

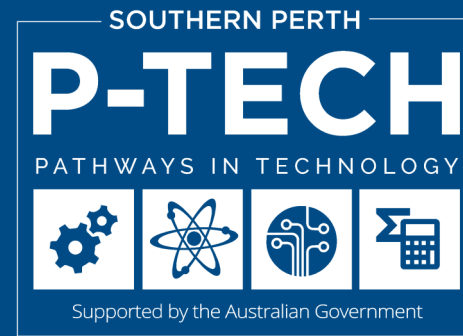


SELF REVIEW AND IMPROVEMENT PROCESS

The College's planning and self-review cycle is rigorous. The focus is on identifying data, analysis and evaluation from a broad range of sources. Student performance and the effectiveness of school processes and operations are discussed and reviewed at every level. These findings inform our planning and provide targets for improvement on which we act.

1. Cecil Andrews College undertakes a yearly cycle of self-assessment that looks at all aspects of the Business Plan.
2. All relevant sources of data and information will be used to inform the self-assessment.
3. Cecil Andrews College commits to a regular cycle of staff, student, parent and community surveys as needed to support the self-assessment process.

Through self-respect and positive, respectful relationships we promote a community where everyone values and enjoys learning



Achieving excellence together

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Cecil Andrews College

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Cecil Andrews College - Business Plan 2019 - 2021



Cecil Andrews College is an Independent Public School which operates with the flexibility of a one-line budget to manage its own affairs, select staff and deliver a curriculum that best supports our students to become valued, useful, innovative and purposeful members of our society.

Our Mission is to provide our students with a passion for learning and to prepare them for a world of innovation and change.

Our Vision is for our students to gain the skills and attributes to lead a happy and fulfilling life in our ever changing world; for our students to realise that the quality of their education will determine the quality of their lives; and to develop each student's belief in themselves and their ability to take responsibility for the direction of their own lives.

VALUES

Safety: considering the wellbeing and safety of themselves and others.
Trust: showing integrity and ethical behaviour so that trust is assured and strengthened.
Achieve: participating and striving to achieve personal best in all pursuits - while demonstrating sportsmanship and fair play.
Respect: having self-respect, respect for others and the environment.
Resilience: the capability to deal positively with set-backs and disappointments and to persevere without giving up.

COLLEGE CONTEXT

The College is situated in Seville Grove and in 2014 became an Independent Public School (IPS). The College has formed strong partnerships with local schools and the community. Through becoming the first Pathways in Technology school (P-Tech Pilot) in WA, we have formed Business and Industry and Tertiary education partnerships that are long term and sustainable. We deliver world class education by providing students with pathways that support their achievement by increasing their opportunities through quality education, training and learning. We focus on what matters most, with an emphasis on literacy and numeracy as the foundation for future achievement and a desire for self-improvement. As a DigiTech Teacher Development School for the State (TDS) we have leading edge programs in STEM (Science, Technology, Engineering and Mathematics) including Robotics with our cluster schools and Schools Pathway STEP projects. Our school's STEM and VET (Vocational Education and Training) programs and projects allow avenues for students to aspire, explore and develop through innovation, and creativity. Hands on experience through pathways to employment, ultimately enables personal growth. Through self-respect and positive, respectful relationships we promote a community where everyone values and enjoys learning, takes pride in their College and aspires to achieve their personal best. We believe in 'Achieving Excellence Together'. Our College's vision is strategic and founded on innovation and action. We focus on strong shared leadership that is the guiding principle for all that we set out to achieve. We see our future in the hands of caring teachers with high levels of expectation and proficiency. We want them to constantly challenge themselves and aim higher. We encourage and expect decision making to be evidence based and motivated by data driven initiatives in a culture of sharing and collegiality. Our professional learning community emphasises the building of teacher and leadership expertise together. Our College's success is achieved in a caring, safe, positive and respectful learning environment with clear consistency supported by the College's behaviour management policy. We are proud of our partnership with our Noongar community and the achievements of all of our students including our Aboriginal students.



