SHENTON

2020

SHENTON
COLLEGE
BUSINESS
PLAN

Shenton College is a boldly ambitious school at the forefront of education in Australia, delivering the highest quality education to our community. We embrace intellectual independence, creativity and curiosity and a sense of responsibility towards others – enabling us to lead lives of agency, contribution and fulfilment.

Shenton College provides excellence in education for secondary students as part of the government education system of Western Australia.

The teaching and learning program is designed to be challenging and innovative so that students enjoy their school days and achieve their full potential, laying a foundation for leading fulfilling and constructive lives in society.

Shenton College was established in 2001, becoming an Independent Public School in 2011. In this time the College has enjoyed remarkable success in every aspect, including state and national testing and significant co-curricular achievements in every discipline. As an Independent Public School the College has been externally reviewed three times, one of these as the first Exemplary Review of a secondary school in Western Australia. In each of these reviews the College received overwhelmingly positive findings with multiple commendations.

The College was recognised as WA Secondary School of the Year in 2013, and individual staff and programs have received local and national awards for excellence. Our previous business plans focused on the interconnected areas of Quality Teaching and Learning, Curriculum Differentiation and Educational Partnerships: these aspects are now embedded in the culture

of the school and frame our planning for improvement.

As our third IPS Business Plan this document should be understood as an important, bold step forward for our community – we unashamedly believe that we should be at the forefront of education in this country and we intend to remain there through our shared efforts and passion for education.

All young Australians should become successful learners; confident and creative individuals and active and informed citizens

Our previous business plans and this Shenton 2020 Plan were informed by the 2008 Melbourne Declaration on Educational Goals for Young Australians which had the twin goals of promoting equity and excellence and recognising that all young Australians should become successful learners; confident and creative individuals and active and informed citizens. The Melbourne Declaration is still at the heart of our planning as are the focus areas identified in the Director General's Classroom First Strategy (including the Focus 2017 initiative) and the High Performance-High Care Strategic Plan for WA Public Schools (2016-19). This later policy initiative identifies school leadership as a system priority for WA which establishes the opportunity for the College to pioneer a Leadership Strategy that will identify, nurture, develop and support a new generation of empowered leaders from within our staff through to the executive team. Michael Morgan (who is our substantive Principal currently working within the Department of Education's Executive) has championed the importance of school leadership at the systems level and his work has informed our planning.

The College has an established culture that values the intellectual, social, emotional, and physical wellbeing of every child as demonstrated by our motto: Much More than Marks; Learning for Life and its commitment to educating the whole child. In keeping with this there is a strong commitment to all disciplines: the arts, sciences, mathematics, humanities, and physical development as they are expressed across every learning area.

Building on previous business plans' commitment to educational partnerships, the College is deliberately outward looking. In recent years we have worked to establish a National Schools Alliance, connecting with similar schools across the country. The College has developed strong ongoing friendships with Singapore's Hwa Chong Institution, is a participant in the Global Learning Alliance and the SWIFT Roundtable (Schools with Innovative Future Technology) and has established strong ties to schools and communities in China and Japan. The College has a longstanding and highly valued Learning Links partnership with the University of Western Australia and in 2017, joined the Curtin University Innovative Schools Consortium.

Situated in the western suburbs of Perth, the College is not immune to the dynamics of urban renewal and in particular, the underlying trend toward medium density housing. At the IPS review in 2013 the school population had grown to 1306 and by 2016 our census reported the College had 1946 students, with established predictions climbing to 2600 by 2019. The College has embraced substantial structural change with the creation of a three schools model (Middle 7&8; Lower Senior 9&10; and Upper Senior 11&12) and the establishment of a learning precinct for each sub-school. The proportion of GATE (Gifted and Talented Education) students within the total student numbers has fallen from the 25% at foundation to below 20%, leading to the dilution of this specialist group's significance in the school's outcomes and culture. There has been no perceived change in the percentages of children presenting with exceptionalities (e.g. disability, elite sporting, EAL/D). The College leadership is cognisant that it must seize the advantages that come from being a larger school – while being vigilant in response to any perceived or actual deficits. Within this next planning

