Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Public School Council/Board Training

Module 3: Setting direction

Roles and decision rights

Effective relationships

Business/ School planning

Integrity

Accountability

In this module, you will learn about:
- identifying the long-term priorities and targets of the school;
- planning to achieve targets;
- reviewing budgets that support business/strategic planning; and
- developing a school plan.

A business/strategic plan

All principals are required to undertake school planning processes that include the development of a School Plan, operational planning and classroom planning. The Department of Education provides advice on what to include in the plan.

A business plan/strategic plan is a critical document for all schools. It is a public document that communicates the long-term strategic approach for the school. It includes:
- the school vision;
- school beliefs and context;
- references to system policies and directions;
- an overview of school performance;
- student improvement targets;
- key areas of focus, major strategies, resources to achieve the student improvement targets; and
- evaluation measures and timeframes, including a provision for annual review.

Example A (page 2): Primary School (Comet Bay Primary School)

School Business Plan to promote its shared beliefs and to set out the strategic intent across three areas:
- Inclusive Curriculum and Pedagogy.
- Ethos and Learning Environment.
- Partnerships.

Achievement targets have been identified within each focus area along with strategies that will be implemented to reach the targets.

Example B (page 3): Secondary School (John Curtin College of the Arts)

This School Business Plan sets out three priorities:
- Wellbeing.
- Excellence.
- Creativity.

Strategies have been identified within each focus area, along with approaches, that will help the school achieve its Vision.

Strategic Intent

Within the Health Promoting Schools Framework there are three key objectives.

1. **Inclusive Curriculum and Pedagogy**

   All students achieving their potential through excellence in teaching and learning.

2. **Ethos and Learning Environment**

   Ensure all students feel safe, cared for, valued, and develop into resilient young individuals.

3. **Partnerships**

   Working collaboratively with all stakeholders in the school and wider community to improve student outcomes.

Staff Shared Beliefs

The staff makes decisions and develop strategies within the school based on the following shared beliefs:

- A safe, supportive and inclusive environment enhances student and staff performance.

- The social, emotional & academic needs of the student are required to be nurtured and developed.

- Teaching and learning must be visible and enable quality feedback and reflection.

- Teachers and students enhance their progress through utilising a growth coaching approach where observation and feedback occur regularly.

- Students need to be adaptable learners who can critically & creatively apply their skills in a digital world.

- Parents / carers are a valued partner in their child's development and learning.

OUR VALUES

INSPIRING THE MIND
Curiosity, Imagination and Innovation

NURTURING THE PERSON
Respect, Care and Compassion

LEARNING FOR LIFE
Resilience, Perseverance and Reflection

CONNECTING WITH COMMUNITY
Social, Cultural and Environmental Responsibility

OUR PRIORITIES

WELLBEING
Promoting a safe and inclusive environment

Supporting physical and mental wellness

EXCELLENCE
Realising personal potential

Achievement for all

CREATIVITY
Continuous learning and teaching

Motivating passion and engagement

Ngany djoorabiny nidja Noongar Wadjak boodja-k noonook-Kodak nyininy. Nganykaadadjiny birdiya,koora,yayi wer boordakan.
Wadjuk Noongar Welcome

WE ARE A LEADER IN PUBLIC EDUCATION. OUR COMMITMENT IS TO NOT ONLY BUILD CAPACITY IN STUDENTS' ACADEMIC PURSUITS BUT TO MAKE EACH CHILD THE VERY BEST PERSON THEY CAN BE BY CELEBRATING ACHIEVEMENTS IN ALL FACETS OF EDUCATION USING CREATIVITY TO PROMOTE EXCELLENCE AND NURTURE WELLBEING.

At John Curtin College of the Arts we provide a safe and inclusive learning environment for all our students. We have an unique context and our community consists of families from East Fremantle, Richmond and North Fremantle Primary Schools and those that are in our local intake catchment. We cater for students throughout Western Australia in our Gifted and Talented Secondary Selective Arts Programs in Ballet, Contemporary Dance, Drama, Media Arts, Music, Music Theatre and Visual Arts along with our approved Specialist Football Program.

