Est. 1971

THORNLIE SHS

ENGAGE INSPIRE ACHIEVE

CELEBRATING 50 YEARS

Thornlie Senior High School

Business Plan 2021-2023

Engage, Inspire, Achieve

We are embedding a culture of challenge, high expectations and achievement by building staff capacity to further increase student engagement.

This is our plan; endorsed by the staff, students and school community through the School Board.

Our Vision

Engage, Inspire, Achieve

Thornlie Senior High School is a comprehensive senior high school.
We offer our community a broad range of educational opportunities which reflect the social, academic and vocational needs and aspiration for every student.

We want our students to fulfil their aspirations working in an environment which emphasises the importance of respectful relationships and the achievement of personal best.

Our Values

Excellence through Equity

Aspirations for 2021 to 2023

We will improve student academic outcomes to matching or exceeding like schools in NAPLAN, OLNA, WACE and Attendance

At Thornlie Senior High School we have three development priorities:

- **Challenge, High Expectation and Achievement:**

to embed a culture of challenge, high expectations and academic performance

- **Staff Capacity:**

to build staff capacity in teaching and learning for high performance-high care

- **Student Engagement:**

to increase student engagement in learning

To enact our journey of continual growth and improvement, and to plan strategies that enable successful students.

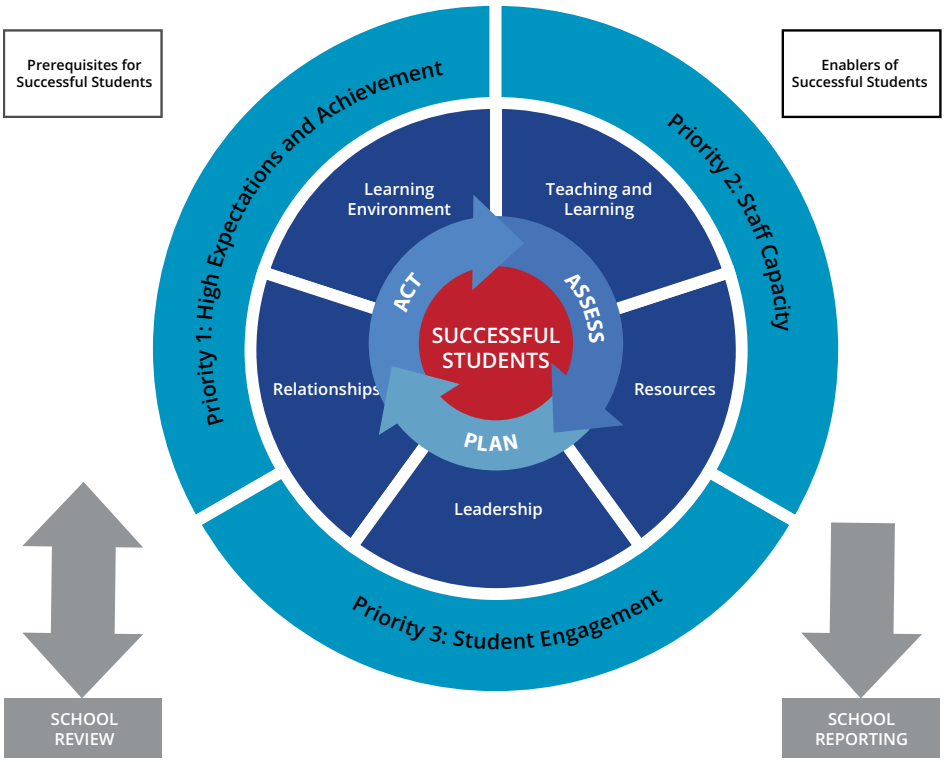
Fogarty EDvance School Improvement Program

Thornlie SHS successfully completed a three-year School Improvement Program with the Fogarty Foundation EDvance Program and is now an Alumni member. This highly respected and rigorous improvement program continues to drive the schoolôs planning and decision making processes. Significant gains have been made using valid, evidenced based decision making to develop a culture of challenge, high expectations and achievement for all staff and students.

The EDvance School Improvement Plan is guided by its aspiration, with focus areas, objectives and initiatives made to support its achievement. The aspiration for 2021-2023 reflects where Thornlie wants to be by the end of the three-year period. Our aspiration is to improve student academic outcomes.

Focus areas are the themes that are driving Thornlie's improvement and enabling us to meet our aspiration. They are easily communicable logical drivers of our performance. Objectives are a subset of the focus areas. They are defining what it is that we specifically hope to achieve by working in these three focus areas. Initiatives refer to the major pieces of work that we are undertaking to accomplish our objectives under each focus area.