FOCUS AREA	WHOLE COLLEGE STRATEGIES	MILESTONES
Quality Teaching Leading to High Achievement and High Student Engagement	<p>Continue to implement the Providing Real Opportunities for Professional Education, Learning and Leadership (PROPELL) as a learning strategy to develop and retain high quality leaders and teachers.</p> <ul style="list-style-type: none">• Provide professional learning that enhances the range of quality strategies and tactics, including the use of technology, used by teachers in their teaching• Capacity build lighthouse leaders who will be expert at providing a differentiated learning environment enabled by exemplary practice and the seamless use of technology tools• Developing a culture of teacher self-development, self-reflection and target setting to improve the quality of teaching by implementing the Australian Performance and Development Framework <p>Staff have opportunities to share effective practice through:</p> <ul style="list-style-type: none">• Selected staff presenting work sharing and classroom observation opportunities• Implementing classroom observation procedures and protocols that enable all teachers to reflect on their teaching practice. This will include peer observation and observation by line managers• Provide students and parents with online access to all course and assessment outlines via Connect• Classroom Management Systems (CMS) - all teachers will be CMS trained• Staff will be supported in the classroom with CMS and restorative practices. Appropriate feedback structures will be provided to develop all staff to a high level• Develop a framework for teachers from 7-12 in line with current state and national employment and skills issues that incorporates high order thinking into teaching and learning• Provide relevant challenging curriculum in compliance with the Western Australian Curriculum that will present opportunities for diversity and enrichment for both students and staff• Assessment practices promoting learning and engagement by providing students with high quality, specific and appropriate feedback on a regular basis• Provide students with regular opportunities in class to practice sitting for external testing and examination processes• Regular tracking of student progress against attainment and implement early intervention strategies as required• Improving Academic Extension students' achievement benchmarks by implementing a framework for teaching that incorporates the language and skills of higher order thinking• Implementing tactical teaching strategies in learning areas to improve Literacy• Developing a culture of teach self-development, self-reflection and target setting to improve the quality of teaching implementing the Australian Development and Performance Framework• Clear student counselling guidelines to be developed that is informed by performance data and relevant information• Comprehensive data analysis at whole College, learning areas and classroom level to identify and address areas of weakness especially in reading, writing and numeracy and senior College courses <p>Professionally developing the Leadership Team (Executive Leadership, Senior Management, Classroom Leaders) to:</p> <ul style="list-style-type: none">• Analyse student performance data• Provide feedback on Classroom Walk Throughs (CWTs) based on a coaching methodology• Develop classroom Instructional Strategies (IS)• Provide timely, proactive and constructive communication with parents regarding their child's progress <p>Integration of STEM, including Robotics and mentor based programs to cultivate:</p> <ul style="list-style-type: none">• Deeper learning and connection; higher order thinking• Soft skills• An entrepreneurial mindset• Critical self-reflection	<p>As a part of their performance management, teachers will have achieved their individual goals regarding the use of school wide pedagogy.</p> <p>All line managers will report their staff have completed performance management in line with the Australian Development and Performance Framework.</p> <p>Classroom Walk Throughs (CWTs) show increased use of technology in the classroom over three years.</p> <p>All staff have engaged in PROPELL in their Performance and Development plan and are mapped in National Teaching Standards.</p> <p>Explicit teaching evident in classrooms.</p> <p>All staff have done at least 4 Classroom Walk Throughs (CWTs) per year, seeking and using feedback to improve performance as aligned with Australian Institute of Teaching and College Leadership (AITSL) teaching standards.</p> <p>40% of staff regularly using Visible Learning and critical thinking strategies, increasing to 80% in 2020.</p> <p>Increased Classroom Management Systems (CMS) evident in all classrooms walk throughs.</p> <p>By the end of 2020, 90% of staff will be using a range of Classroom Management Systems (CMS) and observed using them in classroom walk throughs.</p> <p>HoLAs plan testing items and report increases in testing and examination processes.</p> <p>By 2020 targeted strategies for NAPLAN and OLNA are in place.</p> <p>Demonstrate that leaders trained in Growth Coaching regularly have conversations about effective teaching and learning with those they line manage.</p> <p>Performance Managers regularly using Coaching strategies.</p> <p>All teachers using Connect and Reporting to Parents to indicate student progress.</p> <p>Audit 2019 of STEM in all subjects</p> <p>Curriculum integrated across learning areas and inclusion of general capabilities mapped into operational plans by 2020</p> <p>Whole school Numeracy planning and problem solving</p> <p>Range of STEM optional subjects available in years 9 - 10</p> <p>Learning areas trialing projects and scenario planning with P-Tech partners</p>
An inclusive, inspiring and positive College culture that engages all students.	<p>Continue development and implementation of Positive Behaviour Support (PBS) and associated strategies in order to:</p> <ul style="list-style-type: none">• To define, explicitly teach, reinforce and model College Wide Expectations• Implement programs to develop student social and emotional intelligence• Ensure case management of students, attending between 80 to 90 per cent, with a view to have them attend more than 90 per cent. <p>Engage with the community and strengthen partnerships to enrich the culture by:</p> <ul style="list-style-type: none">• Nurturing authentic, inclusive, positive and respectful relationships with the community• Harnessing the expertise of the community in the College's learning programs• Facilitating staff and parent/care givers opportunities for shared learning• Use contemporary ICTs to engage with global and online communities and to expand and enhance learning• Continue to identify and develop community, education and business partnerships to support improved student achievement and/or well-being	<p>Most students and staff are able to articulate the College Wide expectations. 50% increase in rewards awarded to students in accordance with the expectations.</p> <p>Increases in student resilience as measured by decreases in behaviour incidences, mental health related issues and anecdotal feedback from students.</p> <p>Periodic measures of attendance indicating targets met.</p> <p>By 2020 a K-12 model which engages local primary schools is in place. Teachers collaboratively analyse data, plan programs and share expertise.</p> <p>Strong community, industry partnerships are in place.</p>

