



**YANCHEP**  
SECONDARY COLLEGE

Inspire. Achieve. Succeed

# BUSINESS PLAN

## 2018 - 2020



## **Mission**

Prepare young people to be active and productive adults.

## **Vision**

Yanchep Secondary College is committed to providing an inclusive learning environment that maximises:

- student engagement and achievement,
- encourages and develops a sense of community and
- prepares students to enter the world who are socially aware and ready to make their mark on the world.

## **Values**

Our work will be guided and informed by our beliefs and commitments to:

- Inclusiveness
- Integrity
- Personal Best
- Creativity

## **College Pedagogy**

The teaching and learning philosophy is guided by the following statements:

- Teachers know their students and students know their teachers  
An effective Teacher / Student Relationship is vital to maximise learning.
- Teachers know how their students learn and students know and understand how they learn.  
Teachers and students actively engage in the learning process.
- Teachers use a wide range of modern teaching pedagogies to engage students and maximise their learning.
- Teachers actively reflect upon their teaching, student engagement levels and student data to identify what is working well and what needs to change / be modified.
- Teachers work collaboratively to share practice, discuss their students and promote reflective practice.
- Teachers actively engage with innovation in their profession such as integrating ICT and new approaches in teaching and learning.
- Teachers engage in performance management, classroom observation and professional development in line with their professional and personal needs.

## The College Context

Yanchep Secondary College will provide young people from Years 7 to 12 with a high quality, comprehensive education in the Yanchep area. It is located at 21 Ravensbourne Street, Yanchep near the centre of town.

Yanchep Secondary College, will open in a brand new purpose built school, designed to meet the educational needs of secondary students in the Yanchep area. We will open our doors to students in Years 7 to 11 at the beginning of the 2018 school year. Year 12 students will be welcomed from 2019.

Our school will have specialist teachers, a challenging curriculum that inspires excellence, and many options and pathways for students to succeed, including university, further training or employment.

We will offer a broad, high level curriculum encompassing academic programs and vocational courses to provide students with opportunities to pursue learning interests that inspire and challenge them.

Stage 1 of the building program will be completed by the end of 2017. Stage 1 includes science and computing laboratories, specialist woodwork, metalwork and home economics rooms, 33 general classrooms, a gymnasium and extensive sporting fields.

Stage 2 will include a commercial kitchen and café and an arts centre for visual and performing arts. The school is designed to give students access to specialist subject teaching and the best learning practices to promote success and excellence.

Our focus on the whole student ensures that the school, staff and community works together to develop young adults who engage meaningfully with their local community, are prepared for the challenges of working in the 21st century, and help to make Yanchep a great place to live. This will be achieved through a student centred approach in teaching and learning, a comprehensive range of student support services, and a focus on students volunteering and engaging within the school and local community.



## College Planning

College planning is a dynamic process that takes into account the evolving nature of the institution. The process is based on establishing a three-year Business Plan which is reviewed each year, taking into account the student achievement outcomes of the previous year and changing needs and circumstances in the College and in the wider community.

The College Development Committee and College Board have responsibility for the monitoring and development of the College Business Plan. While the College Development Committee manages and updates the Business Plan, it does so with a focus on responding to strengths and needs identified through analysis of the student survey and their achievement outcomes, in consultation with all College staff and the College Board.

The College Development Committee is informed of existing and changing student needs by members of the staff with specific areas of responsibility and who monitor policy, regulations, conditions and circumstances of a range of areas and organisations and report to the appropriate individuals, groups or Committees within the College. Organisations that the College interacts with include Department of Education, universities, School Curriculum and Standards Authority, Tertiary Institutions Service Centre, Training Accreditation Council (TAC) and the TAFE sector. The College also gains valuable information about the wider community through the College Board.

Using this information, the College Development Committee and the College Board determine College priorities to ensure new educational programs, student learning requirements and student support services that respond to identified needs of our student cohorts.

