

SHENTON

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SHENTON
COLLEGE
BUSINESS
PLAN

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SHENTON 2025 | OUR PURPOSE

Shenton College is a boldly ambitious and proudly public school, committed to delivering the highest quality education to every student in our care. As a learning community, we nurture curiosity, collaboration, and a sense of responsibility towards others - enabling us to lead lives of agency, contribution, and fulfilment.

We provide excellence in education for secondary students with teaching and learning programs that are designed to be challenging and innovative. We support our students to find value in their school days and achieve their potential, laying a foundation for leading fulfilling and constructive lives in society.

CARE

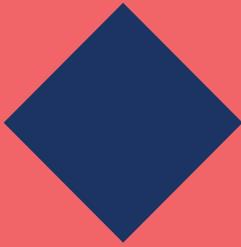
With a generosity of spirit, we look after ourselves, each other and our environment.

CURIOSITY

We are adventurous in our learning, courageous in our questioning, and intelligent in our risk-taking.

COLLABORATION

We labour together, discover together, and succeed together. This College functions best as a team.

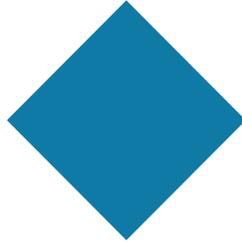


The College has an established culture that prioritises the intellectual, social, emotional, and physical wellbeing of each and every child. Our motto — Much More than Marks; Learning for Life — reflects our understanding that learning does not just take place in a classroom and talks to our commitment to developing the whole child.

The College was founded on the belief of Excellence; through Self and Community, and whilst we aspire for excellence in all areas of our community, we continue to pursue the broadest possible definition of success. We are clear in our belief that excellence is not an arbitrary measurement - it is a lived, personal commitment to being the best possible version of yourself that you can be.

By combining a focus on personal growth alongside a commitment to serving others in their own development, we ensure that our community members find success whilst maintaining a strong sense of belonging and connectedness to the school ethos.

A central part of our preceding business plan was to crystallise and articulate our College values, to try and define just what makes the 'Shenton Difference'. These values of Care, Curiosity and Collaboration, are what bind us together as a community, despite the distinct stages and structures that exist within our institution. They are the concepts that we recognise as central to our expectations about how we treat ourselves and each other, and the touchstones of our culture that we hold ourselves, and our community, accountable to.



Our 2025 Shenton College Business Plan is the College's fourth as an Independent Public School. It builds and refines on the strategic directions of the Shenton 2020 plan while retaining its determination and resolve: we remain a bold educational community striving to be at the forefront of education in this country.

What we set out to achieve through this business plan is underpinned by our great shared passion for the education and care of our students, and to make Shenton the very best school for its community.

The College has continued to enjoy consistent and significant success, measured by performance in state and national testing

The College has been externally reviewed four times as an Independent Public School, one of these as the first Exemplary Review of a secondary school in Western Australia. In every review, the College has received overwhelmingly positive findings, multiple commendations and the endorsement of the external reviewers. Prior to Shenton 2020, our business plans focused on the interconnected areas of Quality Teaching and Learning, Curriculum Differentiation and Educational Partnerships: these aspects continue to be embedded in the culture of the college. In the same way, the key Focus Areas of Shenton 2020: Successful Students; Connected Teachers; Engaged Leaders remain central to our direction and are retained within this cycle of planning.

Throughout the period of the last business plan, the College has continued to enjoy consistent and significant success, measured by performance in state and national testing, and participation and performance in significant co-curricular achievements. The College has maintained its status of being the pre-eminent local-select public school in WA.

The College leadership and community remain steadfastly committed that we should be at the forefront of education in this country

These overwhelmingly positive outcomes, achieved through the commitment and hard work of all our community members, are sustained and protected by our planning processes. To this end, this new Shenton 2025 document can be understood as an evolution of the central tenets of the previous plan with some important refinements, particularly a delineation of our values. Identifying Care, Curiosity and Collaboration within our values is a transparent and forthright articulation of what defines us and an appropriate motivation for our teaching and learning culture.

The College leadership and community remain steadfastly committed 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.