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cycle we will see the construction and completion of the Shenton Stage 2 project, a state-of-the-art facility serving 1000 senior students. Whilst we look forward with anticipation to the possibilities such a project offers our community we are acutely aware of the management requirements of such a major undertaking. Shenton Stage 2 is emblematic of our growth in stature as an institution at the forefront of education in WA and we will continue to develop opportunities to strengthen our capacity to respond to the needs of our students and the wider community.
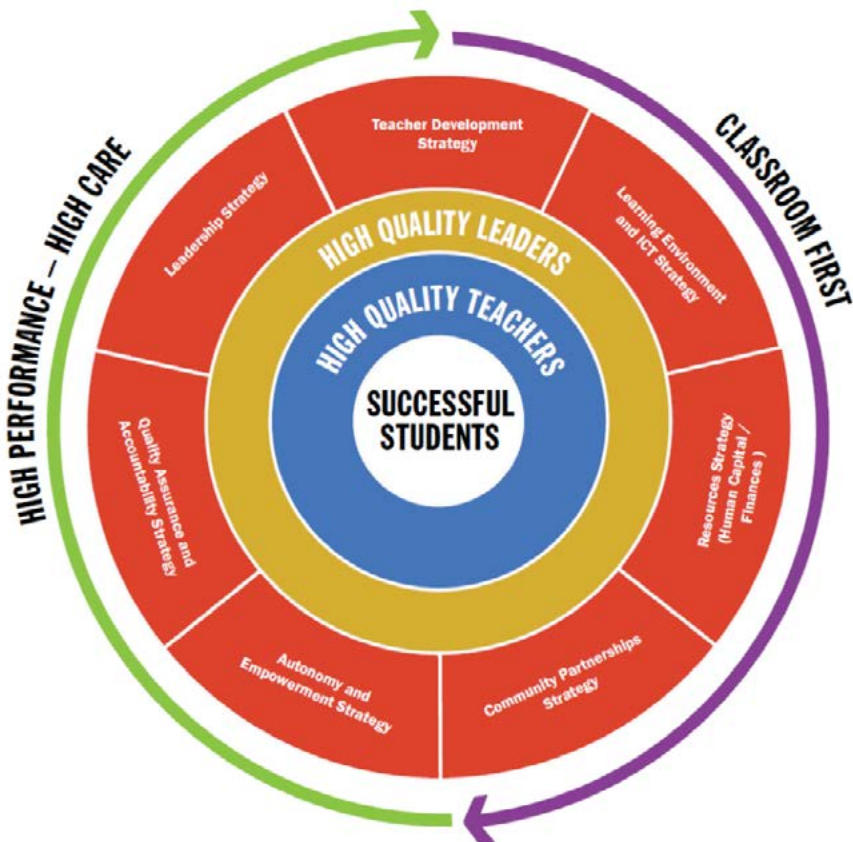
A significant attribute of the College is the high level engagement with information technology. Student possession of a laptop is almost universal, and, in recent years, the College has developed a comprehensive learning management system in COMPASS – in almost every area: classroom practice; student wellbeing; observation; survey data; finance and communication, technology is a strong driver. Shenton 2020 acknowledges the all pervasive influence of technology but asserts that, like all core aspects of our practice, it must be thoroughly interrogated to measure its real effect.

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A critical challenge for all high performing schools is to retain the drive for innovation and risk taking. In a climate of sustained success institutions can become complacent. In a high ICSEA school, where students are in the main compliant and motivated, pedagogy can lose its critical edge. We are not that school. The College continues to nurture outstanding programs, and staff, that have embedded strong cultures of clinical practice. For example, our REACH performance management program; the TEACH UP! video observation platform and the capacity to efficiently collect survey data. In recent times the College has appointed new leaders to drive areas such as teacher development and support, vocational pathways, the development of shared instructional strategies and pedagogical frameworks, the leadership of student engagement and wellbeing, and to guide our gifted education program. The Shenton 2020 plan embeds these initiatives, progresses them, and identifies new opportunities, such as the development of College 'norms' to consolidate the resilience and sustainability of our success, and ensures we can retain and attract outstanding staff.

SHENTON 2020 |
SELF ASSESSMENT OVERVIEW

The Shenton 2020 Focus Areas have evolved out of the 2016 IPS Review, staff consultation processes; and, consideration by the Shenton College Board. The culture of the College is shaped by the critical role that self-reflection and review plays in growth and improvement. The College also has a resilient culture of teaching as clinical practice where all community members are engaged in understanding where they are currently at, knowing where they want to progress to and developing a clear and communicated strategic vision on how to get there.