Our college caters for approximately 1700 students from Years 7 to Year 12. Our programs reflect our belief that all students are individual and come with different learning needs. We offer initiatives to extend students academically through our Gifted and Talented Secondary Selective Entrance Arts Programs and Academic Excellence Program (AEP), and we also cater for students with learning difference through our PROPEL* learning support centre.

We are consistently ranked highly for academic achievement with ATAR* and NAPLAN* results/ in academic achievements at a state level. As a Registered Training Organisation (RTO50549) we provide scope in nationally accredited certificate courses.

At John Curtin College of the Arts we are committed to developing curiosity, innovation and imagination in every person through inspiring minds and learning for life. Our expert teachers commit to professional growth through sharing best practice within the college, throughout the state and throughout Australia.

We use the Arts as a vehicle for student engagement and motivation. The Arts at John Curtin is as much about providing dynamic opportunities for all students (each year we produce over 100 performances/exhibitions) as it is about developing transferable life skills such as empathy, creative and critical thinking, collaboration and the ability to communicate, all important attributes for any future pathway.

The importance of connectedness is emphasised as essential in developing people who demonstrate respect, care and compassion for others and focus on the responsibilities we all have as individuals socially, culturally and environmentally.

This Business Plan 2019-2021 belongs to all our community. We consider students, staff and parents as all playing a part in developing our future leaders and citizens.

OUR VISION

Example B

DEVELOPING LEARNERS WITH INTEGRITY, WHO CARE, LEAD AND POSITIVELY CONTRIBUTE TO THE COMMUNITY.

WELLBEING

We establish wellbeing through promoting and supporting approaches that create positive mental and physical health. Our safe and inclusive learning environment values the importance of a collective understanding in the pursuit of wellbeing for students, staff and our community. Connecting with each other to promote a sense of belonging encourages positive contributions and learning for life.

STRATEGIES

WE WILL:
- Foster social, emotional and physical wellbeing of students and staff through whole college initiatives.
- Develop student and staff understanding of, and commitment to, practicing the college values at school and in the wider community.
- Practice restorative student behaviour management strategies for a safe and inclusive learning environment.
- Promote participation in healthy and active lifestyles by providing opportunities to connect and work with others.
- Facilitate consistent, transparent and informative communication with the whole college community.
- Support staff and students by providing appropriate pathways and resources for wellbeing.
- Acknowledge diversity and promote cultural awareness.
- Build community partnerships with external agencies and institutions that promote positive wellbeing.
- Provide professional learning experiences that foster and develop understanding of positive mental health and wellbeing.
- Create opportunities to promote student voice.

APPROACHES

WE WILL:
- Use a range of survey data on a regular basis to inform college directions.
- Develop and promote staff awareness of the social, emotional and academic needs of gifted and talented students, as well as students with learning differences.
- Provide a variety of information sessions on important issues to educate and inform our community.
- Build the profile of events that celebrate and promote diversity and difference.
- Increase the opportunities for students to engage in the Aboriginal Cultural Standards Framework.
- Implement a Reconciliation Action Plan.
- Ensure that college policies reflect our college values.
- Provide authentic and sustainable communication channels for staff, students and parents.
- Provide career pathway plans to develop direction and purpose.
- Communicate ongoing and flexible Case Management* strategies to assist students.
- Explore opportunities to develop autonomous practices for stress management and developing resilience.
- Promote self-worth and acknowledge positive contributions through student rewards and recognition processes and house points.
- Monitor staff retention rates and student attendance data with the aim to be above state average.
- Reduce the college's impact on the environment.
- Create more public artwork and student and community partnerships in enhancing the natural and physical environment and managing the college grounds.

EXCELLENCE

As a college we demonstrate excellence in many ways and celebrate the achievement of all in their realisation of personal potential. We are encouraged to reach our individual goals and capabilities in all our educational aspirations. These pursuits help develop the whole person to create well rounded individuals who excel in all academic areas alongside personal, social, sporting and artistic achievements.

STRATEGIES

WE WILL:
- Develop challenging programs in sequential structures that consolidate prior learning.
- Identify student potential and facilitate differentiated learning journeys.
- Integrate General Capabilities* and Cross Curricular Priorities* into programs and learning experiences.
- Provide opportunities to achieve personal excellence in artistic, sporting, leadership and academic pursuits.
- Extend student learning with a focus on developing life skills for students to successfully take their place in the world beyond school.
- Enhance staff professional knowledge, practice and engagement.
- Explore assessment principles to promote practices that focus on the development of student learning.
- Encourage self-reflection and goal setting to achieve personal excellence.
- Acknowledge and celebrate achievement in school and in the wider community.
- Create engaging curriculum that builds capacity in students.
- Focus on feedback and reflection as a valid process in all learning experiences.