## College Board

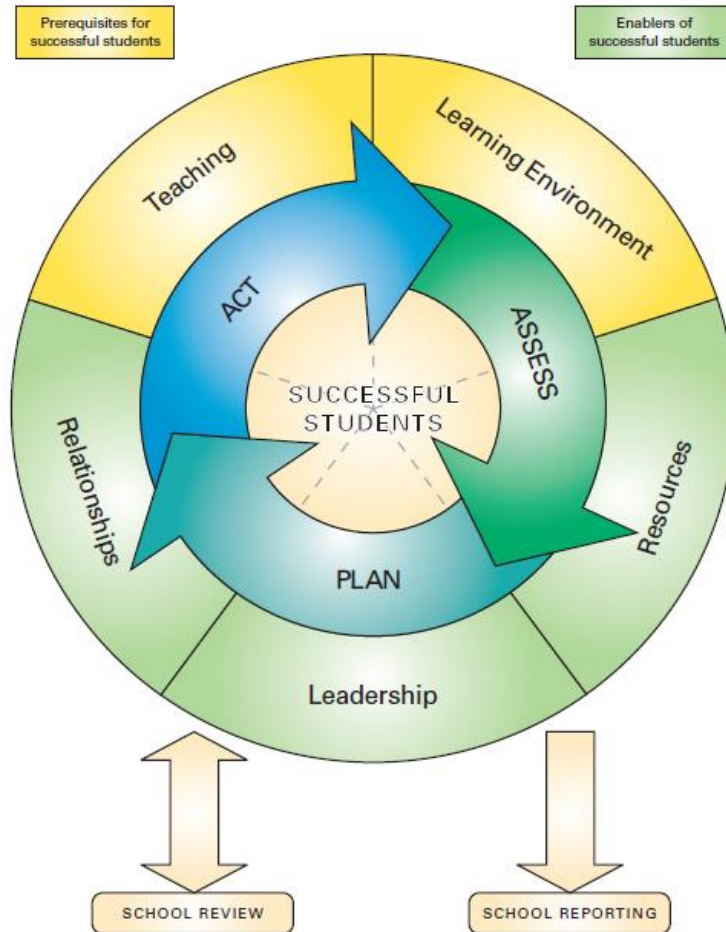
The College Board will monitor the self-assessment processes at the College. At the Board meetings, the Board will review:

- the analysis of student achievement data
- the Learning Area plans
- progress towards the targets of the Business Plan
- results of student surveys
- allocation of College resources to priority areas
- financial management processes, and
- monitor the workforce plan.



## The School Improvement and Accountability Framework – conceptual model

The *School Improvement and Accountability Framework* is structured around the following conceptual model.



### DOE Priorities (Focus 2018):

Success for all students  
High quality teaching  
Effective leadership  
Strong governance and support

