through the Trade Training Centre, and
- Develop a strong academic pathway through the establishment of a selective Specialist Gifted and Talented Academic Program from Year 7.

South Fremantle Senior High School will celebrate its 50th Anniversary in 2017 as the only fully-inclusive public co-educational senior high school located within the Port City of Fremantle. This milestone year will present many opportunities for reflection, celebration and farewells as the school engages with the community to close down and re-emerge with a new identity in 2018.

In the meantime, the core of our work will unrelentingly be on working with students and their families to ensure that students are as successful as possible. Enrolments into the school from Year 7 & Year 8 are at their highest for many years as parents commit to the notion of building sustainability in their local high school, a concept that has started to gain traction in the local area and is likely to continue now that the future of the school is certain.

In 2015 we welcome Year 7 students for the first time, the Year 11 students will be studying the new Western Australian Certificate of Education, the new Student Centred Funding Model is being implemented and as part of being IPS, we are managing a one-line budget for the first time. As the school year starts, we are implementing a new leadership structure with new responsibilities for staff and preparing them for the new challenges and opportunities ahead.

There is already a new-found confidence in my school and community and we are excited about the future. As a strong, successful, community minded school we want members of our community to continue supporting us as we embark upon this new phase of planning to secure positive futures for our students. Our Business Plan 2015 – 2017 will provide the direction required to achieve this.

The priority areas for the Business Plan reinforce a deep commitment to consolidate direction undertaken previously whilst embracing new initiatives. The Business Plan has been developed collaboratively by staff, students, parents and the School Board and strongly reflects the core values embraced by this school as we seek to improve outcomes for all students and prepare the school community for the opening of Fremantle College in 2018.

Geraldine Hardy
Principal

Understanding the Business Plan

The Business Plan is one component of the reporting process that South Fremantle Senior High School undertakes as an Independent Public School.

The reporting components are:

- Business Plan
- Operational Plan
- Principal's Delivery and Performance Agreement with the Director General
- Annual Report

These documents are supported by Learning Area Strategic Plans, Specialist Program Strategic Plans, Workforce Management Plans, One-line Budget Plan and the Principal Professional Review.

Business Plan 2015 – 2017

The Business Plan and Delivery and Performance Agreement (DPA) identify the accountability expectations of the school along with the Priorities and Targets for 2015 – 2017. This agreement is subject to review based upon the ongoing review of school performance and opportunities to include any new IPS flexibilities during the life of the agreement.

The following Department of Education frameworks and educational tools have informed development, targets and outcomes:

- Director General's Classroom First Strategy
- Strategic Plan for Public Schools 2012 – 2015
- Focus 2015 – Directions for Schools
- Directions for Aboriginal Education 2015
- School Improvement & Accountability Framework
- School Performance Standards (SPMS, SAIS, RTP)
- National Professional Standards for Teachers (AITSL)
- National Professional Standards for Principals (AITSL)
- IDEAS Framework – University of Southern Queensland
- Spheres of Influence – Bennett, Rohlheiser, Fullan
- National School Improvement Tool

As a new Independent Public School, South Fremantle Senior High School has a focus on using the flexibilities to provide the best possible education to its students across the diversity of programs available and preparing the school community to be part of the new Fremantle College in 2018. It is essential that the school is responsive to government and public school policy and directions including the Director General's Classroom First strategy:

- *South Fremantle Senior High School is a good school*
- *Every teacher at South Fremantle Senior High School is an effective teacher*
- *Every student at South Fremantle Senior High School is a successful student*

The Business Planning Cycle

The school leadership, staff, students, parents and the School Board have engaged in a consultative process to develop and implement the Business Plan for South Fremantle Senior High School.

Performance management, professional learning, financial and resource management, policies, systems, structures and practices will be aligned to the Business Plan.

Every year South Fremantle Senior High School will engage in:

- School Self Assessment
- Annual Reporting
- Whole-school Operational Planning
- Learning Area & Program Area Planning
- Classroom Planning.

