



SHENTON
COLLEGE

BUSINESS PLAN

2014-2016



Excellence Community Self



Much more than marks. Learning for life.

COLLEGE MISSION

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 - A CENTRE OF EXCELLENCE IN SECONDARY EDUCATION

Shenton College strives to develop the “whole child” and to empower students to reach their true potential so that they can be active contributors to our society, both in their local community and beyond. Our success is built on the solid foundations and contributions of our parent bodies, Student Council and the College governance board which form a vibrant school community, vital to our ongoing development.

Our College has an extremely strong and proud culture of excellence in all aspects of a student’s education. We strive to be a Centre of Excellence in all learning areas and our ongoing success suggests we are achieving our goals.

extra-curricular activities. As the leading co-educational secondary school in Western Australia, we have established innovative links to our local tertiary partner, the University of Western Australia, through the Learning Links Program.

As we move into the future we will continue to strive to:

- Develop whole-of-community relationships to build local education and training solutions and partnerships
- Treat all people with respect and maximize each student’s learning
- Provide pastoral care to our students and assist our students to become lifelong learners

‘The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.’ Alvin Toffler, *Learning for the 21st Century*, 2003.

As a recognised specialist school, Shenton College is a leader in gifted and talented education in Western Australia. The College also experiences outstanding success at major sporting, music, debating and cultural events, at state, national and international levels.

As a specialist provider of gifted education, all of our staff undertake special professional development in providing for gifted students. This expertise is the perfect springboard to provide for all our students across the College. We strive to give all our students numerous opportunities to develop their individual interests, and to cultivate their talents through enrichment, engagement and

- Maintain action and planning cycles to ensure that we plan for improvement and add value to our students’ learning.

The Shenton College Business Plan 2014 – 2016 outlines the College’s priorities, strategies to attain these goals, and key performance indicators that measure our success. This Plan responds to the emerging needs of the 21st century adolescent within the College. We believe that young people in the 21st century will spend their adult lives in a multi-tasking, multi-faceted, technology-driven, diverse and rapidly changing world.

The Shenton College Business Plan 2014 – 2016 provides clear direction, responds to the Melbourne Declaration and recent MCEECDYA initiatives¹, sets a path for the College, and focuses on expanding the individual student beyond basic competency to a much higher level of academic thinking.

The Business Plan 2014 – 2016 aims to ensure every student at Shenton College learns skills that will equip them for lifelong learning.

These include:

- creativity, thinking and problem-solving skills
- interpersonal and self-directional skills
- information and communication skills.

This plan places an emphasis on quality teaching, curriculum differentiation and enhancing a student’s interest, confidence and ability to appropriately use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others in order to participate effectively in society. Furthermore, this plan identifies the significance of the College’s strategic alliances with its community in order to make learning more relevant, engaging and meaningful, and to support students to acquire academic content through real-world examples and application. These experiences will occur both inside and outside of the College, and will provide our students with greater local and global awareness.

¹ “Melbourne Declaration on Educational Goals for young Australians” – Dec 2008.

**VALUES AT
SHENTON COLLEGE**

Shenton College is committed to being an effectively functioning, moral community, grounded in sound values, consistently applied and lived by staff and students in all aspects of the College's activities.



OUR CORPORATE VALUES

The ethos and culture of Shenton College is based on the ethical principles of justice and equity, responsible care and respect for people's rights and is exemplified by:

- trust, honesty and integrity
- mutual care and respect
- openness to new ideas
- creativity and innovation
- pursuit of excellence
- fostering of personal growth
- cooperation, collaboration and teamwork
- effective communication
- responsibility and accountability
- appreciation, acknowledgment and reward of achievement
- service to the College and community.