### Yanchep Secondary College Priorities:

1. Success for all Students
2. Effective Teaching and Leadership
3. Building a unique School

## Targets and Strategies

### Priority Area: 1 Success for All Students

Target	Strategies
<b>NAPLAN</b>	
The progress achieved by the stable cohort from Year 7 to Year 9 will equal like schools in each test area.	Whole of school literacy plan for inclusion in Learning Area Operational Plans. Whole of school numeracy plan for inclusion in Learning Area Operational Plans. Whole of school teaching and learning plan for inclusion in Learning Area Operational Plans. Targeted support for students at risk All learning areas to conduct regular NAPLAN-style activities All staff provided with Professional Learning in the analysis and action of NAPLAN data
In Year 9, the percentage of students who are above the National Minimum Standard will equal like schools in each test area.	Whole of school teaching and learning plan for inclusion in Learning Area Operational Plans.
The grade correlation between NAPLAN and school courses will be within the DOE acceptable limits	Whole of school assessment plan and policy for inclusion in Learning Area Operational Plans. Learning Area Plans focus on developing an understanding of the standards and how to assess them.
<b>OLNA</b>	
Increase the percentage of students that pre-qualify the WACE standards before the end of year 10.	Whole of school literacy plan for inclusion in Learning Area Operational Plans.  Whole of school numeracy plan for inclusion in Learning Area Operational Plans.  Whole of school teaching and learning plan for inclusion in Learning Area Operational Plans.
<b>Attendance</b>	
The whole school attendance average will equal the state school average.	Whole of school teaching and learning plan for inclusion in Learning Area Operational Plans.  Attendance plan
<b>WACE</b>	
By the end of Year 12, the percentage of students who have achieved the Literacy and Numeracy standard through pre-qualification or Category 3 in the OLNA will equal or exceed like schools.	Whole of school literacy plan for inclusion in Learning Area Operational Plans.  Whole of school numeracy plan for inclusion in Learning Area Operational Plans.  Whole of school teaching and learning plan for inclusion in Learning Area Operational Plans.
The WACE achievement rate for Year 12 will equal or exceed like schools.	Appropriate course counselling processes embedded and monitoring of student progress throughout Year 11 and Year 12 Assessments to be constructed with marks breakdown for all aspects of tasks, marking key provided and results to be uploaded to Connect within specified time frame as per college Assessment Policy Whole of school assessment plan and policy
ATAR participation rate will match the capability rate from Year 9 NAPLAN achievement data.	Whole of school teaching and learning plan for inclusion in Learning Area Operational Plans. Ensure year 9 and 10 curriculum starts to direct students into possible senior school pathways.
Year 12 median ATAR will equal that of like schools.	Whole of school assessment plan and policy for inclusion in Learning Area Operational Plans. Focus on exam preparation in all learning areas

## Priority Area: 2 Effective Teaching and Leadership

Target	Strategies
The Teaching and Learning Philosophy is implemented in all classes.	Whole of school teaching and learning plan for inclusion in Learning Area Operational Plans.
All Learning Areas will design and implement appropriate assessment outlines, programs and assessment tasks.	Whole of school assessment plan and policy for inclusion in Learning Area Operational Plans.
National Schools Survey indicates student satisfaction as 3.8 or above for <i>'My teachers motivate me to learn'</i> , <i>'My teachers expect me to do my best'</i> , and <i>'My teachers provide me with useful feedback about my school work'</i> .	Whole of school teaching and learning plan for inclusion in Learning Area Operational Plans. GEM program – Gratitude, Empathy, Mindfulness
All staff will commit to improving the quality of teaching and learning through the college's reflective practice model in order to achieve consistent improvement within the proficiency stages of the AITSL Australian Professional Standards for Teachers.	Whole of school teaching and learning plan for inclusion in Learning Area Operational Plans.  College Performance Management and Classroom Observation policy and procedures
The college Senior Leadership will demonstrate increasing proficiency of the Professional Practices within the AITSL Australian Professional Standards for Principals.	Whole of college leadership plan and strategy  College Performance Management policy and procedures
Consistent and accountable Performance Management process are embedded in every Learning Area, and aligned with the AITSL Standards.	College Performance Management and Classroom Observation policy and procedures
Processes and structures will be put in place to support the development of student leadership and voice, and student satisfaction of 3.8 or above will be indicated on the National Schools Survey <i>'My school takes students' opinions seriously'</i> .	College structures to encourage and promote student involvement and engagement. House Structure Volunteering program Student Leadership Structure