The 2008 Melbourne Declaration on Educational Goals for Young Australians 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. This declaration is still at the heart of our planning, as are the key areas identified in the Director General's *Focus 2021*¹ and the Department's strategic plan *Building on Strength: Future Directions for Western Australian public school system*². The College enjoys an established culture that prioritises 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, we retain a fundamental engagement with traditional disciplines: the arts, sciences, mathematics, humanities, and physical development.

The College has a longstanding and highly valued Learning Links partnership with the University of Western Australia. The relationship with UWA continues to be a defining narrative in many aspects of the College's growth, in particular, the ongoing shared focus on enriching the educational experience of our students and building the opportunities for the professional development of our staff. This is a relationship framed by rich mutual interests and a recognition that school and tertiary sectors must work together. The College remains deliberately outward-looking, maintaining strong ties to schools and communities in China and Japan.

¹ education.wa.edu.au/dl/ojdk6I2

² education.wa.edu.au/dl/oelpev

With growth comes strategic opportunities to deliver more comprehensive programs to our community

The College is not immune to the dynamics of urban renewal and in particular, the underlying trend toward medium density housing, that was identified in the *Shenton 2020* plan as a major impact on our community. As predicted, the College's student population is approaching 2700, and there is an understanding that during this planning cycle we will need to consider how we respond to these numbers in terms of our built capacity. The College has been significantly transformed in recent years, with the completion of Shenton Stage 2 which has delivered on our *Shenton 2020* expectations as emblematic of our growth in stature as an institution at the forefront of education in WA. The three schools model (Middle Ys7 & 8; Lower Senior Ys9 & 10; and Upper Senior Ys11 & 12) is now a successfully embedded College structure. The lesson is clear, however, we cannot stand still in a local and wider world that is changing rapidly — we must continue to develop opportunities to strengthen our capacity to respond to the needs of our students and the wider community. The upheaval of the global pandemic of 2020/21 has underlined the importance of institutional agility. These important lessons underpin and inform our *Shenton 2025* planning.

With growth comes strategic opportunities to deliver more comprehensive programs to our community. In our recent planning cycle, the College invested in leadership in very important areas, appointing Level 3 leaders to support our provision for students with disabilities and also teacher development. The College has invested very significantly in Student Support, bringing the portfolio under the leadership and direction of an Associate Principal. The Student Support team has grown to include two new Student Support Officers; three School Psychologists and two school Nurses. This is a substantial increase in staffing and support for our students.

The College continues to be agile in its response to the demands of its educational community with the leadership initiating the development of outstanding programs and ensuring that existing ones remain well staffed and funded. The *Shenton 2025* plan supports these initiatives, embeds them and sets out new opportunities for growth.

SHENTON 2025 | SELF-ASSESSMENT OVERVIEW

The culture of the College is shaped by the critical role that self-reflection and review plays in growth and improvement. Following a review of the success of our *Shenton 2020 Business Plan*, we have decided to reaffirm the central Focus Areas in this new document. This alignment of focus reflects the feedback garnered from our most recent IPS Review in 2019. The College maintains a focus on teaching as a practice that can be reflected upon, deconstructed and consequently improved. Our teachers are learners, and we support them to remain students of their own craft. Collectively we share a role in reflecting on where we are currently at, knowing where we want to progress to and sharing a clear and communicated strategic vision on how to get there.



The College has an expectation that all students and staff will engage in highly reflective practices

As part of the *Shenton 2025* consultative process, there has been a thorough reflection on the progress made under the previous business plan and an examination of:

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

The College has an expectation that all students and staff will engage in highly reflective practices. These will invariably take many forms but may include critical reflection on assessment tasks, investigating trends in student performance, student voice feedback, 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 we make no apologies for focusing all of our decision-making on developing strategic and innovative processes that strengthen student outcomes, and then celebrating those students as they achieve their best. We continue to focus our energies in developing our own practices, while strengthening meaningful relationships with parents, education and industry partners, and the wider community, all of whom play a key role in providing opportunities and support for our students.