HIGH PERFORMANCE – HIGH CARE

CLASSROOM FIRST

Teacher Development Strategy

Leadership Strategy

Learning Environment and ICT Strategy

HIGH QUALITY LEADERS

HIGH QUALITY TEACHERS

SUCCESSFUL STUDENTS

Quality Assurance and Accountability Strategy

Resources Strategy (Human Capital / Finances)

Autonomy and Empowerment Strategy

Community Partnerships Strategy

As part of the Shenton 2020 consultative process there has been a thorough examination of:

◆ Student academic performance data
◆ Vocational Education and Training completion
◆ Non-academic data (attendance, behaviour, retention)
◆ Examination of data from School Performance Monitoring System
◆ Prerequisites for successful students: teaching, learning environment
◆ Enablers for successful students: leadership relationships, resources.

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The College has an expectation that all students and staff will engage in reflective practice through reviewing performance feedback. This will invariably take many forms but may include critical reflection on assessment tasks; investigating trends in student performance; and staff interrogating the full range of system level data to establish where we are doing well and how we can improve.

At the core of our institution's business are successful students and all of our decision-making remains focused on developing strategic and innovative processes that strengthen student outcomes.

In our 2016 IPS Review we were commended for a number of areas of school performance including, but not limited to:

◆ The rigorous and inclusive process of cyclical self-review
◆ Outstanding ATAR and NAPLAN results
◆ The strength of our provision for Gifted and Talented students
◆ The development of a culture of continual teaching improvement

We remain committed to these areas of our school performance and have recognised the benefit of setting more detailed and challenging targets that look at the fine grained indicators of student academic achievement and progress. We have also highlighted a desire to source or develop measures that will demonstrate progress in non-academic areas of student achievement, including areas

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such as student participation, engagement in co-curricular activities, and our school commitment to developing the whole child.

With the growth in student numbers and looking forward to the building and establishing of a new Senior School campus we appreciate our responsibility to create both built environments and learning cultures that best support adolescent learning and recreation. Our continued and growing success will be underpinned by our capacity to recruit and develop high-quality teaching staff and educational leaders.

SHENTON 2020 | FOCUS AREAS

These Focus Areas align with the Department's Plan for Public Schools and reflect the aspirations and values of our community.

They have been identified to promote the individuality of both our staff and students. We view our capacity to embrace diversity as a strength that sits at the core of our identity as a proudly public and inclusive school.

Through these Focus Areas we ensure that as a College we are successful in meeting the needs of each and every student in our care and that we will achieve Student Attainment Targets outlined in this plan.

Central to the success of this direction will be the development and adoption of the Shenton College Norms that will build a cohesive approach to our everyday practice across the three sub-schools.

The Focus Areas and strategies detailed below provide us with a carefully considered strategic direction for the next three years.

1

SUCCESSFUL STUDENTS

At Shenton College each and every student is welcomed, encouraged, and celebrated and their uniqueness is recognised and valued. There is space and a place for every success at Shenton College. Successful students have a strong sense of belonging and connectedness to the school community values.

We believe that every member of our community has an integral role to play in supporting our students to:

◆ build empathy, resilience and self-efficacy
◆ develop the skills to self-regulate
◆ know and care about themselves
◆ understand their responsibility to positively influence their communities
◆ seek out opportunities for social, emotional and academic growth

STRATEGIES	MILESTONES/MEASUREMENTS
Fully embed a whole school approach to Growth Mindset and Positive Psychology	All staff engage in and embed their ◆ understandings from professional learning (PL) in Growth Mindset (GM) and Positive Psychology (PP) ◆ Audit and renewal of assessment tasks, course outlines and school policy to ensure appropriate focus ◆ PP/GM embedded in strategic plans and curriculum documents across all areas of the College ◆ PP/GM presentations and understandings are communicated to students
Whole school renewal of the mentor program and strategic implementation with a focus on building student resilience and efficacy – scope and sequenced Y7-12	◆ Student Services Strategic Plan developed ◆ Appropriate PL identified and engaged in by key Student Services staff, Year Leaders and educational leaders in the College ◆ Existing Mentor Program is audited and implementation reviewed ◆ Scope and sequence for Mentor program established and embedded in programs