### Priority Area: 3 Building a unique School

Target		Strategies
Develop a range of after school activities for students.		Extra-curricular plan and strategy. Establish a committee to oversee and manage.
Develop 'GEM – Gratitude, Empathy, Mindfulness' as a planned time to promote the vision for the school.		Plan for GEM created and resourced Staff deliver GEM activities to foster student learning and engagement. Staff and student survey on GEM.
Develop the curriculum focus for the College: <ul style="list-style-type: none"> <li>• Marine and Environmental Sciences</li> <li>• STEAM</li> </ul>		Implementation plan for marine and environmental sciences curriculum.  Implementation plan for STEAM developed
Develop a sporting focus for the College.		Plan for the sporting focus of the school developed
Deliver and maintain excellent facilities and grounds to meet the needs of the learning community.		Grounds and facilities committee
Develop partnerships with primary schools that will increase the number of students transitioning to Yanchep Secondary College.		Transition and Partnership plan developed and implemented
Establish a strong and effective College Board that contributes positively to the outcomes of the college		College Board formed and running effectively  College P&C established and running effectively
Promote opportunities for students through a range of effective corporate, industry and community partnerships.		Explore opportunities for links to universities, TAFE, local government, local employers and local community groups. Promote the hire of college facilities with the local community.
Develop a volunteering program for the senior school students.		Develop a volunteering policy and procedure. Seek volunteering opportunities for students



## Workforce Plan

### Context

For 2018 Yanchep Secondary College will have a one-line operating budget of over 6 million dollars, of which approximately 5 million dollars is allocated to staff employment. Staff are a valued and important resource in achieving the targets and milestones that are set out in our business plan.

The Work Force Plan identifies the strategies that will enable appropriate staffing profiles and Professional Development at Yanchep Secondary College for 2018 and beyond.

In establishing the plan, three key areas are considered:

- The need to staff the College sustainably within the context of the College's annual Student Centred Funding Model (SCFM) allocation,
- The demographic profile of the staff and the potential to affect a sustainable workforce, and
- The College's Business Plan, its priorities, enrolment predictions and attainment of key planning targets and program developments

## YANCHEP SECONDARY COLLEGE WORKFORCE PLAN 2018/2020

Yanchep Secondary College Enrolment Trends (February Census)

	2018	2019 (pred.)	2020 (pred.)
Year 7	166	175	180
Year 8	132	166	175
Year 9	110	132	166
Year 10	111	110	132
Year 11	87	111	110
Year 12		87	111
	<b>606</b>	<b>781</b>	<b>874</b>

### Enrolment Patterns

The College will experience a period of rapid growth for the first four to five years after establishment. The long term enrolment number for the school should be about 1200 students although this could go as high as 1600 students until sufficient schools are built to the south of the College (such as North Butler). The growth of the Yanchep, Two Rocks and Lancelin areas are expected to be steady over the next 5 years.

### Summary

The school will need to develop a staffing plan for a stable number of 1200 students. This needs to ensure good coverage of all learning areas and is flexible enough to cope with the compulsory LOTE (languages other than English) changes in the next 5 years.

## Staffing Demographics (2018 data, appendix A)

**Table 1 FTE and headcount of staff for occupation groups**

Occupation Group	Active Headcount	Active FTE
Leadership	3	3.0
HOLA/Coordinator	7	7.0
Teacher	37	34.3
Education Support EAs	3	3.0
AIEO	1	0.4
Admin	9	7.2
Cleaner	5	3.6
Gardener	2	2.0
Other	6	5.6
<b>Total</b>	<b>73</b>	<b>66.1</b>

**Table 2 Total employment FTE and headcount 2014-2018**

Year	Headcount	FTE
2018	73	66.1

### Staffing Profiles

- Gender**

**Table 5 Gender profile**

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2018	22	51	19	28	3	23
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2018	21.6	44.5	18.8	25.5	2.8	19.1

- Workforce**

**Table 7 Comparison of age profile data**

	2018		
	All Staff	Teaching Staff	School Support Staff
Under 25	1	0	1
25 to 34	17	14	3
35 to 44	21	15	6
45 to 54	21	9	12
55 to 59	10	7	3
60 to 64	3	2	1

**Table 8 Average age of all staff members 2014 to 2018**

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2018	43.4	42.9	44	42.1	43.9

To effect a sustainable Work Force Plan, the above data needs to be considered and addressed during future staff planning processes.

