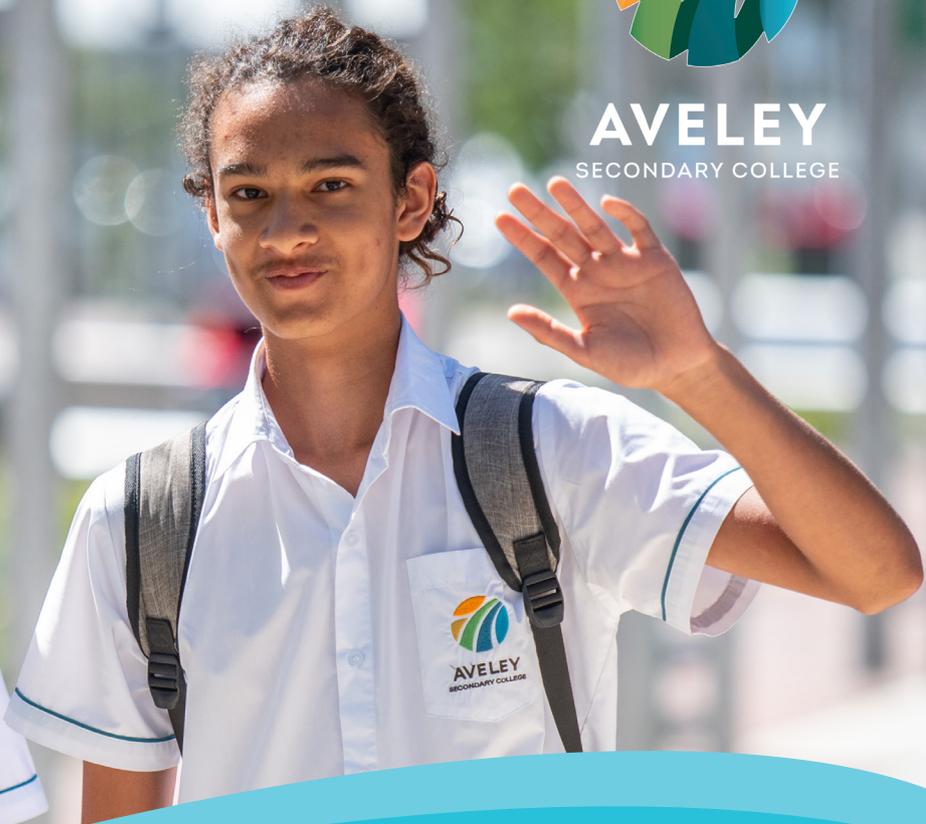




AVELEY
SECONDARY COLLEGE



Business Plan 2022-2024



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 offer a full suite of extracurricular programs. 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. We have 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. We cater for talented students in our Specialist Sport and Academic Programs. In Senior School there are 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.

Our Moral Purpose

Success for every child, every day

College Mission

Commit to
excellence

Develop the
whole child

Caters
for all

Future
focused

Connect with
community

College Values

Excellence

Integrity

Innovation

College Priorities

Develop and consolidate
exemplary pedagogy and
practice

Build capacity in staff
supported by leadership

Create and maintain
a positive learning
environment

Positive Learning Framework

Respect

Perseverance

Responsibility

Appreciation

Our Change Story

Our vision is to be a school of excellence, underpinned by our values of integrity and innovation. Our purpose is to achieve success for every child, every day. Our goal is to be a school of choice for our community. We want to move student achievement from near like schools to above like schools and closer to WA Public Schools in NAPLAN, OLNA and all Year 12 subjects.

We want to provide quality evidence-based teaching and learning, building the proficiency of our teachers to meet our students' academic needs. Our high-performing teams will contribute to the system by raising the capacity of teachers and supporting a broader network. We are providing a positive learning framework that focuses on the needs of the whole child as we lead them into adulthood. We set high standards and are aspirational for our students, this not only impacts our school reputation but has a positive impact on students and wider school community.

We are now in our 4th year of operation and our school review has affirmed our vision, planning and school improvement progress.

- Our baselines continue to be healthy; our attendance is above the state average; we are a school of choice with a strong demand for enrolment; all our staff are merit selected.
- Our staff are committed to our vision, implementing our strategic direction and taking on leadership roles and initiatives.
- Robust instructional coaching integrating CMS and EDI supports our signature pedagogy.

