



Swan View

SENIOR HIGH SCHOOL



SWAN VIEW 2020
"From Strength to Strength"

OUR VISION

Swan View students “Dream, Believe and Achieve” and we will enable all students to build better futures through quality education, training and learning opportunities.

OUR MOTO

Learning For Living

OUR COMMITMENT

We have made a commitment to our community to go from strength to strength and provide valuable opportunities for all students.

OUR VALUES

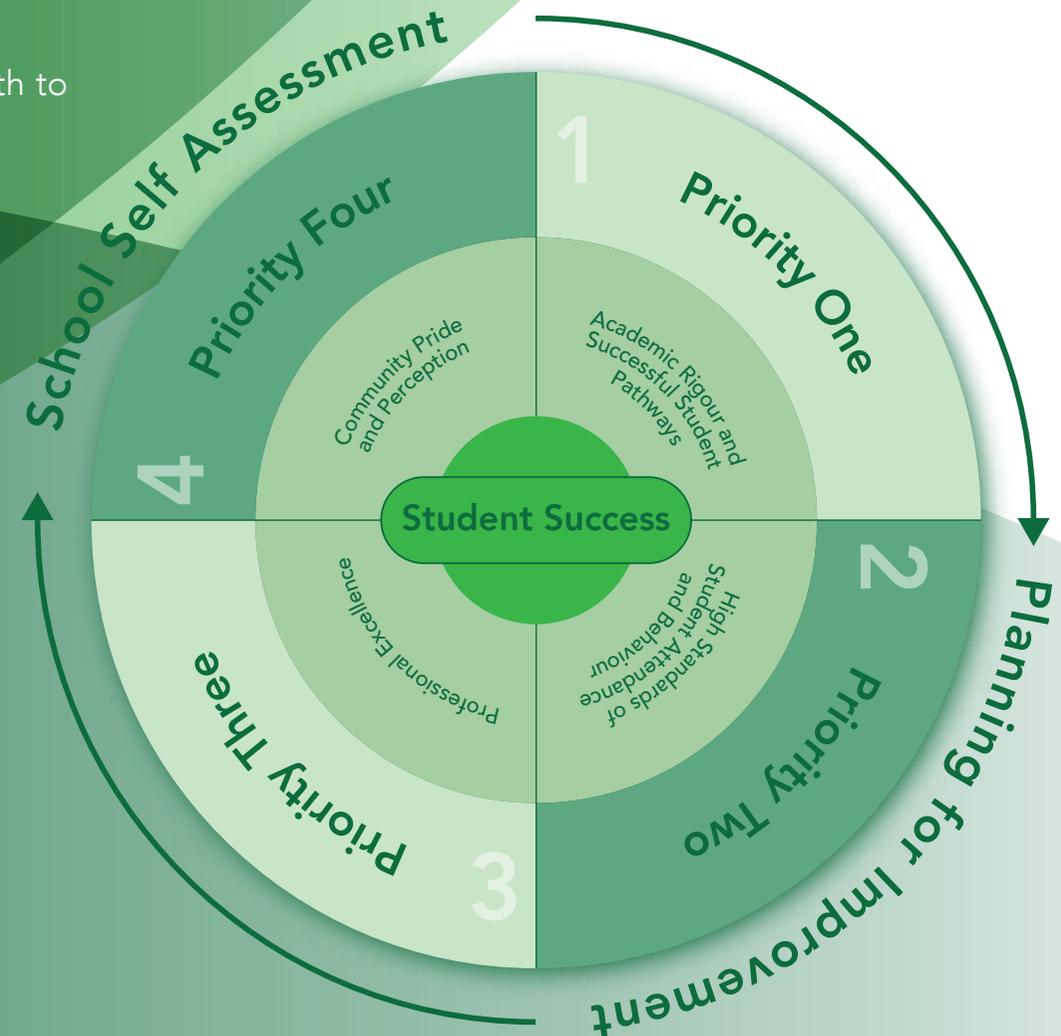
At Swan View Senior High School we DARE.
We DARE to be:

- Diligent
- Accountable
- Respectful
- Extraordinary

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A relentless focus on student achievement continues to be at the forefront of the minds and hearts of staff at Swan View Senior High School.

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OUR SCHOOL

Swan View Senior High School is a proud Independent Public School. At the heart of our work is a long held belief that we are pivotal in creating opportunities for students and that post code will not pre-determine future pathways and success. Our vision "Together we dream, believe and achieve" is underpinned by the commitment to our community that we are "going from strength to strength".

Opening in 1977 the school has a long and proud history with traditions that continue to be upheld to this day. Our school has an ethos centred on positive relationships between staff and students.

