Foreword
It is my pleasure to present the South Fremantle Senior High School Strategic Plan 2012 – 2014.

As the only public co-educational senior high school located within the port City of Fremantle, South Fremantle Senior High School is uniquely placed to offer education programs that reflect the rich marine and maritime environment partnered with a vibrant artistic, environmentally aware community.

Our school is the first in Australia committed to becoming Carbon Neutral making South Fremantle Senior High School a leader in this field. It is our goal to continue developing this work across the school, infusing all programs with aspects of our environmental work, presenting a truly unique learning experience for students attending this school and assisting them to become active in caring for the planet’s future. Our partnerships with Curtin University and other community and industry groups are a vital part of this initiative.

As a fully inclusive school, we proudly meet the needs of a wide range of students from providing an Autism Extension Centre with specialist staff to a range of vocational and university entrance courses. The Fremantle Public Schools Partnership has enabled our Year 11 & 12 students to access courses of study at the highest level, presenting our community with the care and spirit of a small community minded school whilst enjoying a broader access to senior school curriculum.

Three Department of Education Specialist Programs in Music, Marine Studies and Baseball ensure that our students have access to the highest quality learning experiences with outstanding facilities and significant industry support. Entry to these courses is competitive and includes academic and physical aptitude testing and interview. Students across Western Australia can apply for these programs.

The priority areas for the South Fremantle Senior High School Strategic Plan 2012 – 2014 reinforce a deep commitment to consolidate direction undertaken previously whilst responding to and embracing new initiatives. The School Plan has been developed collaboratively and incorporates feedback from staff and parent representatives through the P&C and School Council. The plan incorporates the Department of Education’s Focus and Direction for Schools and the Director General’s Classrooms First Strategy.

The updated school priorities are:
1. Literacy and Numeracy,
2. Student Success
3. Safe and Caring Learning Environment, and
4. A Distinctive Local School.

South Fremantle Senior High School is looking to the future - renewing its place in the local community as a strong, successful, community minded school and 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 Strategic Plan 2012 – 2014 will provide the direction required to achieve this and will ensure that we focus on what our students need to meet the challenges of the future.

Geraldine Hardy
Principal

School Values and Beliefs
“Education must simultaneously provide maps of a complex world…..and the compass that will enable people to find their way in it...
[It is] one of the principal means available to foster a deeper and more harmonious form of human development.”
( Delors Report, Learning: the Treasure Within).

Our Vision
It is our desire to provide South Fremantle SHS students access to a world-class education that is, quite literally, individually and globally transformative. We hope and expect that our graduating students will use this education to contribute in ways that enrich and sustain their communities as well as themselves.

Our Mission
Our mission is to provide guidance, a compass, if you will, to help our students navigate their own futures. Implicit in this are the many historical partnerships and the rich opportunities available for students both within the school and the local community. Together we, as a community will help our young people to navigate a way through the many obstacles and challenges in life and through these experiences chart a successful course.

To this end, working in partnership with parents and students we will provide educational opportunities that target:
- Achievement: at all times, 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 compassion, care, respect, tolerance and integrity at all times

Our Values
At South Fremantle SHS we are committed to a diverse and environmentally sustainable society.

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

We believe that learning should:
- Be guided by expectations and academic standards which make learning purposeful and effective
- Inspire individual ownership and the achievement of personal goals
- Challenge and support us to achieve our personal best and celebrate excellence
- Develop positive relationships as a key to success
- Be life-long, happening at different rates and in different ways

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 entire curriculum, the Five Pillars of Learning form the critical components to guide each student’s journey at our school:
- learning to know
- learning to do
- learning to live together
- learning to be
- learning to transform oneself and society

We strive to instil in our students a desire to learn about the complex world we inhabit and a capacity to cope with and contribute to society in a meaningful way.

To achieve this South Fremantle SHS is committed to distilling three main themes across all school activities: Achieving Excellence, Community Connectedness and Ethical Conduct.

Geraldine Hardy
Principal
**Priority 1  Literacy and Numeracy**

**Improvement Target**

All students demonstrate improved achievement and progress in literacy and numeracy. This will be measured by:

- The percentage of students in Year 9 at or above national minimum standards in NAPLAN reading, writing and numeracy.
- The mean scaled scores of students in Year 9 NAPLAN reading, writing and numeracy

**Strategies**

- Student achievement data will be used to inform individuated learning plans, especially for students at risk of falling below NAPLAN National Minimum Standards. This will include monitoring of student progress and interventions by teachers for these students.
- Professional learning will be provided that supports the refinement of detailed strategies and resources focusing on essential literacy and numeracy skills; strengthening the teaching of phonics, grammar, reading comprehension and number skills across the school.
- Develop a revised whole-of-school operational plan that includes the integration of literacy and numeracy in learning area operational and curriculum plans.
- Coordination of the literacy and numeracy priority will be enhanced through the implementation of a working party representing all learning areas.