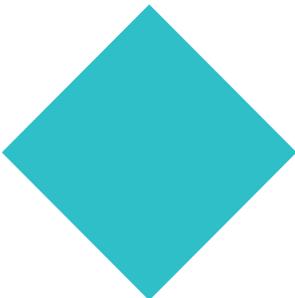
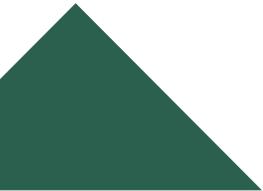
In our 2019 IPS Review, the Public School Review Director, Mr Brett Hunt, noted that our College set an impressive benchmark for public schooling in our State. Particularly pleasing were his observations that:

- ◆ Having assessed the College on three separate occasions, he considers that the standards of excellence have become culturally embedded throughout the staff and student bodies,
- ◆ High-level leadership and alignment to a clear moral purpose is evident throughout all levels of the leadership hierarchy, and;
- ◆ The assessment demonstrated that Shenton's emphasis on authenticity (delivering on what is said to be important), alignment (between strategy and operational performance) and accountability (regular measurement and transparency) is paying ongoing dividends in terms of student outcomes.

With the continued growth in student numbers, we continue to seek ways to innovate and strengthen learning cultures, resources and connections that best support adolescent learning

We remain committed to these areas of our school performance and recognise the benefit of setting more detailed and challenging targets that look at the fine-grained indicators of student academic achievement and progress. We also seek to sustain and grow the innovative practice of using measures that demonstrate progress in non-academic areas of student achievement, including areas such as student participation, engagement in co-curricular activities and community initiatives, and our school commitment to developing the whole child.

Since our last business plan, we have welcomed some significant additions to our built campus, in the form of our new Learning Hub in the Senior School, an extension to our gymnasium and a new TechSpace facility. With the continued growth in student numbers, we continue to seek ways to innovate and strengthen learning cultures, resources and connections 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 and providing them with the highest quality resources they need to support their professional practices.



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 the Student Attainment Targets outlined in this plan.

The Focus Areas and strategies look to provide us with a carefully considered direction for the next five years.





SUCCESSFUL STUDENTS

At Shenton College, each and every student is welcomed, encouraged, and celebrated and their uniqueness is recognised and valued. We understand the foundation for encouraging successful students is a strong sense of belonging and connectedness to the school values. Success is not a fixed benchmark, but a demonstrated commitment to striving for your personal best.

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
- ◆ Be reflective on their progress.

STRATEGIES

Deepen the culture of reflection on individual learning progress within the full range of diversity across our student cohort

MILESTONES/MEASUREMENTS

- ◆ Develop clear models of reflection (self, peer and teacher-initiated) for our students, across all developmental phases
- ◆ Building a culture of productive conversations - peer to peer, teacher with student, and parent with student
- ◆ Ensure that feedback processes are constructive, with clear direction on improvement and growth
- ◆ Develop student understanding of their own agency in the learning process

Promote the Act/Belong/Commit strategic focus of the school

- ◆ Student Support Strategic Plan formalised and identified national/state level mental health and wellbeing initiatives and frameworks mapped across school planning
 - ◆ Student Support Strategic Plan embedded across all key stakeholders who hold a role in building student empathy, resilience and efficacy
 - ◆ Appropriate PL identified and engaged in by key Student Support staff, Year Leaders and educational leaders in the College
 - ◆ Ongoing review of the 7-12 Mentor Program to ensure it addresses community need and remains contemporary and relevant
 - ◆ Implementation of a Parent Support Speakers program to build parental understanding and skills in supporting adolescent development
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STRATEGIES

Encourage active student citizenship, community engagement and dual cultural leadership

Strategically support the full range of students to engage in a broad selection of co-curricular opportunities

Strengthen the strategic approach to increasing student regular attendance

Renew course counselling and career development processes to ensure successful pathways, support student wellbeing and independence, and prepare students for a life of contribution beyond school

Develop and embed a process for recording, recognising and celebrating student contributions to the wider school culture and community

MILESTONES/MEASUREMENTS

- ◆ Age-appropriate opportunities identified for citizenship and service-learning opportunities across the school
- ◆ Establishment of coordinated cross-year group mentoring opportunities for student peers
- ◆ Extension of the student club culture into the Senior School, with developmentally appropriate adaptations
- ◆ Establishment of Girls in Leadership and Boys in Leadership strategies to build self-awareness of student leadership potential
- ◆ Establishment of a Dual Cultural Leadership group to develop students' cultural responsiveness and understanding

- ◆ 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, considering those identified underrepresented groups

- ◆ Improved analysis of regular attendance data
- ◆ Identification and intervention strategies developed for at-risk students (those with regular attendance below 90%)

- ◆ 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

- ◆ Formulate Student Learner profiles to capture student success, learning and contribution beyond the classroom, particularly where students have exemplified the values of the College
 - ◆ Identify and develop a digital medium to micro-credential community engagement, leadership and commitment to the school values
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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 and are reflective on their progress.

