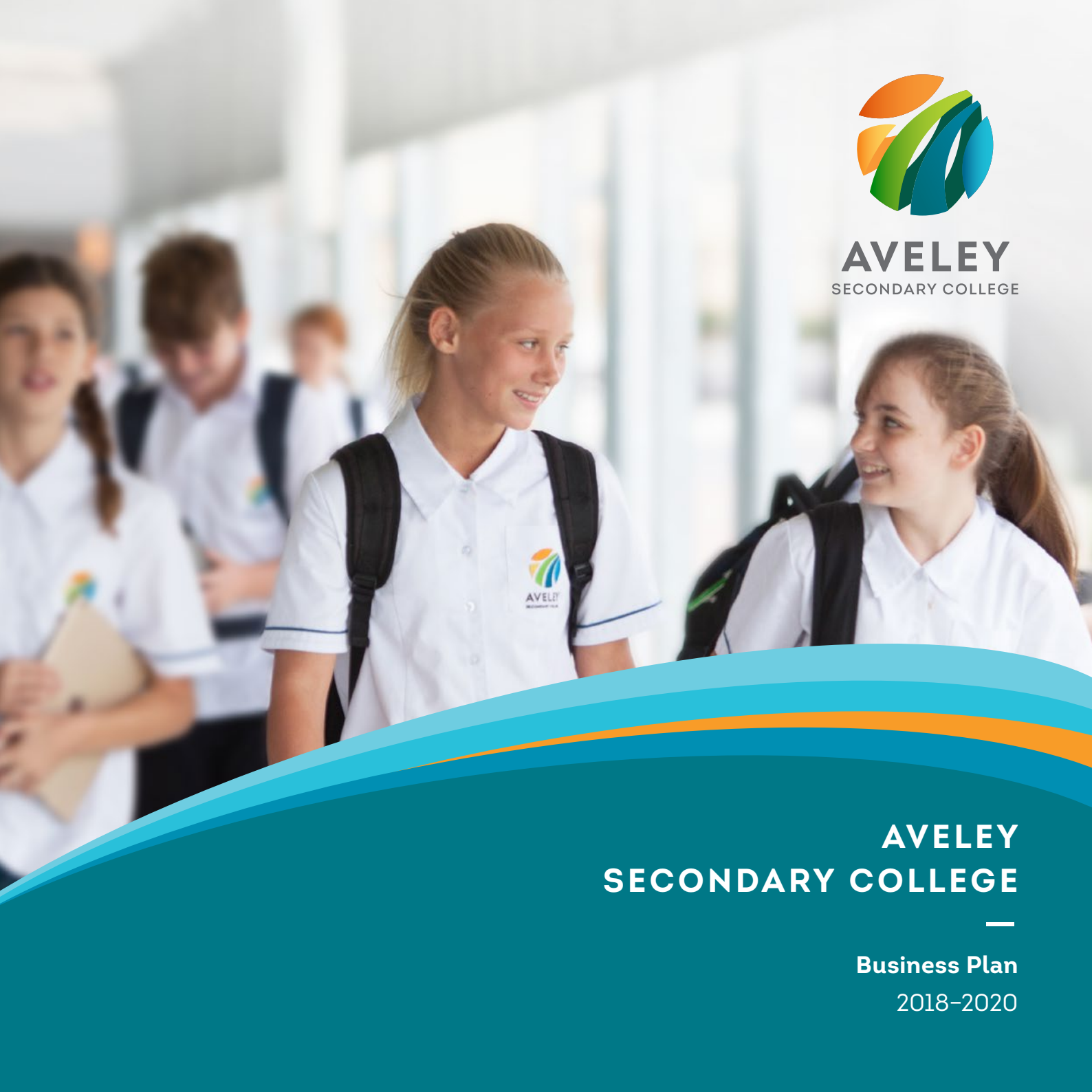




AVELEY
SECONDARY COLLEGE



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Business Plan
2018-2020

Context

Aveley Secondary College is committed to an ethic of excellence. We will prepare students to have 21st century skills of critical thinking, collaboration and creativity. We will provide a highly engaging curriculum with a focus on Science, Technology, Engineering, Arts and Mathematics. We are committed to developing a full suite of extra-curricular programs including a range of specialist sports to take advantage of our proximity to the outstanding facilities in the community.