Transition to Fremantle College Timeline 2015 - 2017

In the context of South Fremantle Senior High School transitioning into Fremantle College for the opening of the 2018 school year the following timeline will be adopted:

2015 - 2016

- A transition phase; preparation, planning for new buildings and refurbishment of current
- Staff professional learning aligned to vision for South Fremantle Senior High School and Fremantle College; capacity building of staff in preparation for meeting the needs of students from two different school communities; understanding of staff selection processes and individual career planning
- Performance management based on AITSL standards; classroom observation by leaders moving to peer observation and review
- Focus on high standards of engagement and achievement for current students
- Planning for student transitions from Hamilton to South Fremantle Senior High School site to ensure minimal disruption to learning and enhanced social integration management
- Curriculum mapped from Hamilton to South Fremantle Senior High School to ensure no gaps in curriculum provision to students as they move to the new school in 2018
- Development of communications process for Hamilton and South Fremantle Senior High School communities and all partner primary schools
- Cockburn / Fremantle Network to function as communication and support system for Fremantle College schools transition processes

2017

- Staff selection processes in place for appointment of staff to Fremantle College in 2018
- Transition and induction processes and activities in place for Fremantle College students and parents including enrolment, transport and school uniform
- Transition processes for staff moving to Fremantle College or elsewhere
- Implementation of operational planning to open Fremantle College 2018
- Celebration of 50th Anniversary of South Fremantle Senior High School
- School closure activities, events, celebration of history

2018

- New school opens on South Fremantle Senior High School site
- Induction processes for new staff, students, parents

School Vision Statement

“Navigating Sustainable Futures”

South Fremantle Senior High School will provide to students a world-class education that is individually and globally transformative. Students will use this education to contribute in ways that enrich and sustain their communities as well as themselves.

South Fremantle Senior High School will be the focus of the local community, a dynamic hub of learning shared by those around us where we are all highly motivated to achieve our best in a stimulating, challenging and values-rich environment. Strongly supported by community, education, business and industry partners, a strong focus will be on student engagement, providing support that positively engages families in life-long learning and the development of partnerships that support student efficacy, well-being and academic success.

Students in a range of areas including Specialist Programs in Music, Baseball, Maritime and Marine Studies will enjoy the benefits of a leading school – engaging with esteemed educators and industry experts. Innovative approaches to teaching and learning, including piloting new approaches and enriching student learning through co-curriculum offerings will strengthen partnerships with primary schools and other education providers. Cross-curricular approaches to teaching and learning will be driven by project based learning experiences allowing students to develop higher order thinking skills and apply their learning in a range of contexts.

A clear focus on high standards of student achievement for all will be evident. Systematic assessment and reporting procedures will be carried out at the highest level, confirming performance and guiding the setting of future targets for the school. Reflective practices by teachers will guide evidence-based approaches to improvement and support student centred learning. National and state-wide testing will be utilized to effectively plan and promote collaborative decision making across the school.

A significant focus on Environmental Sustainability will promote action research and development, providing relevant and exciting learning experiences across a range of school contexts. Every student will have opportunity to participate in work that benefits the community and develop skills that will assist in the reduction of green-house gases. The school-wide Carbon Neutral Program will provide a significant vehicle to develop powerful links with key educators, providing scope to deliver a unique set of learning outcomes to all students. As the first officially accredited Carbon Neutral School in Australia, South Fremantle Senior High School will continue to work in partnership with primary schools to enhance their sustainability outcomes and support communities in large-scale activities such as tree planting in areas of need. As a leader in sustainability, South Fremantle Senior High School will continue to seek ways to deliver and manage school facilities and resources whilst reducing greenhouse gas emissions.

All students will have access to innovative and flexible pathways and options for learning in a variety of environments including school, TAFE, universities and the workplace supported by the Fremantle Public Schools Partnership and the Cockburn Fremantle Network as a transition to the Fremantle College. The Maritime Industries Trade Training Centre will be used to deepen student learning in Engineering pathways, providing industry standard learning experiences and access to first-class training opportunities. Students across the region will have opportunities to access the high quality Engineering Program. A focus on Science, Technology, Engineering and Maths (STEM) will enhance the delivery of curriculum through the provision of rich professional learning for teachers and provide new opportunities for students through extra-curricular learning activities and enhanced classroom learning experiences. Programs such as SPICE through UWA and the School Pathways Program Defence Industries will provide first class learning opportunities for teachers to hone their skills at the highest level, further contributing to the engagement of students in STEM pathways leading to university studies.

Effective instructional leadership across all learning areas, with a focus on school wide pedagogy, whole-of-school literacy and numeracy and knowledge of best practice will lead to the achievement of flexible, responsive and dynamic curriculum delivery and the attainment of successful outcomes for all students. A high priority will be placed on maximising student engagement and celebrating student successes and achievements with reward programs, year and whole-school activities.