BUSINESS PLAN TARGETS

National Assessment Program Literacy & Numeracy (NAPLAN)

- By 2020 NAPLAN progress of stable cohort of Year 7 students will be equal to or above like Australian schools in Numeracy, Reading & Writing when tested as Year 9 students
- By 2020 10% of Cecil Andrews College Year 9 students will achieve Band 8 in NAPLAN for Numeracy, Reading & Writing and therefore prequalify for OLNA in all three categories

Online Literacy & Numeracy Assessment (OLNA)

- By 2020 increase the percentage of Year 12 students who achieve OLNA standard in all three categories of Numeracy, Writing & Reading from 59% to 75%
- By 2020 increase the percentage of Cecil Andrews College students who prequalify for OLNA in all three categories of Numeracy, Writing & reading from 2% to 10%

Student Achievement Years 7 to 10

- By 2020 the distribution of grades in Years 7-10 will align approximately with NAPLAN data
- By 2020, Aboriginal students will make up 10% of all Academic Extension classes

Senior College

- From 2018 to 2020 Year 12 Attainment Rates will be maintained at above 90%
- By 2020 100% of Year 12 students enrolled in four or more Australian Tertiary Admission Rank (ATAR) courses will gain entry to a University or an approved tertiary program.
- By 2020, Year 12 Aboriginal students' Attainment Rate will be maintained at or above 90% (100% in 2017)

Attendance

- By 2020 Semester 2 regular attendance at the College will improve from 33.9% to 40%
- By 2020 Semester 2 regular attendance for Aboriginal students will increase from 8% to 15%

Behaviour

- By 2020 there will be a 10% reduction in the percentage referred to Student Services for major behavioural issues as defined by the College's Positive Behaviour Management Policy

Academic Extension

- Increase the percentage of students in Year 10 Academic Extension successfully completing ATAR by the end of Year 12