OUR LEADERSHIP VALUES

The management and leadership of Shenton College is based on:

- 1. Visionary leadership: leadership which is forward looking and has a clearly communicated and inspirational, shared vision**
- 2. Ethical and distributed management practices.**

OUR TEACHING AND LEARNING VALUES

Teachers at Shenton College are committed to achieving excellence in teaching and learning through:

- 1. Adopting a range of teaching and learning strategies, within a learning culture and curriculum, that:**
 - caters for individual needs and aspirations
 - is committed to the principles of developmental learning
 - takes into account individual student learning styles
 - assists students to develop as autonomous and reflective learners
 - provides appropriate breadth and balance, and a holistic view of the student's development
 - provides students with challenge and success
 - uses technology effectively
 - includes a cross-curriculum, integrative and collaborative team approach
 - is relevant and transferable to situations beyond school, including vocational contexts
 - draws on community and university support and expertise
 - actively models the values embedded in the curriculum
 - regularly provides feedback to students and teachers to assist the learning process, and reporting this progress to parents.

- 2. Participating in on-going professional development, linked with the performance management and accountability processes of the College**
- 3. Contributing to a caring, innovative and enjoyable learning and teaching environment, through collaborative and cooperative teamwork and ethical practices, to ensure that every student is successful in developing the positive attitudes, knowledge, and skills for life-long learning that will enable them to achieve their potential and to contribute to the wider community.**

DEPARTMENT OF EDUCATION (WA) VALUES

At Shenton College, we are aligned with Department of Education (WA) values:

- **Learning** – We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.
- **Excellence** – We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give our best.
- **Equity** – We recognise the differing circumstances and needs of our students, and are dedicated to achieving the best possible outcomes for all. We strive to create a workplace and learning environment that is free of discrimination, abuse or exploitation.
- **Care** – We treat individuals with care. Our relationships are based on trust, mutual respect, and the acceptance of responsibility. We recognise the value of working in partnership with parents, carers and the wider community in providing a quality education for our students.

OUR PRIORITIES

Academic Progress, and Personal and Social Development

- 1. Quality Teaching & Learning**

Shenton College will remain a Centre of Excellence in secondary education, by providing support for teachers through professional development and learning, performance management, and shared teaching and learning strategies, that will assist in their preparedness for on-going local, state and national curriculum change.
- 2. Curriculum Differentiation**

Enable all individuals to reach their true potential, by differentiating the curriculum to cater for all students.
- 3. Educational Partnerships**

Make learning more relevant, engaging and meaningful, and support students to learn academic content through real-world examples and application, by maintaining strategic alliances with our community.



PRIORITY 1: QUALITY TEACHING AND LEARNING

DEPARTMENT OF EDUCATION PRIORITY	HIGH QUALITY TEACHING AND LEADERSHIP
Our Priority	Quality Teaching and Learning
Goal	Shenton College will remain a Centre of Excellence in secondary education, by providing support for teachers through professional development and learning, performance management, and shared teaching and learning strategies, that will assist staff in their preparedness for on-going local, state and national curriculum change
Key Objectives	<ul style="list-style-type: none"> • High performance on state and national standards • Success in state, national, and international competitions • High level of teacher recognition • Alignment to WACE and national curriculum reforms • Enhanced staff professional development and learning.

Glossary

ATAR	Australian Tertiary Admission Rank
GATE	Gifted and Talented Education
NAPLAN	The National Assessment Program – Literacy and Numeracy
SCSA	School Curriculum and Standards Authority
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education