Quality educational programs will reflect the phases of development and cater for individual differences. Effective curriculum planning will provide the basis for quality instruction guided by the Australian Curriculum. Students will be monitored and closely supported by caring staff across a range of programs tailored to meet the range of students needs, to successfully achieve standards required to meet national testing benchmarks and to achieve the Western Australian Certificate of Education, followed by successful university or TAFE entrance. Individual Education Plans will personalise learning for students at risk with teachers confident, flexible and responsive in their approach to meeting individual student needs.

Students at South Fremantle Senior High School will confidently utilize new technologies and skills required for them to become innovative and independent workers and leaders of the future. The school will embed technology in all teaching and learning programs using a strong pedagogical base to develop effective learning outcomes. Teachers will embrace professional learning and flexible use of technology to administer their craft and engage students in learning, utilising on-line learning and networked learning communities as a vehicle for professional growth. As a 21st century connected learning community embracing the benefits of Information Communication Technology (ICT), teachers will support student engagement as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas using personal mobile devices and school provided ICT.

Technology based teaching, learning and assessment will enhance the work of teachers and provide seamless pathways for student monitoring, feedback, intervention and support.

Students will develop the skills necessary to plan for a balanced future, including spiritual, physical, intellectual, mental and emotional well-being. Social and emotional resilience, supported by extensive and effective pastoral care systems will be a feature of capacity building of students ensuring students are given the opportunities to develop the confidence they need to play an active part in the life of their school, family and community while being successfully prepared for future transitions from school to work or further study. Social and cultural activities will reflect the diversity of students and the communities they come from, providing opportunities for positive reinforcement of students and further community engagement.

South Fremantle Senior High School, as an Independent Public School transitioning to the new Fremantle College, is actively committed to selecting and supporting the very best teachers who are passionate about inspiring their students to achieve their very best. Quality professional learning linked to school planning and based in authoritative research will support teachers to deliver highly engaging, relevant and effective learning experiences, assisting them to meet national professional standards of performance confidently and enthusiastically and enabling them to be well positioned to deliver high quality, challenging learning experiences to Gifted and Talented students from Year 7. Teachers will be supported with reflective and collaborative practices to assess their own performance abilities, building on strengths and identifying areas of weakness to ensure they are equipped to the best of their ability to meet the demands of the next three years and beyond.

FREMANTLE COLLEGE VISION

The Minister for Education the Hon. Peter Collier announced in December 2014 that the new Fremantle College would:

- Be an Independent Public School
- Build on the Maritime Industries Trade Training Centre already established
- Continue the already established commitment to Sustainability
- Provide a Gifted and Talented Fully Selective Specialist Academic Program from Year 7
- Have a building program of \$30 - \$35 million

Our Mission

South Fremantle Senior High School is Australia's first accredited Carbon Neutral School. Anchored in a caring community with a strong focus on sustainability integrated in teaching and learning across the school, our mission is to provide guidance, a compass, as we nurture diverse abilities, interests and passions and assist our students to navigate their own sustainable pathway to a successful future.

Together we, as a community will help our students to navigate a way through the many challenges and opportunities in life and through these, chart a successful course.

To this end, working in partnership with students, parents and the community we will provide holistic educational opportunities that target:

Achievement

Academically, personally and professionally, in all our endeavours and interactions we will do our best in the pursuit of excellence

Community

We will actively, positively and generously engage individually, with one another, with our communities and with the world we all share

Ethics

Our conduct will be ethical, built on a solid foundation of values, which supports all learners to achieve success.

School Values & Beliefs

At South Fremantle we are committed to a diverse and environmentally sustainable society where members of our school community model these values in their daily interactions with each other. Staff are expected to model these behaviours at all times, allowing students to learn from them. Students will develop behaviours that reflect these values, enabling them to become responsible, respectful and caring members of the school community.

Our School Values

- Doing our best
- Showing respect for self, others and the environment
- Being responsible for our own actions
- Being caring and compassionate
- Being fair, tolerant and inclusive
- Being honest and acting with integrity

We Believe:

- Positive relationships are the key to successful learning
- In the individual ownership of learning and the achievement of personal goals
- In learning that challenges and supports us to achieve our personal best
- In purposeful and effective learning, guided by high expectations and academic standards
- In meeting individual needs in different ways
- In life-long learning
- In celebrating excellence

Innovative Designs for Enhancing Achievement in Schools (IDEAS) and the Five Pillars of Learning

The school community has collaboratively designed the school vision, mission statement, school values, beliefs around teaching and learning and a set of school-wide pedagogical principles as part of the IDEAS school improvement process. The school wide pedagogical principles form the basis for an agreed set of school wide pedagogies and strategies for implementation during the life of this business plan. As Australia's first Carbon Neutral School, our commitment to the environment and leadership in sustainable education is well recognised. With sustainable education programs embedded across the curriculum, the Five Pillars of Learning form a critical component in guiding each student's journey at our school. We strive to instill in our students a desire to learn about the complex world we inhabit and a capacity to cope with and contribute to that society in a meaningful way.