The College opened in 2018 with an inaugural enrolment of 260 students. Our state-of-the-art facilities include a commercial kitchen, cutting-edge technology in general and specialist classrooms, outstanding sporting facilities and a dedicated Education Support Hub for eligible students. Our stage two build will include a spectacular performing and visual arts building as well as a senior learning community with a lecture theatre.

The College will develop the whole child academically, socially and emotionally. It is built on a Positive Learning Framework that instils in each student a culture of belonging, mastery, independence and generosity. Our students will be engaged with the local community and the contemporary world with a strong sense of global citizenship.

There will be strong pathways of academic excellence and vocational education. We are responsive to the academic needs of our students, delivering targeted intervention and extension programs. Diverse course offerings will be available to students as they progress through the college. In Senior School there will be ATAR, general courses and Certificates.

At the core of our instructional practice is our signature pedagogy of Explicit Direct Instruction. This is an evidence-based practice comprising daily review, lesson design and delivery that promotes academic engagement and makes students accountable. Key components include clear learning intentions, success criteria, checking for understanding, guided and independent practice in a structured format.

Our Professional Learning Community is based on the belief that every child matters and is dedicated to the principle that every child deserves to succeed. The College places a high value on the power of professional collaboration with teachers creating a dynamic culture of continuous improvement with a focus on results.



Our Vision

Our vision is to be a school of choice, committed to educational excellence in a caring community that inspires a passion for learning, where every child matters and achieves success each day.

College Mission

Commit to
excellence

Develop the
whole child

Caters
for all

Future
focussed

Connect with
community

College Values

Excellence

Integrity

Innovation

College Priorities

Excellence in
Teaching and
Learning

Academic
Excellence

Safe and
Caring School
Culture

Community
Partnerships and
Networks

Positive Learning Framework

Respect

Perseverance

Responsibility

Appreciation

Our Brand

Our brand epitomises the College's future focused, global vision of education and also its local community context. It symbolises a sense of collaboration, unity of purpose and the different elements of its community as it draws from Ellenbrook, Aveley, The Vines and Upper Swan. The colours also embody the changing of the seasons of its community surrounded by the topography of Vineyards, the Hills, the Swan River and the Valley.

Our Mission

Commit to excellence and highest standards

- Learning
- Behaviour
- Every child matters

Develop the whole child

- Academic, social, emotional and physical
- Values, involvement, engagement
- Develop respect and resilience
- Provide outstanding pastoral care

Caters for all

- Academic-University and training
- Vocational education for all
- Individual needs
- Academies and opportunities

Future focused

- Science, Technology, Engineering, Arts and Maths
- Creativity and innovation
- Global citizenship
- Teamwork, collaboration, thinking skills and problem solving

Connect with community

- Foster learning partnerships
- Build networks and relationships

Excellence in Teaching and Learning





Our Values

Excellence

Encouraging and promoting excellence, continuous improvement, rigour and achievement

Integrity

Being honest, trustworthy, respectful, responsible and ethical in all interactions

Innovation

Enabling curiosity, ingenuity, creativity and enterprise

Priorities

This plan sets the direction for Aveley Secondary College and serves as a guide for how we can achieve our vision.

This plan has direct links to the following Department of Education documents.

- Strategic Plan for WA Public Schools 2016 – 2019
- Focus
- Classroom First

The plan has been developed by the Executive Team in consultation with the community, the College Board and staff and is the pathway towards achieving the highest standards for all students.

The Business Plan is supported by an Operation Plan that details how each priority will be established.