WHAT WE WILL DO	HOW WE WILL MEASURE OUR SUCCESS
<ul style="list-style-type: none"> • Set high expectations and model high standards across all classrooms • Conduct regular and detailed review of aggregated and disaggregated student performance data • Learning areas and teachers conduct rigorous review of performance against state, like school and national benchmarks • Evaluate and review College policies, pastoral care programs and strategies regularly • Regularly review and monitor student attendance, and monitoring strategies that enable accurate parent communication and compliance • Monitor our reward strategies for all students • Revise and monitor Good standing and Gaining Year 12 status policies • Provide exam preparation and revision programs in Years 10 - 12 • Provide regular and informative course counselling for students to ensure successful pathways that enable graduation and well-being • Implement whole school academic awards and recognition program • Revise and implement whole school strategies that improve literacy and numeracy in Years 7 -12. 	<ul style="list-style-type: none"> • Student Achievement Information System (SAIS) results for the whole school above like schools • Year 12 attainment rate (SAIS) above 80% • Regular placement in the highest performing schools category for Year 12 courses by the School Curriculum & Standards Authority • Consistent top 5 WA public school ranking in the Year 12 ATAR Tables • Achieve a number and variety of Year 12 Awards • Median ATAR above like schools • (Aspire to) More than 45% of students with ATAR above 75 • The percentage of students in the top third of the state above like schools • (Aspire to) Top 50 VET school in SCSA ranking • High Year 9 NAPLAN results: <ul style="list-style-type: none"> • Above 45% of students in the top 20%, aspiring to above 50% • Less than 5% of students in the bottom 20%, aspiring to below 4% • Above like school score for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy. • Participation and success in state, national and international competitions • More Letters of Commendation than Letters of Concern • Secondary attendance rate above 92%.
<ul style="list-style-type: none"> • Develop programs and support that align curriculum for Year 7 through to Year 12, and across middle school and senior school • Review Year 10 curriculum differentiation • Review Year 7- 12 course selection and course availability • Plan and prepare scope and sequence across all years, with greater alignment of all courses, and all learning areas, to WACE and National Curriculum reforms. 	
<ul style="list-style-type: none"> • Support staff through professional development and learning to implement Australian Curriculum and WACE reforms • Enhance teacher professional learning and reflection for the development of instructional excellence • Maintain collaborative decision making processes that reflect supportive processes informed by our College values • Create College based, staff professional development and learning opportunities that communicate and enhance exemplary teaching practice. 	<ul style="list-style-type: none"> • Levels of leadership differentiation • The level of staff professional learning and development • High level of staff recognition at the state and national level • High numbers of Level 3 and Senior Teachers • Increased use of reflective teaching strategies and collaborative learning strategies by teachers.
<ul style="list-style-type: none"> • Develop and implement strategic plans • Enhance the physical aspects of the classroom and learning environment that promote excellence in learning and teaching • Plan and prepare for six years of secondary schooling • Plan and prepare for reduction in public funding. 	<ul style="list-style-type: none"> • Increased sources of funding and resources.
<ul style="list-style-type: none"> • Support staff and students to demonstrate an understanding of, and commitment to, the College's values. 	<ul style="list-style-type: none"> • High student and community satisfaction with teaching and learning.

PRIORITY 2: CURRICULUM DIFFERENTIATION

DEPARTMENT OF EDUCATION PRIORITY	SUCCESS FOR ALL STUDENTS
Our Priority	Curriculum Differentiation
Goal	Enable all individuals to reach their true potential, by differentiating the curriculum to cater for all students
Key Objectives	<ul style="list-style-type: none"> • High graduation and attainment rates • Increased extension and enrichment opportunities • High performance in extra-curricular activities • Dedicated workforce for special needs and 'at risk' students • Strong student support, care and well-being.