**Priority 2  Student Success**

**Improvement Target**

Student success will be measured by:

- The percentage of students achieving WACE at Year 12
- The percentage of Year 12 students eligible for university and/or who gain a Certificate II or higher qualification
- The percentage of students achieving desired post-school destination
- The percentage of students achieving grades of A & B in lower school

**Strategies**

- A focus on communicating explicit expectations regarding excellence in individual achievement
- Use student achievement data to inform student improvement planning
- Develop and implement pastoral care programs that enhance student well-being, reinforce social skills and build a sense of community. This will include career education, study and organisational skills and exam preparation and revision strategies.
- Develop curriculum links with local primary school to ensure quality, consistent transition processes ensuring a smooth transfer of Year 7 students to South Fremantle SHS in 2015.
- Develop and implement an Aboriginal Education Strategy to support improved outcomes for Aboriginal students across all years.
- Map curriculum programs in all Learning Areas from years 8 to 12 that explicitly consolidates and builds on prior learning.
- Implement the Australian Curriculum and National Quality Standards compliant with published timelines.
- Facilitate data analysis, planning and counselling processes that support all students towards graduation and successful academic or vocational pathways.
- Implement student recognition and reward systems across the school.
- Through on-going professional learning and collaboration all teachers will deepen their understanding of the instructional leadership framework and its application in student learning as well as a deepened understanding of the role of teacher in student engagement and learning (spheres of influence).
- Development of innovative and differentiated teaching practices that engage students across all years.
- Refine the use of and integrate digital learning technologies to encourage student engagement in learning using strategies that challenge, enrich and extend learning.
- Adopt a school wide pedagogy as outlined through the IDEAS school improvement process to develop a school wide approach to raising student achievement.
School Priorities

Priority 3  Safe and Caring Learning Environment

Improvement Target

• Student well-being and a sense of belonging will be demonstrated through proportion of students achieving regular (90 per cent and more) attendance, positive behaviour and engagement in all aspects of schooling.

Strategies

• Staff will model high standards of professional conduct and ethics reflecting the school's values
• Students will demonstrate an understanding of, and commitment to, the school values
• Programs, policies and procedures will implemented and reinforced that support the principles of the National Safe Schools Framework thus ensuring the school is safe, inclusive and supports effective learning
• Support will be provided for teachers in classroom management skills and the management of students with disruptive behaviours through continuation of the Classroom Management & Instructional Strategies training
• The structure and delivery of Student Services will be comprehensively reviewed
• Review and implementation of revised whole school Behaviour Management policy and processes including the development of a "Code of Conduct" and strategies for prevention and intervention, ensuring consistent application by staff
• Continued implementation of the Better Attendance: Brighter Futures strategy to improve attendance, particularly of Aboriginal students
• Review and implement attendance monitoring initiatives and processes ensuring consistent application by staff
• Develop and implement a comprehensive, school-wide Good Standing Policy and process
• Implement an effective and efficient standard operating procedures across all areas of school operations ensuring a safe and orderly environment
• Provide expanded opportunities for students to develop personal and social capabilities necessary for full participation in the workforce and society

Priority 4  A Distinctive Local School

Improvement Target

• A distinctive local school supported by the community will be demonstrated through positive student and community responses to survey data.

Strategies

• Further refinement of the school "brand" – implement new school uniform, corporate branding, publications including school prospectus and new school web-site
• Continue development of the P&C and School Council, to grow expertise to strategically support the development of the school
• Continue strengthening the school's community focus with the Carbon Neutral Project, Growers Green Farmers Market run by the P&C and other community based initiatives
• Continue development of the Carbon Neutral Program with integration of a common curriculum focus of the CNP embedded into all learning areas and strategic links consolidated with partner primary schools, business, industry, TAFE, Curtin and Murdoch Universities and the City of Fremantle
• Continue development of the Approved Specialist Programs in Baseball, Music and Marine Studies to exceed Department of Education quality assurance standards and capitalize on community, business and industry support
• Successfully operate the Fremantle Maritime Industries Trade Training Centre on the school site offering a Cert II Mechanical Engineering / Plant Operations with maritime competencies
• Further develop the Fremantle Public Schools Partnership; a collaboration with Applecross, Hamilton and Melville Senior High Schools and North Lake Senior Campus to offer outstanding opportunities to students in Year 11 & 12
### Evaluation Measures and Review

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<tr>
<th>Timeline</th>
<th>Review and Measures of Success</th>
<th>Responsibility</th>
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| **Term 1** | Review previous year Semester 2 data – School and Learning Area analysis  
- ATAR tertiary entrance data – school ranking, individual success  
- Subject comparative data  
- VET achievement – school ranking, individual success  
- School Attainment Percentage  
- Graduation, suspension, attendance rates  
- Behaviour attitude and effort-specific groups  
- Semester 2 attendance and suspension data | Principal with:  
Senior School Deputy: All year 11 & 12 achievement data.  
Middle School Deputy: Year 8-10 achievement data, NAPLAN, WAMSE data.  
Manager Student Services (MOSS): Attendance, behavioural data and link to academic performance.  
HOLA’s: Learning area analysis of academic achievement. |
| **Term 2** |  
- Monitoring, review and adjustment of improvement strategies.  
- Review of students achieving consistently in report criteria across behaviour, attitude and effort | HOLA’s with teachers |
| **Term 3** |  
- Review of Semester 1 data  
- Monitoring, review and adjustment of improvement strategies  
- Semester 1 attendance and suspension target comparison  
- NAPLAN – first cut, proportion of student comparative improvement | Senior School Deputy: Review Year 11 & 12 achievement data  
Middle School Deputy: Review Year 8-10 achievement data, NAPLAN, WAMSE data  
Manager Student Services (MOSS): Attendance, behavioural data  
HOLA’s: Learning area analysis of academic achievement |
| **Term 4** |  
- Monitoring, review and adjustment of improvement strategies  
- WAMSE 9 - proportion of student comparative improvement  
- Proportion of Year 12 students achieving graduation and successful entry to tertiary or vocational studies  
- 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 | HOLA’s monitoring learning area strategies  
Middle School Deputy: Review year 8-10 achievement data  
Senior School Deputy: Review year 11 & 12 achievement data |
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

Lao Tzu