APPROACHES

WE WILL:
- Provide recognition and award processes to acknowledge the whole person through citizenship, academics, sports, the Arts and culture.
- Engage students through active participation in Arts, sports, community and academic opportunities.
- Implement effective models of feedback that encourage reflection to enhance learning.
- Create experiences for staff to share best practice through providing and leading professional learning opportunities.
- Provide increased opportunities to extend students' capabilities beyond the classroom.
- Profile staff expertise and achievements to the community.
- Provide authentic opportunities for students to participate and gain accreditation in a diverse range of VET* Certified courses.
- Increase trends in applications for Year 7 gifted and talented courses.
- Reflect on data to analyse student progress in order to add value to curriculum outcomes.
- Continue to produce Year 7 and 9 NAPLAN results and progress data that is above like schools.
- Consistently increase our median ATAR.
- Increase trends of students in gifted and talented ATAR courses achieving a Combined Raw Score* of 75 or better.
- Increase the percentage of AEP* students achieving an ATAR above 90.
- Consistently place in the top performing public schools in the state for Year 12 WACE results.
- Increase the number of ATAR, General and VET courses that are recognised as top performing courses in the state for Year 12 WACE results.
- Build on the number of SCSA* certificates and recognitions.

CREATIVITY

Creativity takes many forms and as a College of the Arts we all have a responsibility to develop creative thinkers through continuous learning and teaching. The value of creativity, and the life skills that result, is increasingly important to prepare students for any future directions they take. Creativity gives us the opportunity to work with our individual passions to be engaged and motivated in all facets of college life.

STRATEGIES

WE WILL:
- Develop critical and creative thinking skills.
- Promote curiosity through engaging curriculum initiatives.
- Apply the creative process as an important part of the learning journey.
- Develop leadership and advocacy in developing thinking processes in the Arts, English, Humanities, Health and Physical Education, Languages, Mathematics, Science, Technologies, VET and STEM*.
- Increase collaboration to create innovative learning experiences.
- Appreciate the contribution of the Arts to society and its importance in developing life skills.
- Utilise current local, national and international educational trends in learning and teaching.
- Develop collective approaches to classroom pedagogy and college values.
- Create innovative practice in the Arts.
- Share and promote best practice in the Arts, STEM and other creative endeavours at the college and throughout the wider community.
- Enhance creative endeavours through a focus on the inventive use of technologies.

APPROACHES

WE WILL:
- Increase opportunities for authentic and innovative projects.
- Develop curriculum and assessments that enhance the learning process.
- Showcase and develop student and staff creativity through events that encompass all learning areas of the college.
- Participate in local, state and/or national competitions and events.
- Promote active staff participation in the Professional Learning Academy*, outreach opportunities in the community, and involvement in system wide educational initiatives.
- Develop a diverse range of learning experiences that explicitly focus on the value of the Arts in developing transferable life skills.
- Provide balanced opportunities for all gifted and talented Arts students through innovative performances and exhibitions.
- Foster curiosity through creative problem solving to explore real world personal, social and environmental issues.
- Support staff professional learning opportunities to reflect current trends in creativity and lifelong learning.

JOHN CURTIN
College of the Arts
COLLEGE OF THE ARTS

GLOSSARY

PROPEL - Providing real opportunities Participation Empowerment learning

ATAR - Australian Tertiary Admission Rank

NAPLAN - National Assessment Program - Literacy and Numeracy

Case Management - Individualised restorative practices

General Capabilities - Key dimension of the Australian Curriculum that encompass knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

Cross Curricular Priorities - The Australian Curriculum provides information to support teachers using the cross-curriculum priorities that includes an introduction that describes the nature and scope of each cross-curriculum priority, its place in the learning areas and its evidence base, as well as organising ideas that reflect the essential knowledge, understanding and skills of each priority, which are embedded in the content descriptions and elaborations as appropriate.