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

- ◆ Having a shared language and understanding of a teacher's responsibility in student learning
- ◆ Collaborating with others, and the wider community, to provide rich learning opportunities for all students
- ◆ Knowing our students and how they learn
- ◆ Reflecting on and analysing our impact on student learning
- ◆ The giving and receiving of quality, growth-centred feedback for both staff and students
- ◆ Ensuring inclusive, responsive and differentiated learning opportunities for each and every student.

STRATEGIES

Formalise and embed a shared understanding of how instruction influences successful student learning

Consolidate and embed the culture of Professional Learning Communities – aligned to Business Plan focus areas and strategies

Support Learning Area and whole-school approaches to building student capacity in the General Capabilities

MILESTONES/MEASUREMENTS

- ◆ Instructional Leadership working party extended to new cohorts and strategies embedded into the College teaching community
- ◆ PL for staff is supported and promoted to ensure a shared understanding of what constitutes highly effective learning
- ◆ A range of instructional strategies is shared across the school so that teachers have a repertoire of contextually-specific best practices to draw upon
- ◆ The selection and use of these strategies is embedded as the basis for feedback on professional practice

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- ◆ Active engagement in PLCs by staff is encouraged and acknowledged through Staff Learning Profiles
 - ◆ Each PLC develops a strategic plan to advise the Principal
 - ◆ Role of PLCs recognised in our REACH process

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- ◆ Whole-school approaches are developed by key staff and working parties - across all 7 *General Capabilities*³
 - ◆ Each LA audits their curriculum documents to embed whole-school approaches to the General Capabilities
 - ◆ General Capabilities focus clearly articulated in LA planning documents and Outlines
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STRATEGIES

MILESTONES/MEASUREMENTS

Support positive and inclusive classroom relationships and climates

- ◆ Classroom Climate Working Party develops coaching capacity of a staff cohort
- ◆ Coaches work alongside staff to develop a consistent and broad understanding of classroom management skills and the role they play in influencing safe and accountable classroom climates
- ◆ These skills sets become a commonly shared language for recognising, describing and sharing best practice

Deepen the culture of reflective practices in our teaching staff

- ◆ Ensure that all staff have the support they need to effectively access and interpret relevant data about the impact of their teaching practice e.g. SAIS, RTP, Attendance, Compass, NAPLAN, PIVOT etc.
- ◆ REACH documentation reviewed to ensure contextual relevance
- ◆ Differentiation present in documentation to meet teachers at their point of need
- ◆ Clear focus on productive and constructive feedback conversations and strengthening reflective practices
- ◆ REACH process, with a focus on strategic alignment to the Business Plan and explicit professional learning on the giving and receiving of feedback

Ensure staff are skilled in providing differentiated teaching, learning, assessment and reporting opportunities to support all students to experience success

- ◆ Relevant PL completed by appropriate staff
- ◆ Key PL learning delivered to all staff, in-house
- ◆ Focus areas include Gifted and Talented, Trauma, Autism, ADHD, Specific Learning Disorders, FASD (and others as identified)
- ◆ Build staff understanding and expertise in SEN assessment and reporting, linked to IESP targets

Ensure that high-quality professional practice from teachers who embody the thinking, reflective and learning dispositions we desire from our students is modelled to our staff

- ◆ Showcase moments provided for staff to share exemplary practice
- ◆ Consistent, informed ownership and strategic use of data by teachers and LAs
- ◆ Ongoing refinement of courses, assessment outlines and reporting practices to ensure high expectations of excellence, equity of access and student engagement are evident in the daily life of the school

Support staff in becoming increasingly skilled in the innovative and strategic use of technology in the delivery of their teaching and learning programs

- ◆ PL for all staff on innovative practices for classroom and remote delivery
 - ◆ IT Support review of the tiered framework of supported services and educational tools
 - ◆ Development of non-negotiable core practices, alongside strategies that support teacher-led innovation
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POWERFUL LEARNERS

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. A high-quality learning environment is one where all learners reflect on where they are at, know where they need to go to improve and understand how to get there.