School-Wide Pedagogical Principles	Five Pillars of Learning
Goal-setting	Learning to do
Engagement	Learning to know
Responsiveness, Flexibility	Learning to transform oneself and society
Respect	Learning to live together
Responsibility	Learning to be

South Fremantle Senior High School Motto - "CHARACTER"

Watch your thoughts, they become your
words

Watch your words, they become your
actions

Watch your actions, they become your
habits

Watch your habits, they become your
character

Watch your character, for it becomes your
destiny

George Eliot

PERFORMANCE AGREEMENT TARGETS

Priority 1 Success for All Students

Foci 1.1 Whole School Literacy & Numeracy

- 1.1.1 Students in the stable cohort to demonstrate improved achievement and progress in NAPLAN literacy and numeracy testing areas to equal or exceed “like-school” levels
- 1.1.2 The percentage of students in Year 9 stable cohort at or above national minimum standards in NAPLAN reading, writing and numeracy to increase from their previous years’ result
- 1.1.3 Students achieving Band 8 NAPLAN or passing OLN A by end of Year 12 will equal or exceed like schools.

Foci 1.2 Middle School

- 1.2.1 An increase in the percentage of students achieving grades of A & B in lower school and reduction in D, E grades in Maths
- 1.2.2 Alignment of English and Maths grading distributions with NAPLAN data
- 1.2.3 Alignment of lower school grade allocations with “like-school” distributions in all learning areas
- 1.2.4 Approved Specialist Programs (Baseball, Music, Marine Studies) to achieve at levels above “like-schools” and school grouping to perform above peer groups.
- 1.2.5 The number of applications for enrolments into the Approved Specialist Programs in Baseball, Music and Marine Studies to increase from 2015 – 2017.

Foci 1.3 Senior School

- 1.3.1 The Year 12 Attainment Rate (Cert II or ATAR 55+) will equal or exceed State and like schools comparison
- 1.3.2 The Year 12 VET Achievement Rate will equal or exceed State and like schools comparison
- 1.3.3 Continue aspirational target of 100% of Year 12 students achieving graduation.
- 1.3.4 Maintain and / or improve post-school Specialist opportunities post-school.
- 1.3.5 To increase median ATAR from the previous year.

Foci 1.4 Student Well-Being & Engagement

- 1.4.1 Increased percentage of students achieving in categories of “regular” (90%+) and “indicated” (80-90%) attendance.
- 1.4.2 Aboriginal student attendance to be equal to or better than “like-schools”
- 1.4.3 A range of programs across all year groups to be offered that address student health and well-being for students identified as most-at-risk.
- 1.4.4 A range of programs across all year groups to be offered which target and support Aboriginal students-at-risk.
- 1.4.5 Targeted support provided for students identified with disability, as provided through the Student Centred Funding Model (SCFM).
- 1.4.5 Suspension rates to decrease over 2015 – 2017
- 1.4.6 Formal reports reflect attitude, behavior and effort as positive trends from 2015 – 2017

Priority 2 A Distinctive School for a Distinctive Community

Foci 2.1 Community Engagement

- 2.1.1 In the National School Opinion Surveys, parents, students and staff will indicate “strong support” for positive statements about the school
- 2.1.2 The Growers Green Farmers Market will continue to feature as a strong community draw-card into the school

Foci 2.2 Sustainability Focus

- 2.2.1 Consolidation of classroom programmed Sustainability / Carbon Neutral learning experiences across all learning areas.
- 2.2.2 Sustainability / Carbon Neutral projects and activities increase across the school through the Green Action Team, Student Council, year group and whole-school activities.
- 2.2.3 As part of building for the new Fremantle College, sustainability principles are incorporated into the planning of new buildings and retrofitting of current buildings where possible, including in heating and cooling programs.
- 2.2.4 The development of buildings, facilities and programs transitioning into the new Fremantle College will reflect the character and program strengths of the two amalgamated communities of Hamilton and South Fremantle.