STRATEGIES	MILESTONES/MEASUREMENTS
Expansion of the active citizenship and service learning focus in Y7-10	◆ Age appropriate opportunities identified for citizenship and service learning opportunities in Y7-10 ◆ Focus for service established within year programs (e.g. Mentor Program Scope and Sequence) and ◆ Establishment of coordinated whole school service opportunities
Deliberate support for the full range of students to engage in a broad range of co-curricular opportunities	◆ Completed review of existing opportunities and analysis of demographics of participants to inform areas for development ◆ Identification of underrepresented groups within our community ◆ Targeted promotion of and recruitment for new opportunities
Mapped provision of learning opportunities for parents, connected to their role in building empathetic and resilient adolescents	◆ Completed review of key areas of interest for parents ◆ Appropriate external and internal providers sourced and recruited to provide learning opportunities for parent body
A deliberate approach to increasing student regular attendance	◆ Improved analysis of regular attendance data ◆ Identification and intervention strategies developed for at risk students (those with regular attendance below 90%)
An increase in opportunities for students to study high level certificate courses	◆ Enhanced number of offerings in appropriate Cert III & IV qualifications
Comprehensive processes for course counselling and career development that ensure successful pathways, support student wellbeing and prepare students for a life of contribution beyond school	◆ Audit of current career development mapped across the years ◆ Whole school career development plan Y7-12 ◆ Continued PL for course counsellors to ensure contemporary knowledge and understandings of system initiatives

2

CONNECTED TEACHERS

At Shenton College we believe that high quality teachers are skilled in connecting curriculum content knowledge, pedagogical understandings, instructional strategies, and effective classroom management. At the same time they build the positive relationships that form the foundation of learning. Our teachers remain students of their own practice with a commitment to continuous improvement.

At Shenton College we understand that building a high quality teaching culture requires:

- Having a shared language and understanding of a teacher's role in student learning
- Collaborating with other staff, students, parents and the wider community to provide rich learning opportunities for all students
- Knowing our students and how they learn
- An ability to reflect on and analyse our impact on student learning
- The giving and receiving of quality, growth-centred feedback for both staff and students

STRATEGIES	MILESTONES/MEASUREMENTS
Development and embedding of a shared instructional framework across the College	◆ Instructional Rounds are established as an important professional learning and reflection process ◆ An instructional framework is developed through a staff consultative process and clearly enunciated to staff ◆ Teaching staff engage in PL ◆ The framework is embedded as basis for classroom observation feedback
Formation of Professional Learning Communities (PLCs) – aligned to Business Plan focus areas and strategies	◆ College meeting schedule is reworked to clarify the frequency and timing of PLC opportunities ◆ All staff have the opportunity to collaborate within a PLC ◆ Each PLC develops a strategic plan to advise the Principal ◆ PLCs will be integrated into the College REACH process

STRATEGIES	MILESTONES/MEASUREMENTS
Whole school Literacy and Numeracy plans developed, embedded and owned by all Learning Area (LA) staff	◆ Whole school Literacy and Numeracy plans are developed by key staff and committees ◆ Each LA audits their curriculum documents to plan for a whole school approach to Literacy and Numeracy ◆ Literacy and Numeracy strategies explicitly mapped in all LA documents across all year groups and courses
All beginning teachers and their mentors undertake Classroom Management Strategy (CMS) training	◆ Mentors identified and complete feedback training ◆ All beginning teachers, and their mentors complete CMS training
Beginning teachers provided with the opportunity to work shadow teachers in other contexts	◆ Work shadowing program provided for all beginning teachers
Reinvigoration of the REACH process, with a focus on strategic alignment to the Business Plan and explicit professional learning on the giving and receiving of feedback	◆ REACH committee reconstituted ◆ REACH (teachers) process reviewed and reformed ◆ REACH (graduate teachers) process redeveloped ◆ REACH (leadership) process developed
Provision of professional learning opportunities focused on supporting success for students with distinct educational needs	◆ Relevant PL completed by identified staff ◆ Key PL learning delivered to all staff in-house ◆ GAT, Trauma, Autism, ADHD, Specific Learning Disorders, and others as identified
Consolidation of high quality professional practice from teachers who model the thinking, reflective and learning dispositions we desire from our students	◆ Consistent, informed ownership and strategic use of data by teachers and LAs ◆ Ongoing refinement of courses and assessment outlines to ensure high expectations of excellence, equity of access and student engagement are evident in the daily life of the school
Use the SAMR model to provide a framework for an audit and progression of innovative and strategic use of technology in the classroom	◆ Audit of current practice completed ◆ PL for staff on innovative practice

POWERFUL LEARNERS

A high quality learning environment is one where all learners know where they are at, know where they need to go to improve, and know how to get there. At Shenton College our work is underpinned by our belief that we are all capable of growth and learning and have the right to the appropriate support. We commit to supporting our students in their learning by:

◆ making the learning process explicit and visible

◆ developing our students' understanding of how they best learn

◆ maintaining safe learning environments where challenge is provided and responsible risk-taking is encouraged