We commit to supporting learning in our community by:

- ◆ Making the learning process engaging, explicit and visible
- ◆ Developing our understandings of how we learn best
- ◆ Maintaining safe learning environments, where academic challenge is provided and responsible risk-taking is encouraged
- ◆ Recognising that every individual's learning journey is a life-long endeavour
- ◆ Supporting strategic professional learning aligned with our areas of focus
- ◆ Fostering a culture where learners take responsibility for the active role they play in their own learning.



STRATEGIES

Ensure that all members of our community have the appropriate study skills to be able to proactively manage their engagement in learning

Ensure that our assessment practices provide the best possible opportunity for all our learners to demonstrate their knowledge, skills and understanding

Develop and embed an approach that builds the capacity of all our learners to self-reflect on their learning needs, responsibilities and mindsets

Foster and embed a culture of curiosity, questioning, thinking and intellectual risk-taking

MILESTONES/MEASUREMENTS

- ◆ Scope and sequence for study skills established
- ◆ Key milestones recognised (transitions, exams etc.) and supported by explicit teaching moments of relevant skills

- ◆ Ongoing review of Assessment Outlines and practices to ensure that assessments meet the requirements of *SCSA Principles of Assessment*⁴
- ◆ Ongoing review of the number of assessments in alignment with course requirements and learning needs
- ◆ Differentiation of assessment tasks, where appropriate, to ensure fair and equitable opportunities for students to demonstrate their skills and understanding of curricula
- ◆ Assessment and feedback transparency shared with our parent community through Compass via Learning Tasks
- ◆ Ensuring in all learning opportunities, that students are clear in understanding what success looks like

- ◆ Appropriate program(s) established by key staff
- ◆ PL delivered to all staff and awareness raised within the wider community
- ◆ Programs established in curriculum planning across all year groups and cohorts

- ◆ Develop professional learning opportunities to support staff understanding and implementation of meta-cognitive practices in their planning for learning
 - ◆ Structures for shared practice and feedback to support cultures of curiosity, questioning and thinking in the classroom and planning developed for staff
 - ◆ PLCs supported to build staff capacity
 - ◆ Strategic support for safe but accountable classroom climates
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⁴ k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions



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 improving our cultures of inclusivity, learning and growth.

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

- ◆ Acknowledging that embedded in every role, there is an element of leadership
- ◆ Promotion of our students' voice and a shared role in decision-making about their school community
- ◆ Supporting active involvement in school and system-wide leadership
- ◆ Creating the enabling conditions necessary for strengthening student outcomes and improving the effectiveness of classroom teaching
- ◆ Promoting the school-wide collection and use of quality data to identify starting points for action, to set goals for improvement, monitor changes over time, and to evaluate the impact of actions and decisions to improve learning outcomes and wellbeing.
- ◆ Ensuring strong, purposeful relationships between all members of the school community, focused on the common objective of meeting every student's learning needs and seeing all students learning successfully.



STRATEGIES

MILESTONES/MEASUREMENTS

Sustain the use of the GROWTH Coaching model across 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 and visible in REACH

Sustain and renew our aspirant leadership program for staff

- ◆ Stage Two of our Aspirant Leadership Program initiated
- ◆ Identification of new staff cohort
- ◆ Staff PL in the use of data as a tool for identifying areas of focus and measures of impact develops staff capacity to analyse their practice
- ◆ Connections formed with tertiary institutions for accredited learning

Develop a program to facilitate alumni mentoring/coaching roles 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 peer mentors
- ◆ Strengthening of existing mentoring programs with the school - e.g. *AIME*⁵, *EdConnect*⁶, Debating, Study Club, Follow the Dream

Develop and implement 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
- ◆ Student Clubs across the school explicitly articulate the leadership opportunities they provide
- ◆ Leadership goals of the Dandjoo Djena Koorliny implemented - Dual Cultural Leadership development and immersive cultural experiences

Broaden the leadership culture of the College so that staff and students enact change

- ◆ Establish school structures and processes that encourage participatory decision making, and engage staff and students in leading the continued development of the College
- ◆ Working parties established in the key target areas of leadership growth in the College - e.g. Boys in Leadership, Girls in Leadership, Dual Cultural Leadership
- ◆ Data workshops developed to help staff interpret and make use of the various data points available, both for identifying areas of focus and as a measure of our impact

⁵ aimementoring.com

⁶ edconnectaustralia.org.au



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

SHENTON 2025 | ACHIEVEMENT TARGETS

Shenton 2025 describes the planning context for the continued development and improvement of the College and sustains our 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 in the coming years. Alongside the Strategies and Milestones identified, *Shenton 2025* 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 deliberately 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's website.