All Thornlie Senior High School Operational Plans are developed using the School Improvement Program Placemat to ensure coherence and staff understanding of the school initiatives and improvement strategies.



We are creating a culture of high expectations, challenge and achievement by building staff capacity to further increase student engagement.

Priority: *Challenge, High Expectations & Achievement*

We plan to embed a culture of challenge, high expectations and academic performance, with the objective of staff:-

- Consistently setting high expectations that students strive to achieve
- Delivering a guaranteed and viable curriculum
- Delivering a differentiated curriculum that reduces gaps in student learning

Strategies

To do this we will:

- Embed a whole school approach to teaching and learning that demonstrates high expections informed by rigorous data analysis
- Refine and implement curriculum intervention programs for students at risk to raise the standard of student performance at the individual, sub-group and year levels
- Utilise coherent teaching, learning and assessment pathways that focus on the effective implementation of each learning Area's curriculum scope and sequence for every subject
- Embed a strategic and accountable decision making process for financial, physical and human resource management to improve student learning
- Support students to use performance data to improve their own learning outcomes

Targets

By 2023, our aim is for:

- Year 9 Student prequalification of OLNA through NAPLAN is at 30% or above
- Year 10 Student OLNA pass rate is at 70% or above
- Year 12 Student OLNA pass rate is at 90% or above
- NAPLAN alignment to Grade Allocations is above like schools
- Median ATAR of 75
- WACE Achievement is at 90% or above

The School Improvement and Accountability Framework

- Teaching & Learning
- Resources

Priority: *Staff Capacity*

We want to increase staff capacity in teaching and learning for high performance - high care, with the objective of staff:-

- Rigorously analyse data/evidence and monitor progress towards goals and targets.
- Participate in school-review processes and target setting
- Increase their competence in teaching practice through the use of the Thornlie SHS Teaching and Learning Framework.

Strategies

To do this we will:

- Enact the school's overarching vision and core values to ensure a robust professional understanding amongst staff regarding the purpose and coherence of school operations and their impact on student learning
- Embed a reflective, collaborative and targetted planning and self-assessment using the Teaching and Learning Framework
- Embed a professional learning program - utilising a coaching model - to analyse data and ensure robust informs sustainable whole-school improvement
- Enhance staff expertise through a personal development and accountability aligned to the ATSIL Framework, Individual Job Descriptions and school Focus Areas
- Enhance the expertise of the School Board as representatives of the school community - to advance the strategic needs of the school.
- Enable the delivery of an innovative curriculum to enhance teaching practices and enrich student learning

Targets

By 2023, our aim is for:

- Tell Them From Me Teacher Survey Responses increase to:
- Use of student data to inform practice to 84% or better
- Creating a Learning Culture 83% or better
- Use of Effective teaching strategies 82%or better
- Provision of an inclusive School Environment 83% or better
- Teaching and Learning Framework – Thornlie agreed instructional model implemented
- TTFM survey data indicates that teacher use of student data to inform practice improves to 84%

The School Improvement and Accountability Framework

- Leadership
- Learning Environment
- Relationships
- Resources

Priority: *Student Engagement*

We plan to increase student engagement in learning, with the objective of

- Increase student sense of belonging and connectedness to the school community
- Increasing student participation in learning activities
- Increasing student regular attendance
- Increase student positive behaviours

Strategies

To do this we will:

- Refine systems and practice that ensure student voice is heard and high quality feedback is both given and received by teachers to inform school improvement
- Embed effective monitoring and case management systems of students at educational risk to increase engagement and individual outcomes
-
- Learning Areas develop and implement engaging and inspiring academic pathways and learning programs to increase participation in the classroom, based on student feedback for curriculum, attendance and behaviour interventions
-
- Consolidate the Positive Behaviour Supports Framework to positively influence student outcomes by enhancing staff understanding of their responsibilities, obligations and accountabilities for acceptable standards of teaching, learning and assessment
-