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STRATEGIES	MILESTONES/MEASUREMENTS
Explicit and sequenced teaching of study skills – embedded across years, Learning Areas and the mentor program	◆ Scope and sequence for study skills established ◆ Embedded in all Learning Area curriculum planning and mentor programs
Review and refinement of assessment tasks based on the principle of 'Assessment for Learning'	◆ PL for all L3s and 2iCs on Assessment for Learning ◆ Review of Assessment Outlines
Developing and implementing a program that explicitly teaches our students how their brains work and highlights learning how to learn – Growth Mindset, Positive Psychology, Mindfulness and Whole Brain/Active Learning	◆ Appropriate program(s) established by key staff ◆ PL delivered to all staff ◆ Programs established in curriculum planning across all year groups and cohorts
A curriculum focus on the seven General Capabilities in the Western Australian Curriculum to ensure that our students are successful learners, confident and creative individuals, and active and informed citizens	◆ Review/Audit of current practice in programs ◆ Explicit focus on the GC evident in our curriculum planning across all LAs, year groups and cohorts
Professional learning community developed to support staff understanding and implementation of Visible Thinking routines in their planning for learning	◆ PLC established ◆ Comprehensive staff completion of Harvard Visible Thinking online learning module ◆ Classroom observation and feedback based on implementation of Visible Thinking routines in the classroom

ENGAGED LEADERS

At Shenton College we believe that leadership functions at every level of the school and that effective leaders, whatever their role in our community, are central to our culture of continuous improvement.

We are committed to developing high quality leadership across the College and providing opportunities for growth through:

◆ Promotion of the student voice and a shared role in decision-making about their community

◆ Recognising and valuing a broad definition of leadership

◆ Fostering a culture of professional learning aligned with our focus areas

◆ Active involvement in system-wide leadership

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STRATEGIES	MILESTONES/MEASUREMENTS
Implementation of GROWTH Coaching model across line management relationships in the College	◆ GROWTH Coaching PL for all L3+ admin in the College Establish a cohort of Accredited GROWTH Coaches within our staff ◆ GROWTH Coaching strategy integral to the frameworks used to inform all Performance Development conversations in the College, visible in REACH
Development and roll out of an aspirant leadership program for staff	◆ Formulation of a strategic Aspirant Leadership Program ◆ Identification of staff cohort ◆ Connections formed with tertiary institutions for accredited learning
Development of a program to facilitate alumni mentoring/ coaching role for current students	◆ Develop the strength of our alumni register ◆ Identify areas of value for mentor/coach relationships ◆ Development and implementation of a training program to upskill mentors ◆ Implementation
Development and implementation of a strategic plan around a broad approach to providing new student leadership opportunities	◆ Review of existing opportunities and analysis of demographics of participants to inform areas for development ◆ Targeted promotion of and recruitment for other opportunities
Develop school structures that promotes participative decision making, support delegation and distributive leadership, and encourage teacher decision-making autonomy	◆ Establish school structures and processes that encourage participative decision making, and engage staff in leading the continued development of the College ◆ Training of Chairpersons ◆ IT, Literacy, Numeracy, Wellbeing, Growth Mindset, Positive Psychology committee groups to be established ◆ Strategic plans developed by committees and delivered to Principal

SHENTON 2020 | ACHIEVEMENT TARGETS

Shenton 2020 describes the planning context for the continued development and improvement of the College and establishes four key areas: Successful Students, Connected Teachers, Powerful Learners, Engaged Leaders.

Our Strategies and Milestones provide a valuable roadmap for our community to understand the direction we will take for the next three years. Alongside the Strategies and Milestones identified Shenton 2020 includes targets to measure key aspects that we consider significant indicators of improvement.

These targets are reflective of the broad ambitions of this Business Plan and are specific in their focus. Some of the targets are deliberately aimed at specific cohorts of students who have been identified through our self-assessment process; others are more global in their scope and require a much more schoolwide response. The targets are overtly ambitious and are written to encourage improvement and growth in current areas of identified need, as well as sustainable consolidation in areas of strength.

The College Principal makes a comprehensive report to the School Board, the College staff, and the Parents & Citizens on all aspects of NAPLAN performance. The College also presents an Annual Report to the community through the School's Online portal and the College website.