WHAT WE WILL DO	HOW WE WILL MEASURE OUR SUCCESS
<ul style="list-style-type: none"> • Encourage a differentiated learning approach to address individual learning differences • Provide curriculum differentiation, extension and enrichment opportunities to students in years 7–12 • Maintain the middle school High Performance Learning (HPL) class to cater for identified academic students • Establish curriculum programs and commitment to academic excellence in all classrooms which focuses on engagement • Employ methodologies which integrate new and developing technologies into curriculum delivery • Support students with special needs through tailored support program and resourcing • Maintain a whole school approach to the implementation, promotion and support of Certificate II vocational pathways • Review Certificate II courses and vocational courses in Year 11 and 12 • Maintain Study Skills program, Mentoring, Breakthrough to Excellence, Transition, Flexible Curriculum and Fitness for Life programs • Enhance pastoral care, career and course counselling and monitoring for all students in Years 10 -12, to access appropriate and successful academic and vocational pathways and well-being. 	<ul style="list-style-type: none"> • High graduation & attainment rates, aspiring to 100% for all Year 12 students • Varied learning pathways to enhance students' educational opportunities and outcomes • Positive trends in performance and progress across a range of subgroups • High participation and performance in extracurricular activity events including state, national and international competitions • Retention rates of Gifted and Talented students from years 7–12 above like schools • Increased demand and enrolment applications for year 7 Gifted and Talented, and High Performance Learning courses.
<ul style="list-style-type: none"> • Implement strategy to achieve a 1:1 computer to student ratio for years 7–12 with a personal leasing arrangement established • Employ methodologies which integrate new and developing technologies into performance management, teacher reflection, curriculum delivery, assessment and grading, parent and student communication, surveying and data analysis. 	<ul style="list-style-type: none"> • Enhanced use of digital and learning technology in teaching and learning program.
<ul style="list-style-type: none"> • Deliver University of NSW, accredited GERRIC and other professional learning programs that develop best practice for Gifted and Talented education, to all teachers • Provide access to Gifted Education and GATE standard professional learning, appropriate to secondary school students • Promote Certificate II and Vocational Pathways to students • Enhance the level of staff engagement in teaching strategies that engage, extend and enrich student learning • All staff to build a set of differentiated learning strategies that are communicated at learning area meetings. 	<ul style="list-style-type: none"> • All staff trained in Gifted and Talented (GERRIC) modules, and aspiring to have all staff professionally developed in differentiated learning techniques • All Educational Assistants provided with special needs and inclusive practice training, and professional learning specific to "at risk" students • Increased number of help classes offered to Year 11 status students • Increased number of enrichment tutorial classes available for academic extension in certain courses • A workforce that caters for special needs students and students at educational risk.

PRIORITY 3: EDUCATIONAL PARTNERSHIPS

DEPARTMENT OF EDUCATION PRIORITY	DISTINCTIVE SCHOOLS
Our Priority	Educational Partnerships
Goal	Shenton College will make learning more relevant, engaging and meaningful, and support students to learn academic content through real-world examples and application, by maintaining strategic alliances with our community.
Key Objectives	<ul style="list-style-type: none"> • Develop understanding of international issues and global perspectives • Ensure quality vocational learning pathways • Provide opportunities for student and staff work experience • Enhance student and staff connections with local and international community • High student and community satisfaction.

WHAT WE WILL DO	HOW WE WILL MEASURE OUR SUCCESS
<ul style="list-style-type: none"> • Participate in extra-curricular and cross-curricular activities • Increase community use of facilities • Develop and implement sister school partnership plans • Implement strategies to provide sister school and international learning experiences for students and teachers • Participate in World Challenge program as part of Fitness for Life • Formalise partnerships with sister schools • Establish processes for benchmarking our progress and performance nationally • Establish measures so the College values are broadly communicated and fully integrated across the college and modelled by all staff, students and community members. 	<ul style="list-style-type: none"> • Ongoing opportunities for engagement in programs that develop understanding of international issues and global perspectives • Increased number of students and staff on overseas exchanges and tours • Quality partnership programs and vocational learning pathways • Ongoing UWA alliances within the College • Enhanced student values and increased understanding of equity • Increased student and staff connections with the local and international community • Maintain Shenton Network links • Maintain our formal partnerships and agreements with: <ul style="list-style-type: none"> • Local and international schools • Local business and employment community • Industry • Universities • Private training providers • Charities.
<ul style="list-style-type: none"> • Enhance our Eminent Speakers program • Maintain strong College representation and involvement in the Learning Links committee and programs • Develop strategies to ensure Learning Links partnerships are across all learning areas • Enhance University of Western Australia (UWA) partnerships that provide opportunities for student and staff work experience. 	
<ul style="list-style-type: none"> • Maintain the level of communication, marketing and promotion of educational partnerships and classroom successes within the community • Conduct regular student and community satisfaction surveys and College on-line surveys • Ensure regular and effective communication strategies with our community • Improve the College website • Support the College alumni • Ensure regular parent/staff communication • Maintain open communication with Shenton cluster primary schools • Maintain the high level of community links established by student council • Maintain the level of community input into student assemblies. 	<ul style="list-style-type: none"> • High student and community satisfaction with communication and partnerships • Positive parent feedback and satisfaction, and increasing enquiry and demand for enrolment applications • Links and connections with former students and staff.