Academic Excellence

Strategy: What we will do

- Develop a challenging and increasingly specialised curriculum across all learning areas to match the Australian and Western Australian Curriculum
- Implement a Response to Intervention model for support of students in literacy and numeracy
- Provide enrichment opportunities to maximise student engagement
- Embrace technology and innovation as 21st century learners
- Implement Science, Technology, Engineering, Arts and Maths (STEAM) as a stand-alone and integrated program
- Develop a culture of high expectations

Excellence in Teaching and Learning

Strategy: What we will do

- Develop a Professional Learning Community that comprises action research and collaboration to improve educational outcomes
- Commit to school wide pedagogy in Explicit Direct Instruction
- Implement school-wide standards to achieve consistency in teaching quality and practices
- Create a rigorous and supportive Performance Management process based on the Australian Institute for Teaching and School Leadership (AITSL) standards
- Develop a supportive coaching culture
- Develop and create distributed leadership to build staff capacity
- Staff use, analyse and interpret school data and individual student data to enhance student learning
- Develop collegiate partnerships with like-minded schools, tertiary institutions and industry leaders

Safe and Caring School Culture

Strategy: What we will do

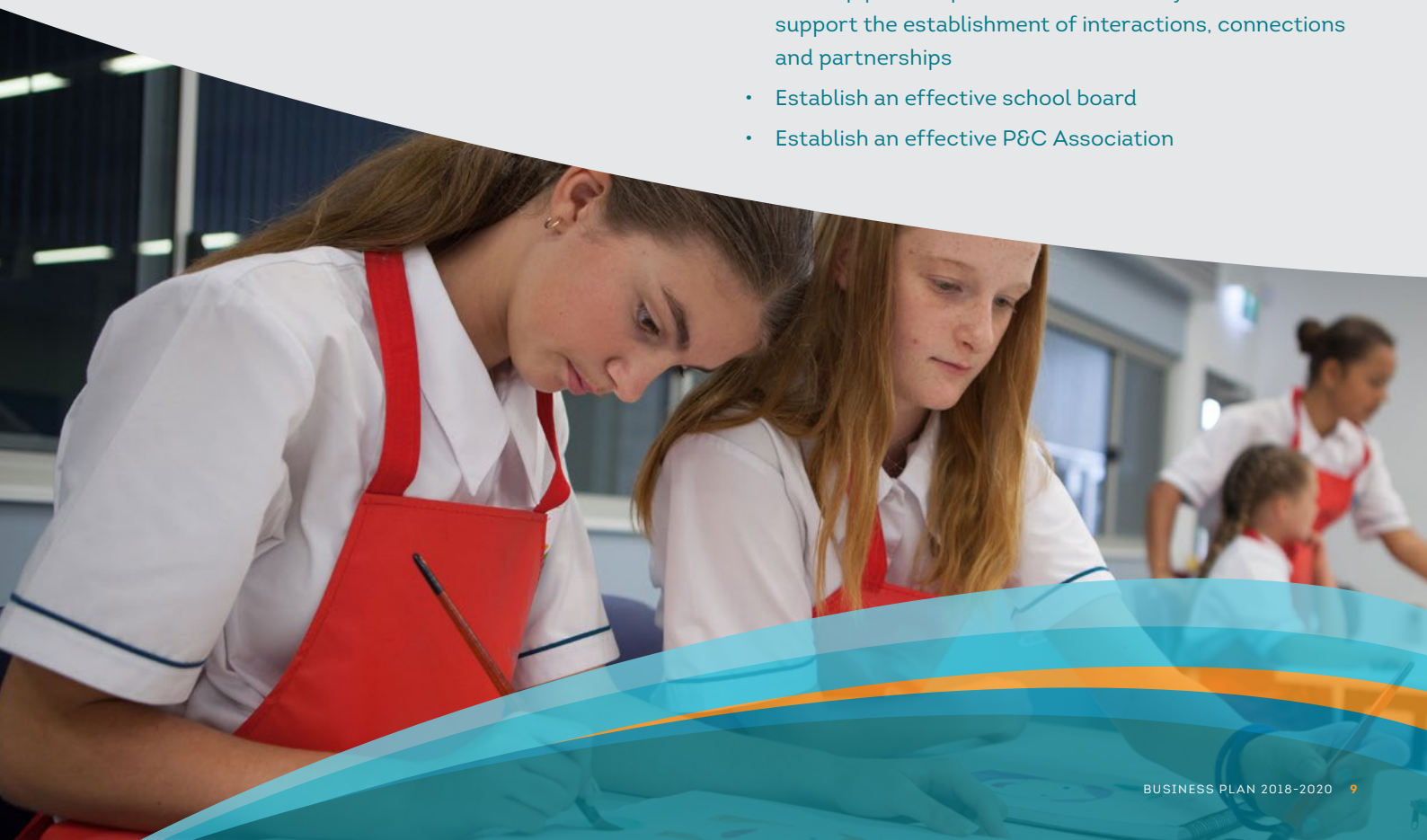
- Develop a Positive Learning Framework that is supported by a College House system
- Create a robust positive behaviour management system that is based on restorative practices
- Deliver social and mental health programs that builds student resilience
- Support students at risk by providing a range of tailored services