Combined Raw Score - School based marks for practical and written ATAR exams

VET - Vocational Education and Training

SCSA - School Curriculum and Standards Authority

STEM - Science, Technology, Engineering and Mathematics

Professional Learning Academy - Centre for staff professional learning and intellectual conversations

The *Statement of Expectation 2021-2024* (for Independent Public Schools) {formerly *Delivery and Performance Agreement*} requires the principal to ensure:
- there is an effective business/strategic plan in place which includes the long-term strategic approach for achieving student improvement targets; and
- the plan describes key focus areas and strategies which will have maximum impact in lifting school performance.

Summary of school plan elements

Section	Contents
Vision	• The school's ethos, culture, aspirations and unique qualities.
Context	• The distinctive nature of the school community. • Factors that may have an impact on the school over the next three years such as local changes in the economy and population trends.
Student performance improvement targets	• Targets for student achievement (academic and non-academic).
Key focus areas and operational strategies	• Key focus areas to achieve the student performance improvement targets. • Operational strategies to achieve the student performance improvement targets.

See also page 1

How to develop a school plan

Role of the principal

The principal is responsible for and leads the development of the plan and involves the council/board in the process. The principal is responsible for the development, implementation and outcomes of the plan based on a range of evidence about student outcomes (academic and non-academic).

Role of the council/board
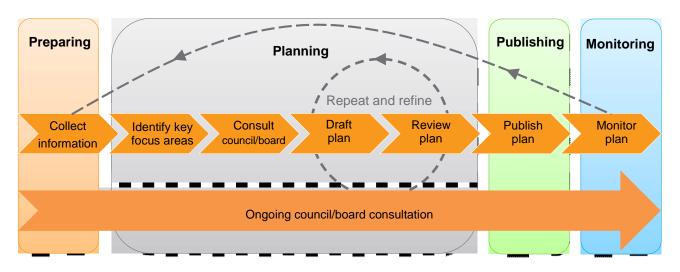
The council/board plays a key role in:
- working with the principal to establish the plan's objectives, priorities and directions, including giving insights into local community context, aspirations and history;
- reviewing the plan;
- monitoring the progress of the plan;
- planning financial arrangements necessary to fund the objectives and priorities of the plan; and
- participating in the school review.

Planning process

The principal leads the development of the plan and involves the council/board in the process. It is important there is a preliminary planning meeting involving the principal and council/board to make sure key matters and expectations are raised early. The plan must align with the strategic directions and Department of Education and Australian and State Government requirements; and be consistent with the expectations and aspirations of the school community.

Setting student achievement targets too high or too low compared with community aspirations and national and state standards can cause tension between the school and community.

Phases for developing a school plan

Preparing

Before starting to plan, the following are important to take into account:
- the school's *Statement of Expectation 2021-2024* (for Independent Public Schools only) {formerly *Delivery and Performance Agreement*}, including the start and end dates as these dates form the minimum term of the plan, the school review process and timeline;
- existing documentation on the school's vision, values and history;
- current and historical school performance data including academic and non-academic data such as NAPLAN results, student attendance, staff retention, awards received, school reviews; and
- relevant information about the school community including demographic and economic data – the local shire/council and Australian Bureau of Statistics websites are good places to start.

Planning

The school community (educational professionals, parents and others) should feel ownership of the plan.

The principal should take steps to take into account diverse opinions when developing the plan. This may include consultations, surveys and workshops with staff, students and parents.

It is important to be clear at the outset about the improvement opportunities and challenges the school believes it faces as the plan needs to focus on these.

Strategies to achieve the targets set out in the plan will:
- be aligned with the Department of Education strategies and priorities;
- be underpinned by sound evidence-based strategies considered effective in improving student outcomes;
- align with the strengths and opportunities at the school;
- be achievable given the resources available to the school; and
- identify where school capabilities might need to be strengthened for the plan to succeed.

Strategies should be described in sufficient detail to enable them to be implemented and evaluated. As the principal or delegate drafts the plan, they should seek ongoing feedback and input from the council/board (and other stakeholders as appropriate).

Publishing

While the plan is a working document of the school, it should be made available to the school community. This may be via hard copy, online or both.

Monitoring

The school is responsible for implementation of the plan and ongoing monitoring of its progress. The principal reports on progress to the council/board to enable it to monitor whether the plan's targets are being achieved.