ACADEMIC TARGETS

NAPLAN

Target 1: In each year of the Business Plan, we see a positive trend in those students achieving 'Limited' and 'Satisfactory' performance in Y7 NAPLAN, achieving 'Moderate' or better progress in Y9, across Reading, Writing, and Numeracy. (Stable Cohort; 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)

WACE

Target 3: 98% of students eligible for a WACE pathway will demonstrate the minimum standard of Literacy and Numeracy competency in OLN by the end of Year 12. (Schools Online)

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 strong median ATAR results for students in funded specialist programs in comparison to other cohorts in the College. (SAIS Dashboard)

Non-Academic Targets

With the implementation of innovative data collection tools, we routinely collect substantial, quality datasets to measure our progress within the *Australian Professional Standards for Teachers* and the *AITSL Standards for Principals*. These standards underpin our REACH Performance Development processes and reflect our achievements in influencing the creation of safe and inclusive learning environments, where the focus is on each member of the community being agents in their own progress.

Our targets for our teaching staff will operate in the five 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

CLIMATE

Target 7: Established classroom survey datasets indicate positive outcomes across all five of the identified AITSL Teaching Standards. (PIVOT and internal tools)

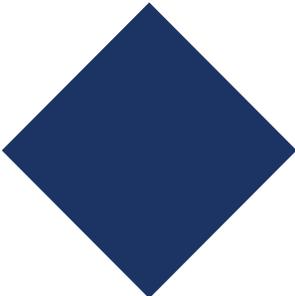
Target 8: Surveys demonstrate strong levels of satisfaction in school culture, leadership, and organisation. (PIVOT, National School Opinion Survey, and internal tools)

ATTENDANCE

Target 9: Regular and Overall Attendance measures are equal to Like Schools and significantly better than WA Public Schools. (Schools Online, Student Details, Student Attendance by Year Group)

COMMUNITY ENGAGEMENT

Target 10: Through the establishment of a range of measurement tools, recognise progress in participation, and contribution to, community and citizenship activities across our learning community. (Measures to be established)



GLOSSARY

ADHD	Attention Deficit Hyperactivity Disorder: a neurobiological condition characterised by differences in levels of inattention, impulsivity, and/or hyperactivity.
AITSL	<i>Australian Institute for Teaching and School Leadership</i> ⁷ .
ASD	Autism Spectrum Disorder: a complex neurodevelopmental disorder characterised by differences in social skills, communication and behaviour.
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.
EAL/D	English as an additional language or dialect.
FASD	Foetal Alcohol Syndrome: FASD is a diagnostic term for the range of physical, cognitive, behavioural and neurodevelopmental abnormalities which can result from maternal drinking during pregnancy.
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.
ICSEA	The Index of Community Socio-Educational Advantage is a measure that enables meaningful comparisons to be made across schools. It has been developed specifically for the <i>My School</i> ⁸ website and measures key factors that correlate with educational outcomes.
IESP	An Individual Education Support Plan.
IPS	Independent Public Schools.
L3s	Level 3 School Administrators (Heads of Learning Areas, Heads of Learning Communities and Program Coordinators).
LA	Learning Areas.
Learning Community	The intersection of students, parents/carers, alumni, teachers and other school staff, alongside broader community connections with partner organisations, all working together to enrich the opportunities for our students.
NAPLAN	<i>National Assessment Program – Literacy and Numeracy</i> ⁹ .

⁷ aitsl.edu.au

⁸ myschool.edu.au

⁹ nap.edu.au/naplan

OLNA	<i>Online Literacy and Numeracy Assessment</i> ¹⁰ .
PIVOT	A Student Perception Survey tool that provides teachers with important feedback and insight into how students feel in their classroom.
PL	Professional Learning.
PLCs	Professional Learning Communities.
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).
SAIS	Student Achievement Information System – a web based data tool provided by the Department of Education WA.
SEN	Special Educational Needs.
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.

¹⁰ senior-secondary.scsa.wa.edu.au/assessment/olna

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