Priority 3 High Quality Teaching and Leadership

Foci 3.1 Pedagogical Change

- 3.1.1 All staff will effectively demonstrate ongoing, reflective, self improvement practices including collegiate classroom observation and discussion.
- 3.1.2 All staff will effectively utilize the AITSL National Professional Standards for Teachers or Principals in their performance management.
- 3.1.3 Implementation of school-wide pedagogy across all learning areas.
- 3.1.4 Teaching staff will effectively utilize ICT, including iPads, within all learning area classrooms and for administrative purposes.

Priority 4 A Caring, Capable and Responsive Organisation

Foci 4.1 Staff Well-Being

- 4.1.1 The school will offer a range of programs that address staff health and wellbeing.
- 4.1.2 The school will offer a range of professional learning to assist staff to prepare for their transition from South Fremantle Senior High School.

Foci 4.2 Celebrations, Closures, New Beginnings

- 4.2.1 The school will bring South Fremantle Senior High School to a close at the end of 2017, effectively managing the full range of administrative functions required.
- 4.2.2 The school will celebrate the 50th Anniversary of South Fremantle Senior High School in 2017 with a range of activities for students, staff, parents and the community.

Foci 4.3 School Growth and Viability

- 4.3.1 The student population will grow from 2015 – 2017 with increased enrolments from Cockburn Fremantle Network primary schools.
- 4.3.2 The school will effectively and efficiently manage the transition to the Student Centred Funding model and the requirements of a one-line budget as determined by the implementation of sound financial operations and practices.
- 4.3.3 The school will benefit from an effective and engaged School Board.

Foci 4.4 Managing Curriculum

- 4.4.1 The school will continue to review and refine curriculum delivery and classroom structure across the school in order to maximize student performance and preparation for senior school.
- 4.4.2 Staff and students will effectively use ICT and online learning strategies and tools to improve learning, communication, monitoring and reporting of student progress.
- 4.4.3 The school will have an effective operational and curriculum management plan in place to ensure the smooth transition of students into Fremantle College for 2018 and before that date if required.

EVALUATION MEASURES AND REVIEW

Timeline	Review and Measures of Success	Responsibility
	(See also Evaluating Student Achievement Year 11 & 12 Student Review Milestones)	
Term 1	Review previous year & Semester 2 data – School and Learning Area analysis <ul style="list-style-type: none"> • ATAR tertiary entrance data – school ranking, individual success • Subject comparative data • VET achievement – school ranking, individual success • School Attainment Percentage • WACE achievement • Behaviour attitude and effort-specific groups • Semester 2 attendance and suspension data • OLNA and NAPLAN data Complete School Self Assessment and Annual Report for previous year	Principal & Data Manager All year 11 & 12 achievement data. Deputy & Data Manager Year 7-10 achievement data, NAPLAN, OLNA, WAMSE data.
Term 2	Monitoring, review and adjustment of improvement strategies. Review of students achieving consistently in report criteria across behaviour, attitude and effort. IEPs implemented for students not achieving Band 8 NAPLAN or passing OLNA test. NAPLAN – first cut, proportion of student comparative improvement	Deputy & Managers Sub-school Attendance, behavioural data and link to academic performance. HOLA's with teachers Learning area analysis of academic achievement. Manager Sub-schools to monitor and adjust attendance strategies in consultation with DP and HOLAs.
Term 3	Review of Semester 1 data. Monitoring, review and adjustment of improvement strategies. Semester 1 attendance and suspension target comparison. Carry out National School Opinion Surveys.	Data Manager & Manager Sub-school - Review Year 11 & 12 achievement data. Data Manager & HOLAs Review Year 7-10 achievement data, NAPLAN, OLNA, WAMSE data.
Term 4	Monitoring, review and adjustment of improvement strategies. OLNA – monitor proportion of students across 3 achievement categories; IEPs for those at risk. Proportion of Year 12 students achieving WACE and successful entry to tertiary or vocational studies. Attainment % - students achieving an ATAR of 55+ and/or a Certificate II. Proportion of Year 11 and 12 students achieving A and B grades. Proportion of students achieving 'consistently' in report criteria across behaviour, attitude and effort.	Manager Sub-schools Review attendance, behavioural data. HOLA's - Learning area analysis of academic achievement and monitoring learning area strategies. Data Manager & Manager Sub-school - Year 11 & 12 achievement data. Data Manager & Manager Sub-school - Review Year 7-10 achievement data; academic & non-academic
<p>The South Fremantle Senior High School Board will engage in review and analysis of school performance data at the end of each Term.</p>		