Changes and updates to the plan

The school may update the plan in response to significant changes in the internal and/or external operating environment (for example, changing enrolment patterns, major changes to staffing). If changes are to be made to specific goals and/or targets, a transparent and considered approach needs to be adopted.

Any significant changes to the plan must be presented to, and reviewed by, the council/board. The council/board meeting minutes would reflect that the specific changes were discussed, council/board members understood the rationale for the changes, and the council/board agreed to the changes.

Planning checklist

During the planning process council/board members might consider these questions:

About our school
- ☑ What is our school's purpose and objectives?
- ☑ What are our strengths and weaknesses?
- ☑ How does the performance of our students compare with similar schools?

Our priorities
- ☑ What does the evidence suggest are the most important priorities for our children's education?
- ☑ Which of these should receive special attention over the next few years?
- ☑ What will we need to do to achieve our objectives?
- ☑ How will we know if we have achieved our objectives?
- ☑ Are our parents, staff and students aware of the school's objectives, priorities and policies?

Our environment and our community
- ☑ What are the Department of Education priorities?
- ☑ Does the plan reflect the distinctiveness of the local community?
- ☑ Does the school need to gather further information or seek additional professional advice?
- ☑ Is our community changing in terms of demographic or other trends, and if so, how will this affect the school?

Our council/board
- ☑ What assistance does the principal provide to council/board members to ensure they are sufficiently informed and skilled to take an active role in school planning?
- ☑ Do we need to attract or co-opt new members to support the planning process?

School budget

Schools prepare an annual budget before the school year commences to manage the income and expenses during the year, and evaluate performance at the end of the year.

The principal and staff plan and administer the budget. The principal provides information to help the council/board to understand the financial position of the school.

The council/board reviews the budget, with particular consideration to those parts of the budget that relate to the focus areas/priorities of the plan.

The council/board is not responsible for developing the annual budget. However, it can:
- ask the principal questions about how the school is managing its money to deliver the priorities in the plan;
- expect to see a clear links between the budget and the priorities in the plan;
- seek to understand key issues related to financial management of the school; and
- understand the risks the school faces and any budget implications (see Module 5 for more information about risk management).

The council/board does not make investment decisions on behalf of the school.

Tips for understanding a public school budget

Budget checklist

Questions the council/board might consider when reviewing the school budget:
- ☑ What are the current sources of income for the school (e.g. grants, charges, voluntary contributions, hire of facilities, other)?
- ☑ Does the budget align with the priorities and directions included in the school plan?

Contributions, charges and fees

As the council/board must approve school fees, charges and contributions, it is important for it to understand the breakdown and their purpose.
- ☑ What are the key components (that is, are families given information about how these were determined)?
- ☑ What will the money be spent on?
- ☑ Are requested amounts appropriate given the socioeconomic status of families?
- ☑ Do the requested amounts comply with legislation and Department of Education policy?
- ☑ Does the school have procedures for collecting charges and contributions?

Charges for optional education experiences
- ☑ Are there extra cost components (such as excursions or resources)?
- ☑ How will the extra cost components be identified?
- ☑ Are the extra cost options reasonable?
- ☑ Can the course/program be run if parents don't pay?
- ☑ How will the school deal with non-payment?
- ☑ Does the school have funds to cover costs for students who are unable to pay?
- ☑ What can we expect parents to provide?
- ☑ Are these expectations appropriate given the socioeconomic status of our families?

Sponsorship and advertising*

There are important questions that the council/board should ask when considering possible sponsorships.
- ☑ Does the sponsorship comply with the Department of Education's sponsorship and advertising policies?
- ☑ What are the benefits of the sponsorship arrangement for students at the school?
- ☑ What are the consequences if we do/do not enter this agreement?
- ☑ What are the benefits to the sponsor?
- ☑ What are the expectations of both parties?
- ☑ What is the duration of the agreement?
- ☑ What is the impact (costs/benefit) on students, teachers, parents and Department of Education of the sponsorship arrangement?
- ☑ Are there any reputational or other risks associated with this sponsorship opportunity?

* The principal uses the Department's _Document for Incoming Sponsorship to a Public School_ and enters into an agreement with a sponsor.