- Implement the Aboriginal Cultural Standards Framework to increase Aboriginal student achievement and drive improvement planning
- Provide tangible support for staff wellbeing including their physical, mental and social welfare
- Develop student leadership within the College
- Develop high-quality extra and co-curricular programs as part of the Academies
- Develop quality documented plans for all students identified at risk

Community Partnerships and Networks

Strategy: What we will do

- Support and promote high expectations of parents as partners in their child's education
- Develop strong partnerships with industry, Universities, TAFE and curriculum providers
- Use a range of contemporary communication tools to provide opportunities to inform and seek input on the school
- Develop positive parent and community forums that support the establishment of interactions, connections and partnerships
- Establish an effective school board
- Establish an effective P&C Association



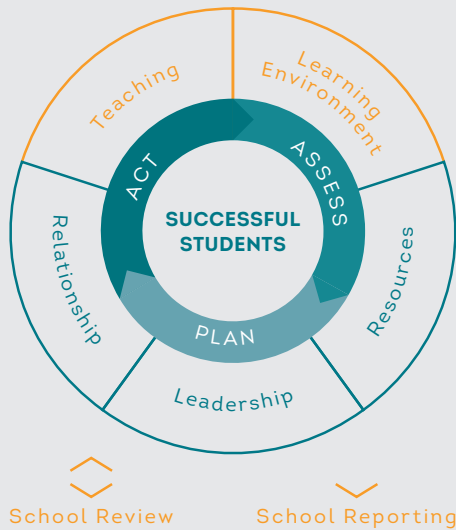


Review Process

The school improvement cycle has three components.

The college will:

- assess data and other evidence related to student achievement and school operations;
- plan to improve the standards of student achievement; and
- act to implement planned strategies.



The school improvement cycle is an ongoing process. The three components should be seen as dynamic and interactive. The College will undertake an ongoing process based on the self-review questions:

- How are we going? (judgement)
- How do we know? (evidence)
- What are we doing to improve? (planning)

Targets

1. 85% of students will achieve above the National Minimum Standards in Year 9 NAPLAN in Literacy and Numeracy
2. An increase in performance between Year 7 and Year 9 NAPLAN greater than like schools
3. Grading in Maths, English, Science and Humanities and Social Science will be within 10% of state distributions
4. 66% of all lessons will use Explicit Direct Instruction lesson design and delivery components with 100% of all lessons using Daily Review and Checking for Understanding
5. 100% of permanent teachers are trained in Classroom Management Skills and Explicit Direct Instruction
6. 100% of permanent teachers use student survey data as part of their feedback process
7. Extent to which parents, students and staff are satisfied with management of student behaviour as measured by National Schools Online Survey
8. Extent to which parents, students and staff are satisfied with quality of teaching as measured by National Schools Online Survey
9. Student attendance in mainstream Year 7 is at 94% and overall attendance is above 92%
10. Education Support enrolments will achieve 80% of documented plans goals



Aveley Secondary College
55 Maffina Parade
ELLENBROOK WA 6069
Ph: 6296 1000
www.aveleysc.wa.edu.au