We strive to provide a comprehensive secondary schooling experience for all students within our local intake area. Development of our vision and the evolution of the school has been a shared one. There needs to be recognition that some of our success indicators (targets) are aspirational, we have collectively made a decision to aim high for student achievement and success. At times our work can be challenging and the factors that contribute to this are acknowledged by staff, however are never used as an excuse.

Our school has a culturally diverse student population with Aboriginal students making up 20% of the student population. We are proud of our partnership with our Noongar community and the achievements of our Aboriginal students.

OUR FUTURE

The future of our school is an exciting one, "Swan View 2020: Going from Strength to Strength" outlines the future commitments to our school priorities of Academic Rigour and Successful Student Pathways, High Standards of Student Attendance and Behaviour, Professional Excellence and Community Pride and Perception.

We believe a key purpose of our work is to contribute to the creation of responsible, productive and happy members of society. We have a responsibility to teach the behaviours that are mostly likely to lead to this success. This responsibility will be enacted through our commitment to the implementation of Positive Behaviour Support (PBS). PBS will provide us with an operational and decision making framework to support the development of these skills.

Specialist programs will continue to develop and expand to reflect student interest. A review of programs will ensure greater alignment with workforce requirements, and will focus on preparing our students for jobs that don't even exist yet through innovation, creativity and entrepreneurialism.

OUR COMMITMENT TO IMPROVEMENT

We acknowledge the responsibility that comes along with being an Independent Public School. Creating the structures and environment for rigorous planning and school self-assessment is the foundation of school improvement. Alignment between the business plan, operational plans and classroom planning continues to be a priority.

The "School Self-Assessment Cycle" makes explicit the expectations relating to data use at all levels, and how data is used to inform particular planning and strategies. There are three questions that guide our work and we ask frequently; what does the data tell us? Is this good enough? If it is, how do we sustain the success? If not, what are we going to do about it?

Our school board and staff agree that quality education, support for families, community engagement and strong partnerships with post-school training providers will provide the strongest platform for students to scale new heights and build better futures. This work is not easy, but it is necessary and will continue to be a focus during the life of this business plan.

We recognise that measuring the impact of these partnerships on student achievement is not simple. The system does not provide easily accessible data sources that show direct correlation between community partnerships and student achievement. Over the next three years we need to give careful consideration to how and what data we collect to measure the impact and success of our work, especially in the areas of student wellbeing and behaviour.

Partnerships and governance form the basis for the "Community Pride and Perception" priority. Partnerships with our local partner primary schools are highly valued and we acknowledge their continued support and trust.

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As an Independent Public School we have embraced the opportunity to make decisions 'for our school, at our school'.
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Priority One

Academic Rigour and Successful Student Pathways

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Links with local community and training organisations provide a seamless transition to employment and future training.
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Focus Area	Indicators of Success	Commitments
Senior School Performance	WACE achievement is above 85%	<ul style="list-style-type: none"> Senior School team structure and planning, that includes the “Building Better Futures Coordinator” to ensure excellence in pastoral care and support.
	Retention of students from Year 10-12 is 70%	<ul style="list-style-type: none"> Development of enrichment opportunities including Step Up, Jump into WACE and work readiness programs and partnerships.
	Median ATAR is equal to or above like schools performance	<ul style="list-style-type: none"> Senior School Enrichment program that specifically meets the needs of ATAR students, through early identification and support. Focus on high quality senior school learning, teaching and assessment practices.
Literacy and Numeracy	NAPLAN 9 achievement and progress in Reading will be above like schools.	<ul style="list-style-type: none"> Develop specific strategies to sustain achievement in Reading, with a focus on the middle 60% of students in NAPLAN 7 & 9.
	NAPLAN 9 progress in Writing will be above like schools.	<ul style="list-style-type: none"> Focus on writing achievement across Years 7-12, and across the curriculum.
	NAPLAN 9 progress in Numeracy will be above like schools.	<ul style="list-style-type: none"> Development and implementation of whole school numeracy plan with focus areas on teacher development, numeracy across the curriculum and targeted specific support.
Western Australia Curriculum	The requirements of the SCSA PP-10: Teaching, Learning and Assessment Policy (2016) and SCSA Policy Standards for PP – Year 10: Teaching, Learning and Assessment (2016) are met.	<ul style="list-style-type: none"> Course delivery and offerings meet SCSA requirements for K-10 WA Curriculum. Classroom practice ensures opportunities for students in innovation, creativity and entrepreneurial skills.
	Monitoring and analysis of Year 7-10 student performance data is evident at learning area and classroom level across the school.	<ul style="list-style-type: none"> Use a range of data sources, including SAIS and NCCD, to reflect and plan for improvement and modification in delivery of course offerings and opportunities.