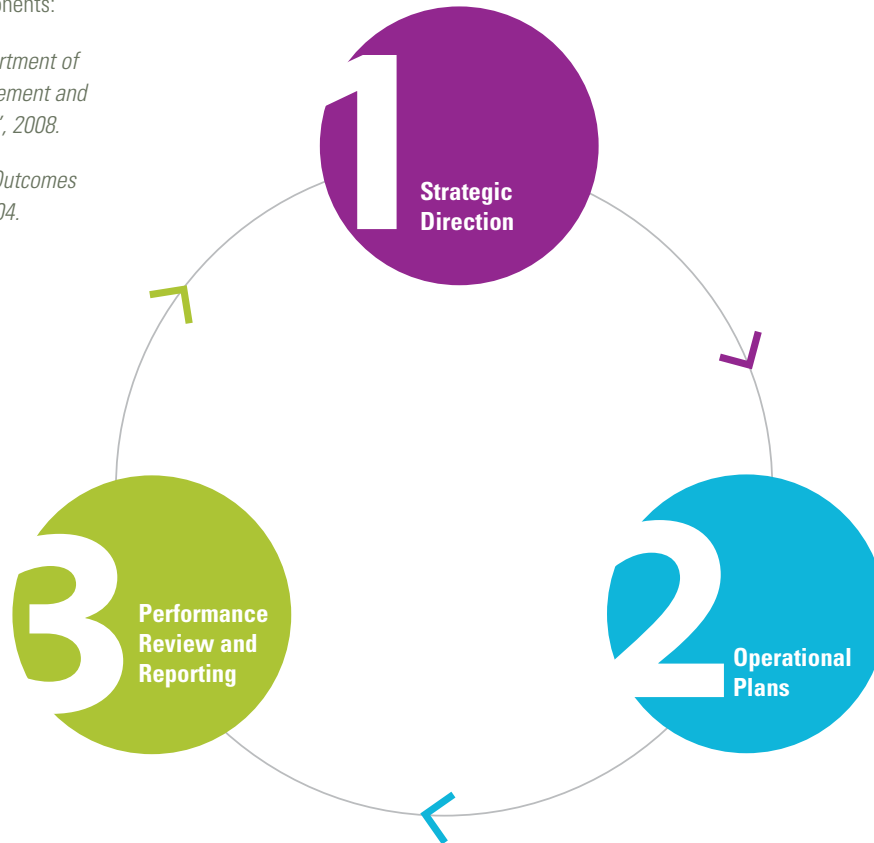


HOW OUR PLAN WORKS

The planning framework at Shenton College is consistent with the Western Australian Department of Education's "School Improvement and Accountability Framework"² and the state government's "Outcomes Based Framework"³, is based on an annual 'plan, act, review' improvement cycle, and has three linked components:

² Western Australian Department of Education, "School Improvement and Accountability Framework", 2008.

³ Department of Treasury, Outcomes Based Framework, Nov 2004.



1. Strategic Direction

- The Department of Education Strategic Plan: this defines the Department's goal and describes the strategic outcomes expected from the education system and from our school
- The Shenton College Business Plan: this is a three-year plan which defines the strategic direction and key areas of focus for our school.

2. Operational Plans

- The College's Operational Plan and Faculty Plan: these are one-year plans that identify the areas of strategic focus for the College and each area of responsibility. These plans are developed by the leadership team in consultation with staff, and operationalise the Business Plan
- Specific Improvement Plans: Learning Areas, Communities and individual staff develop plans to identify and articulate how they plan to achieve specific improvement within their own areas of responsibility, and the College's strategic, context.

3. Performance Review and Reporting

- The Shenton College Accountability Report: this is a school accountability document, that is presented to the Director General of Education, and drawn from audit documents that review how the school is performing against objectives and strategies in the Business Plan. This report is prepared in consultation with the board, all administrators, learning area heads, and community leaders
- The Shenton College School Report: this is an annual report that describes, and provides the community with information about, our performance. It gives parents and other members of the community a clear sense of how students in the school are progressing and what is being done to maximise student achievement.



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2014-2016



For further details please visit the College website
www.shenton.wa.edu.au or Schools Online at www.det.wa.edu.au

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