- Our OHI score has remained in the top decile. Our TTFM indicates our learning culture is positive, our school is inclusive, and our teaching strategies are achieving better than the mean.
- We continue to have some challenges. Each year we induct a new cohort of staff into the Aveley Way. Staff leave, particularly maternity leave, has created an unexpected challenge in retaining expertise. Implementation of our strategic directions requires monitoring of staff wellbeing and capacity.
- External trends and demographic data show that our ICSEA has reduced. There are many students who are below the benchmark, lack resilience or high aspirations. We have a high percentage of students who are at educational risk. This reinforces the need for our case for change.

We will achieve our aspiration through our clear vision and plan. Our focus will remain on teaching and learning. Explicit direct instruction will be our signature pedagogy supported by strong shared expectations in our conditions of learning. We will continue to invest in our teachers through robust induction and coaching to build capacity and expertise. We will continue to develop programs and interventions to meet students' needs and evaluate those we have in place. Learning areas will collaborate to deliver a guaranteed and viable curriculum. We will be agile, we will adapt, we will respond, and we will be unrelenting.

We have made a commitment to this journey and will persevere, reflect and adapt as required. We will continue to exemplify our values and our mission in our day-to-day practices, on this we will be uncompromising: We will talk it; walk it and do it.

We will continue to expect all staff to buy in and align to our school plan and act on our moral purpose: success for every child every day. We expect all staff to privately and publicly promote the College values, vision and moral purpose.

We aspire that our professional learning communities collaborate with a focus on Teaching and Learning and use of data. That staff are actively and routinely engaged

in professional discussions about pedagogy and lesson design. Everywhere we look, we want to see evidence of the commitment to Teaching and Learning, Conditions of Learning and Excellence and to know with confidence that this is the Aveley Way.

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 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

Our 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 2020-2024
- The Director General's Annual Focus

The plan has been developed by the Executive Team in consultation with the College Board and staff and is the pathway towards achieving the highest standards for all students. The Plan will be supported by an Operational Plan that details how each priority will be established. The ASC Business Plan is aligned with the Department's Strategic Plan. Our moral purpose of success for every student every day is embedded with the strategic direction of the Department.



ASC Priorities	DET Strategic Plan
A. Curriculum and Teaching	<ul style="list-style-type: none"> • Provide every student with a pathway to a successful future • Support increased school autonomy within a unified public school system
B. Staff Capacity	<ul style="list-style-type: none"> • Strengthen support for teaching and learning excellence in every classroom • Build the capability of our principals, our teachers and our allied professionals
C. Learning Environment	<ul style="list-style-type: none"> • Partner with families, communities and agencies to support the engagement of every student • Use evidence to drive decision-making at all levels of the system

Focus	Description	Objectives	Initiatives
A. Curriculum and Teaching	Develop and consolidate exemplary pedagogy and practice	1.1 To consolidate signature pedagogy across the College	A1 Refine and expand processes for staff to adopt the signature pedagogy
		1.2 To achieve a guaranteed and viable curriculum across the College	A2 Develop and refine fine-grained scope and sequence for all learning areas
		1.3 Learning Areas operate as Professional Learning Communities	A3 Expanding the scope of Professional Learning Communities with a focus on the four guiding questions
		1.4 Embed differentiated programs and courses for students	A4 Establish appropriate school and classroom level programs and practices that will help students meet individual achievement goals
		1.5 Regularly analyse data to review and progress student achievement	A5 Create a systematic process to regularly analyse, interpret and review data to monitor student progress at the class and learning area level

Focus	Description	Objectives	Initiatives
B. Staff Capacity	Build capacity in staff supported by leadership	2.1 To develop a school culture that prioritises the status of teachers and recognises staff excellence	B1 Providing authentic opportunities to showcase, identify, celebrate, acknowledge and reward high performing teachers
		2.2 To develop distributed leadership	B2 Develop a leadership model to support key teaching staff in change agenda, including development for aspiring leaders.
		2.3 Identify organisational changes to sustain practices over time	B3 Review workforce plan to align with whole school areas of focus
		2.4 Build a meaningful Performance Management and Development culture	B4 Use Performance Management processes to address areas and develop staff capacity