ACADEMIC TARGETS

NAPLAN
Target 1: In each year of the Business Plan, we see a positive trend in students (stable cohort) achieving at the 'Limited' and 'Satisfactory' performance in Y7 NAPLAN, having 'Moderate' or better progress in Y9, across Reading, Writing and Numeracy. (Source: First Cut – EARS Assessment data)

Target 2: Our Student Gain measurement will be above those of 'Students with Same Starting Scores' in NAPLAN 7-9 for matched students (stable cohort) (MySchool website; NAPLAN, Student Gain)

The targets are overtly ambitious and are written to encourage improvement and growth in current areas of identified need

WACE

Target 3: All students on a WACE pathway will achieve a 55+ ATAR or a Certificate II or higher.

Target 4: In each year of the Business Plan, 80% or more of our students will attain an ATAR score or a Certificate III or higher, with an ambitious target of 85% by the end of the Business Plan cycle. (Schools Online/SAIS WACE report)

Target 5: The median Year 12 ATAR performance will rank in the Top 5 of the Like Schools group, with an ambitious target of being the top public comprehensive school. (SAIS School Performance Report/Schools Online)

Specialist Programs

Target 6: Continued positive trends in median ATAR results for students in the selective academic GATE Program in comparison to the other cohorts in the College.

Non-Academic Targets

With the implementation of new data collection tools we are capable of collecting substantial quality data to measure our progress within the Australian Professional Standards for Teachers and the AITSL Standards for Principals. These standards are the focus of our REACH Performance Development processes and reflect our achievements in influencing the creation of a safe and inclusive learning environment where the focus is on each member of the community being conscious of their own progress strategy.

In 2017 we recognise the need to establish baseline data to inform future ambitions and then for specific targets for improvement to be developed. For our teaching staff these targets will operate in the 5 AITSL standards that fall under teacher Professional Knowledge and Professional Practice.

- Know students and how they learn
- Know the content and how to teach it
- Plan for and implement effective teaching and learning
- Create a maintain safe and supportive learning environments
- Assess, provide feedback and report on student learning

For our leadership team the collected data will relate to the AITSL Standards for Principals:

◆ Leading teaching and learning
◆ Leading improvement, innovation and change
◆ Developing self and others
◆ Leading the management of the school
◆ Engaging and working with the community

Target 7: Established classroom survey data indicates positive trends across all 5 of the identified AITSL Teaching Standards.

Target 8: School wide surveys demonstrate strong levels of satisfaction in school culture, leadership and organisation. (WHITS student voice survey/SOCS survey, Effective School Improvement, Curtin University)

Target 9: Positive incremental changes in regular student attendance in all year groups, with an ambitious target of 85% or higher for the whole school by 2019 (Schools Online, Student Details, Student Attendance by Year Group)

GLOSSARY

GATE	Gifted and Talented Education
GAT	Gifted and Talented
EAL/D	English as an additional language or dialect
ICSEA	The Index of Community Socio-Educational Advantage (ICSEA) is a measure that enables meaningful comparisons to be made across schools. It has been developed specifically for the My School website and measures key factors that correlate with educational outcomes.
SWIFT	Schools With Innovative Future Technologies
IPS	Independent Public Schools
REACH	The name of our in-house professional development process; the name REACH is drawn from the 5 stages of the process (Reflect, Engage, Aspire, Collaborate, Here)
ATAR	The Australian Tertiary Admission Rank (ATAR) is the primary means used to assess and compare the results of school-leaving applicants for entry to the University.
NAPLAN	National Assessment Program – Literacy and Numeracy
PL	Professional Learning
PP	Positive Psychology
GM	Growth Mindset
PLCs	Professional Learning Communities
LA	Learning Areas
ADHD	Attention Deficit Hyperactivity Disorder
SAMR	SAMR is a model designed to help educators infuse technology into teaching and learning.
L3s	Level 3 School Administrators (Heads of Learning Areas, Heads of Learning Communities and Program Coordinators)
2iCs	Second in command in Learning Areas
GROWTH Coaching	A model of professional coaching that uses listening and questioning techniques to prompt inquiry and problem solving. GROWTH stands for Goals, Reality, Options, Will, Tactics, Habits. This is distinct from Growth Mindset – see separate glossary entry.

SAIS Student Achievement Information System – a web based data tool provided by the Department of Education WA

WACE The Western Australian Certificate of Education (WACE) is the credential given to students who have completed senior secondary education (Year 11 and Year 12) in the state of Western Australia.

AITSL Australian Institute for Teaching and School Leadership

WHITS A student voice survey developed by Curtin University to capture data on school-wide climate – What's Happening In This School

SOCS A teacher voice survey developed by Curtin University to capture school-wide climate – School Organisational Climate Survey

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