Priority Two

High Standards of Student Attendance and Behaviour

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Our school has always had a reputation for “doing great things with tough kids”, but it is time for us to change that perception to “doing great things for all kids”
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Focus Area	Indicators of Success	Commitments
Attendance	Secondary attendance rates exceed like schools.	<ul style="list-style-type: none">• A dedicated attendance team leads evidence and data informed attendance improvement strategies focused on school culture, parent and community engagement.
	Students in the regular attendance category (above 90%) exceeds 50%.	<ul style="list-style-type: none">• Targeted strategies for students in the 89-79% attendance categories, and celebration of success directly linked to expectations of regular attendance.
	Aboriginal attendance exceeds like schools and state average.	<ul style="list-style-type: none">• ABLE team programs all have attendance as a performance indicator and priority.• Teaching and learning programs and school practices represent a culturally responsive approach to Aboriginal attendance.
Behaviour and Well Being	Positive Behaviour Support (PBS) School Evaluation Tool (SET) data shows an increase to above 80% for each SET category.	<ul style="list-style-type: none">• Implementation of the school wide Positive Behaviour Support Model with a focus on teaching DARE (Diligent, Accountable, Respectful and Extraordinary) matrix.
	More than 75% of parents and students indicated that SVSHS is a safe and inclusive school.	<ul style="list-style-type: none">• Preventative and proactive programs are implemented to support student health and wellbeing. These programs are developed and implemented from student health and wellbeing surveys that identify student needs.

Priority Three

Professional Excellence

“Professional excellence is one of our four priorities and reflects the national and global focus on quality teaching.”

Focus Area	Indicators of Success	Commitments
Excellence in Teaching and Learning	Teacher development is focused on making good teachers great, drawing on evidence based feedback; (classroom observations, student achievement data and student surveys).	<ul style="list-style-type: none"> • Teacher development is developed from the philosophy of “making good teachers great.”
	All staff are measured as proficient against the AITSL standard, unless they are a beginning teacher (first 3 years of service).	<ul style="list-style-type: none"> • Performance management processes are robust, focused on improvement; evidence based and aligned with the AITSL standards.
	Student and parent survey data indicates that SVSHS teachers are highly effective in classroom management, experts in the content that they deliver and provide quality feedback for the purpose of improvement.	<ul style="list-style-type: none"> • Student voice is captured through a range of survey and interview formats. • Implementation of a school wide pedagogical framework with a focus on explicit teaching and high quality instructional intelligence. • Professional learning for staff is individualised, focused on transfer to classroom practice and contributes to the success of school priorities.
High Quality Leadership	School survey data indicates that the majority of staff, students and community believe that the school is well lead	<ul style="list-style-type: none"> • Senior Leadership team’s daily work practices and focus on improvement are guided by the National School Improvement Tool, SVSHS Leadership Decision Making Framework and evidence on highly effective leadership.
	Performance management and career development of the Senior Leadership Team and aspirant leaders incorporates self-reflection against leadership frameworks, collegiate surveys, coaching and quality feedback.	<ul style="list-style-type: none"> • Increase the number of Level 3 Classroom Teachers through a dedicated development program and quality performance management. • Implement the “Growing Leaders” program capturing best practice in leadership development from industry and DoE’s Leadership Centre.

Priority Four

Community Pride and Perception

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We will harness new thinking and innovation to address local priorities and challenges.

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Focus Area	Indicators of Success	Commitments
Partner Primary School & Community Partnerships	Enrolment of 80% of students from COMS local intake schools	<ul style="list-style-type: none"> Strengthen transition programs to include focus on enrolment of optional intake areas.
	Parent and community feedback indicates that SVSHS is a good school.	<ul style="list-style-type: none"> Implementation of the Dual Capacity Framework to support and increase active, high level family involvement in schooling.
Programs & Corporate Partnerships	Industry partnerships are established that enhance opportunities for future employment, creative thinking and entrepreneurship.	<ul style="list-style-type: none"> Development and launch of the Innovation Academy – with a focus on programs that create a Year 7 post school pathway for students.
	Enrolments in Education Support Centre indicate community confidence and quality provision of support for students with disabilities.	<ul style="list-style-type: none"> Establishment of ESC is based on system expectations, best practice in inclusivity and disability support and contemporary research.
	Corporate and NGO partnerships are identified and initiated at all levels of the school with additional partnerships being added annually.	<ul style="list-style-type: none"> Audit and document current partnerships in place, target students and identification of gaps for future partnerships to be established.
Governance	School Board survey and reflection processes indicate high levels of effectiveness.	<ul style="list-style-type: none"> Increase the profile of membership and functions of the SVSHS School Board in the local community and partner primary schools. Expertise of community members utilised to support SVSHS to achieve the targets outlined in the SVSHS 2020 Business Plan. School board members are provided with an induction and participate in school board training to increase effective governance.



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