Focus	Description	Objectives	Initiatives
C. Learning Environment	Create and maintain a positive learning environment	3.1 To build high levels of engagement and attendance	C1 Maintain consistent and effective attendance systems and procedures
		3.2 To embed consistent Classroom Management Strategies across the College	C2 Review and refine the whole school Classroom Management Strategies program
		3.3 To embed a holistic approach to student and staff wellbeing	C3 Review and refine pastoral care initiatives and programs for students
		3.4 To embed a Positive Learning Framework across the College	C4 Review and refine systems to support positive student behaviour across the College with a focus on restorative practices
		3.5 To build parent and community engagement to support student learning	C5 Develop an action plan for community engagement

Review Process

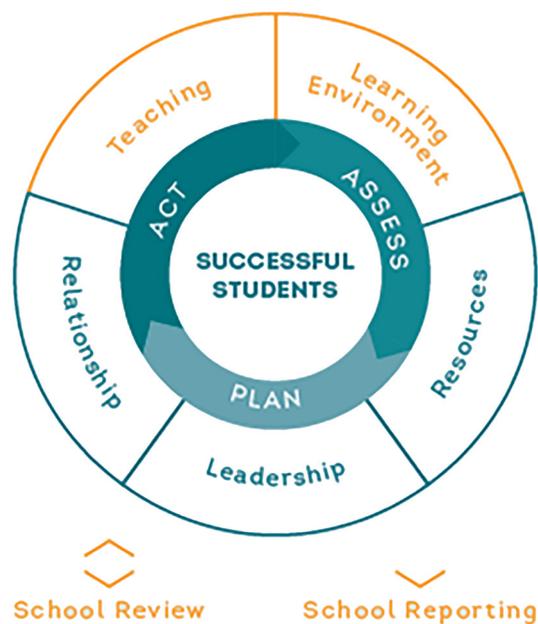
The school improvement cycle has three components.

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)



KPIs

Our aspiration is to move student achievement from like schools in NAPLAN and OLN to above like schools and closer to WA Public Schools in NAPLAN, OLN and all Year 12 subjects. The following KPIs will be used to measure our progress.

Metric used to measure overall progress	Target
Number of students in the top tricile in Year 9 NAPLAN	Close to 20%
Year 9 NAPLAN Group and National Mean	At the national mean
NAPLAN Proficiency bands at proficiency standard (above NMS)	At state
OLNA Completion round 2	Better than like schools
Year 12 Median ATAR	Like schools (75)
Year 12 Achievement Rate	Better than like schools (85%)

Focus	Description	Objectives	Metric used to measure progress	Target
A. Curriculum and Teaching	Develop and consolidate exemplary pedagogy and practice	1.1 To embed/consolidate signature pedagogy across the College	OHI Work Environment - Operationally Disciplined TTFM Teacher Survey Teaching Strategies School Mean Score	Maintain top decile Maintain at or above the region mean
		1.2 To achieve a guaranteed and viable curriculum across the College	All GVC Completed	Year 7 - 12 GVC finalised
		1.3 Learning Areas operate as Professional Learning Communities	TTFM Teacher Survey Collaboration School Mean School	Maintain at or above the region mean
		1.5 Regularly analyse data to review and progress student achievement	TTFM Teacher Survey Data Informs Practice School Mean Score	Maintain at or above the region mean

Focus	Description	Objectives	Metric used to measure progress	Target
B. Staff Capacity	Build capacity in staff supported by leadership	2.1 To develop a school culture that prioritises the status of teachers and recognises staff excellence	OHI Motivation - Rewards and Recognition	Maintain score in top quartile
		2.3 Identify organisational changes to sustain practices over time	OHI Work Environment - Operationally Disciplined	Maintain score in top quartile
		2.4 Build a meaningful Performance Management and Development culture	OHI Accountability: Performance Contracts	Maintain or improve quartile position and score

Focus	Description	Objectives	Metric used to measure progress	Target
C. Learning Environment	Create and maintain a positive learning environment	3.1 To build high levels of engagement and attendance	Secondary Attendance Rate	Maintain attendance % that is above like schools and WA public schools
		3.2 To embed consistent Classroom Management Strategies across the College	Number of staff who have completed the CMS Foundations Program	Number of staff CMS trained 2021 Number of staff trained at ASC TTFM - maintain or improve school mean of 8.3





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