Targets

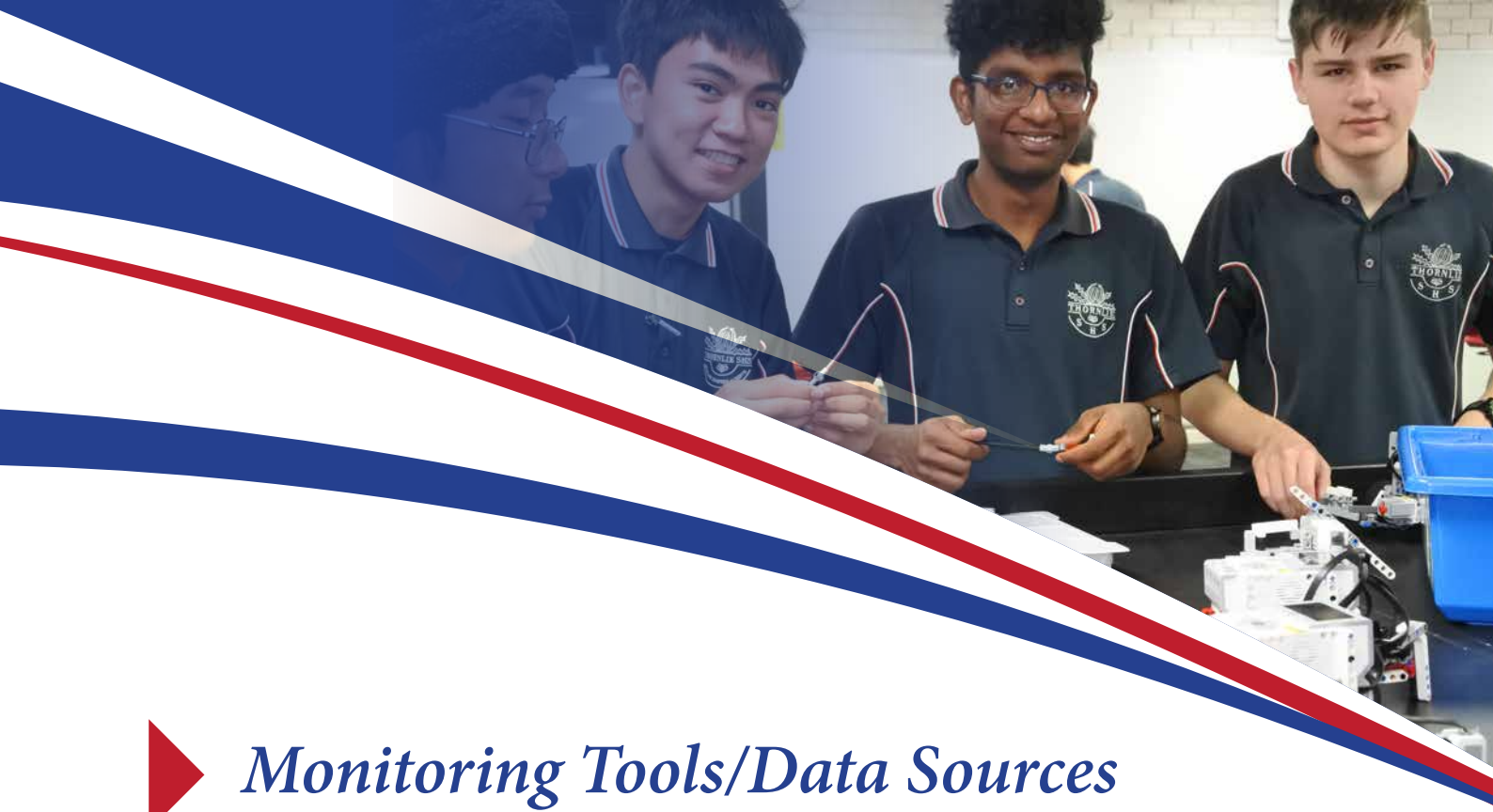
By 2023, our aim is for:

- Overall Attendance increases to 90% or better
- Regular attendance increases to 58% or better
- Aboriginal Cohort Attendance increases to 75% or better
- Tell Them From Me Student Survey Responses increase to:
  - Positive Sense of Belonging to 71% or better
  - Positive Homework Behaviours to 60% or better
  - Intellectual Engagement composite to 60% or better
  - Students who are interested and motivated to 40% or better
  - Effort to 75% or better
  - Positive behaviour at school to 90% or better

The School Improvement and Accountability Framework

- Learning Environment
- Relationship

RESPECT
Class of
THORNLIE SHS
2020



Monitoring Tools/Data Sources

We will check our progress through:

- Ongoing self-assessment through the School Review Cycle
- Organisational Health Index (OHI) Survey administered annually
- National School Opinion Survey for parents, teachers and students (every second year)
- Tell Them From Me (TTFM) Survey for parents, teachers and students (every year 2021 - 2023)
- Aboriginal Cultural Standards Framework progress
- Documented and anecdotal evidence from committees, including:
- Student Services/Positive Behaviour Supports
- Curriculum
- Workload Advisory Committee
- ICT and STEM Working Parties
- ACER National School Improvement Tool
- Thornlie SHS School Review Cycle will use the following data to monitor student achievement utilising P-10 data 5 weekly summary sheets, comprising of:
- OLNA & NAPLAN
- Reporting Data
- Attendance
- Behaviour
- WACE and Attainment Rates