## **WORKFORCE PLANNING FOCUS 1:**

### **Workforce Size and Recruitment**

Yanchep Secondary College needs to acknowledge the size of its workforce in relation to the Department of Education staffing methodologies and identify factors affecting our staffing profile in this context. Student enrolment numbers drive the SCFM allocations in the one-line staffing budget.

It is important for successful student outcomes that the College attracts and retains suitably qualified and experienced teachers, relevant to the students' needs, across the range of programs offered. The College must identify current and future challenges to ensure sustainable and appropriate staffing levels are maintained.

<b>STRATEGIES</b>	<b>MILESTONES</b>
Endeavour to maintain current enrolment patterns and build these in future years.	Enrolment projections have a balanced spread across College programs.
Use enrolments to inform workforce numbers in teaching and support positions and the College will manage its workforce within budgetary constraints.	The College's SCFM budget aligns with projections and therefore the College does not face additional workforce costs.
Consider staff recruitment that aligns with College planning needs and enrolment growth	Appropriately qualified and experienced teachers are recruited.
Determine likely future staff retention patterns using a succession planning survey. (to be conducted every 5 years).	Learning area, Department and whole of College staffing requirements are met.
Target quality teachers when appropriate for permanent appointment.	The average age of the College workforce is managed.
Ensure appropriate gender balance policy is applied when recruiting new staff. This will not subsume the policy of selecting the best applicant.	The gender balance of the workforce will be considered over time to ensure an equitable balance.

## WORKFORCE PLANNING FOCUS 2:

### Improving the Capacity of Teaching and Support Staff

The quality and effectiveness of staff has a direct influence on the outcomes achieved by our students. The arrangement of staff roles and responsibilities, and the operational structures these are undertaken within, also contribute to workforce capacity and the creation of a work environment that better supports the learning of students.

When reviewing and, where appropriate, re-organising the roles and work arrangements of staff, the College is better able to provide an environment that supports the learning of students. This must be undertaken within the parameters of the College's SCFM budgetary allocation and with attention to the College priorities and planning developments.

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> <li>• Ensure Support Staff Roles are appropriately organised to achieve the operational requirements of the College, within the SCFM budgetary allocation.</li> <li>• Ensure teaching and support allocations reflect the workforce requirements of the College priorities, curriculum programs and student support services.</li> </ul>	<ul style="list-style-type: none"> <li>• Workforce capacity and operational requirements are appropriately balanced across all areas of the College.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide support and appropriate professional learning opportunities to staff to ensure they can effectively carry out their allocated roles and responsibilities.</li> <li>• Provide opportunities to expand the capacities of teaching and support staff through coordinated professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff take up of professional learning opportunities provided through a coordinated approach to staff capacity building.</li> <li>• Teachers use PD days and meeting times as effective professional learning occasions in addition to regular professional learning opportunities.</li> <li>• Shared meeting time be incorporated into the College timetable.</li> <li>• Staff to take up professional learning in Vocational programs to ensure they are able to deliver VET courses and attain the relevant VET qualifications.</li> </ul>
<ul style="list-style-type: none"> <li>• Maintain operational structures that encourage staff to participate in the decision making processes of the College.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff participate willingly and feel valued in decision making groups.</li> </ul>
<ul style="list-style-type: none"> <li>• Manage staff leave requests in a supportive and compassionate way that is fair and equitable.</li> <li>• Provide opportunities (mentoring, professional learning, leadership programs) for staff who aspire to promotion and senior DoE positions.</li> <li>• Maintain a productive and healthy work environment for all College staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff surveys indicate a high satisfaction with the work environment.</li> <li>• Less than 5% of teaching staff seek a move to another work site in any one year (2015/2017).</li> <li>• An effective Workload Committee is established.</li> </ul>