Self-Assessment

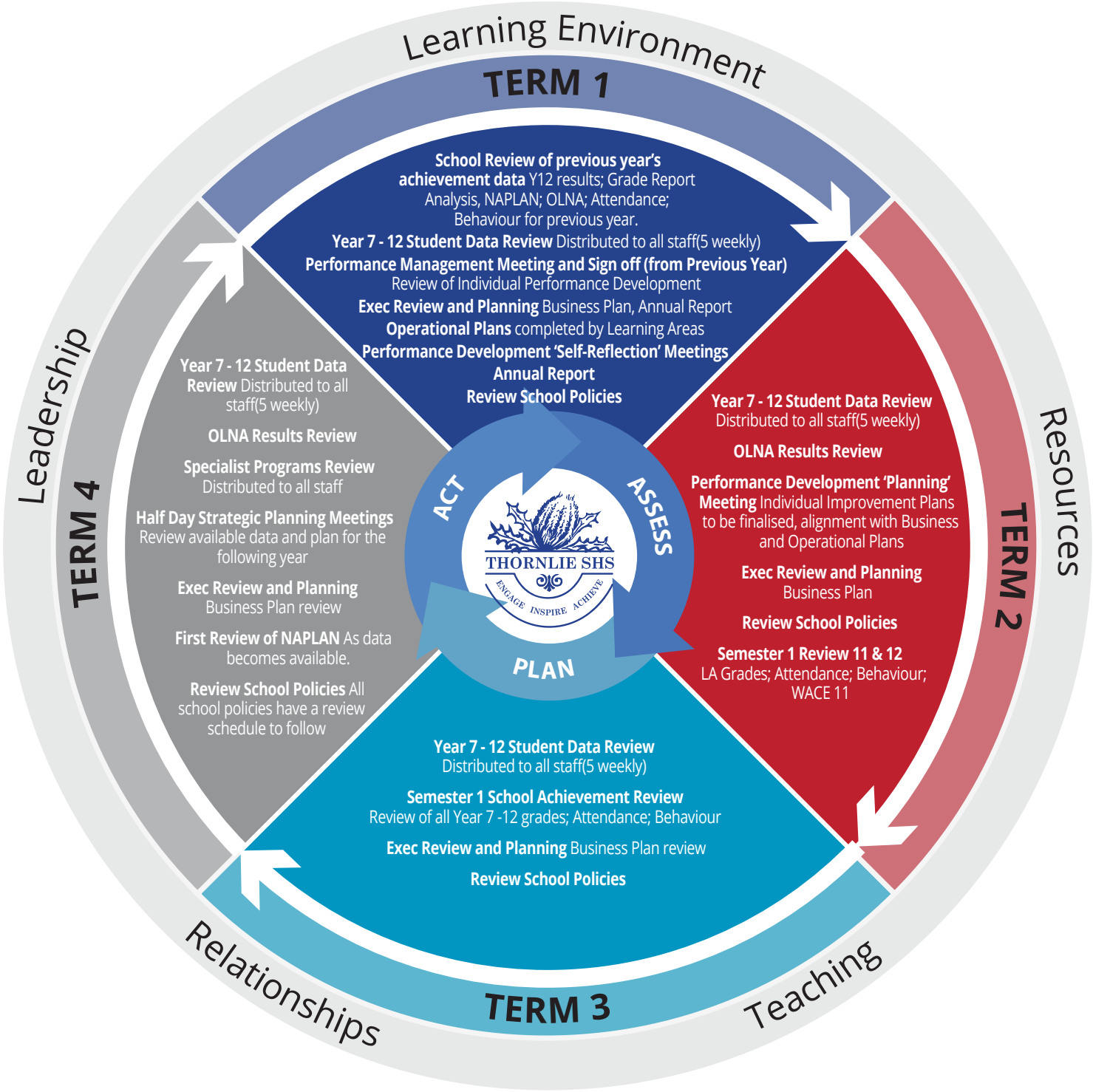
Thornlie SHS's school review cycle works towards three key areas to guide our improvement

- Access data and other evidence related to student achievement and school operations
- Plan to improve the standard of students achievement
- Act and implement planned strategies

Thornlie's school review cycle is rigorous and ongoing, requiring explicit documentation at various stages.

Data analysis is a focus at every level, from the executive team to the classroom teacher. All school planning is monitored in Weeks 2 and 7 of each term, with the findings used from all reviews to inform our planning and provide targets for improvement.

School Review Cycle



THORNLIE SHS

ENGAGE INSPIRE ACHIEVE

2 Ovens Road, THORNLIE WA 6108

T 08 9376 2100 E thornlie.shs@education.wa.edu.au

www.thornlieshs.wa.edu.au