KARRATHA
SENIOR HIGH SCHOOL

TOWARDS TOMORROW

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BUSINESS PLAN 2015 - 2017
SCHOOL PROFILE

Since 1974, Karratha Senior High School (Karratha SHS) has been providing a quality education for students from Years 7 - 12, serving the region’s diverse mineral and resource sector. The school is dedicated to providing an inclusive, quality education that strengthens the community and empowers every child to embrace the opportunities which exist in the heart of the Pilbara. As a school, we actively encourage and reward positive behaviour, quality academic and sporting achievement and cultural awareness.

Karratha SHS has 1,000 students, with an intake from contributory primary schools and those students who come from across Australia and overseas. The school relocated to a new site in 2013, offering a 21st century learning environment with outstanding facilities. Being located on an education and training precinct site, it provides the opportunity to build on its strong partnership with Pilbara Institute to provide quality training for students. The joint use Karratha Leisureplex, located next door to the school, provides an outstanding facility that offers an extensive range of recreational activities for all students.

The school focuses on offering students the wide range of opportunities available in the Pilbara and beyond. Collaboration and partnerships are key to this focus.

School Motto

The school motto ‘Towards Tomorrow’ ensures that the school focuses on preparing all students for the future. The motto embraces the aim of nurturing responsible and caring individuals in order for them to be fully prepared and ready for success in a rapidly changing world.

Self-Assessment

Involvement of key stakeholders is an underlying principle of school improvement. Reflection, evaluation and planning enabled staff to contribute to all aspects of the school Business Plan, including priorities, goals and strategies. Parent surveys provided valuable feedback.
Our Beliefs and Values

As a school, we strongly believe that:

- every student has the right to a quality education;
- each student is an individual who has a preferred learning style;
- teachers are important role models who help shape young people’s lives;
- learning should be an enjoyable and challenging experience that is relevant, meaningful, interactive and engaging;
- learning occurs best in a safe, stimulating, supportive and positive environment that allows collaboration and fun, and develops respect for self and others;
- learning occurs in many different settings and is a lifelong process; and
- positive teacher–student relationships are founded on trust and respect and underpin effective learning.

Positive School Culture

Karratha SHS is founded on a positive school culture. The learning environment in which students feel safe, relaxed, and willing to take risks is the basis of a positive culture. Classroom learning experiences are to facilitate success, enhance self-esteem, and build supportive happy relationships. Cooperative learning strategies are developed to build social relationships and respect individual differences and cultures. A safe and supportive school environment at Karratha SHS underpins the positive culture.

Karratha SHS seeks to have an integrated approach to the education and development of the whole person. The wellbeing of our young people depends on their school experiences that influence their intellectual, physical, social, emotional, moral, and aesthetic development. Our students’ mental and emotional health is important and we nurture resilience and optimism. We encourage students to make well-informed choices by considering consequences and the influence of behaviour upon others.

While there are no grades for integrity, responsibility, and kindness, we encourage such underlying characteristics. Our cultural and sporting pursuits promote the development of self-esteem, enterprise and confidence to pursue the opportunities provided throughout life.
GOAL 1: IMPROVE LITERACY AND NUMERACY PERFORMANCE OF ALL STUDENTS

Karratha SHS will capitalise on the progressive improvement in student performance through the implementation of a three tier program:

1. Supporting entry level performance by collaborating with and supporting primary schools. Entry level diagnostic testing will provide information for targeted teaching.
2. Literacy and Numeracy will be embedded in every learning area.
3. The Years 7 and 9 NAPLAN data will be used to identify students at risk of not meeting the Literacy and Numeracy Standard by the end of Year 12. Targeted intervention will be implemented to support students at risk.

Literacy and Numeracy Improvement Plan

Analysis of NAPLAN results provide valuable information on targeted areas for improvement and consolidation of areas of success. Student assisted learning through ICT is to be enhanced through the introduction of staged progression learning through access to online learning programs.

Reading is to be enhanced through the introduction of daily reading of resources that are chosen specifically to engage students at the identified stage of development and interests. A deep understanding of the purpose, context and language features are to be developed for: Informative, imaginative and persuasive texts to improve achievement in writing.

Teacher Support

Teachers are to be provided with teacher planning support based on evidence to achieve shared outcomes. Systematic processes are to be adopted to gain feedback on effectiveness.

GOAL 2: IMPROVE ACADEMIC ACHIEVEMENT OF ALL STUDENTS

Academic Development

Our goal is to promote high achievement across the educational program. Improvement in Literacy and Numeracy will provide a foundation for high overall achievement. Learning area leaders will set goals and targets to maximize performance.

We are aiming to increase the university entrance rates through identification of our high achieving students and designing dedicated programs to enhance their academic success.

Vocational Education and Training Programs are to continue to develop, offering diversity and variety to students. We will work with our Registered Training Organisations to ensure VET students have the opportunity to achieve at their highest level.

Cultural and Sporting Development

We are proud of the range of sporting and cultural opportunities available that provide for the development of happy, healthy and well-rounded young people. The Arts is a developing area with already established music and drama programs. Further development in the area will provide a broader learning experience for all students.
GOAL 1: QUALITY TEACHING
We value the contribution of our committed staff and provide support and encouragement in them undertaking valued work. The school goals are founded on a whole school approach, which focuses on effective communication. Opportunities are provided for staff to contribute ideas and to share information with colleagues.

Curriculum support is being provided to give teachers access to the most current teacher planning support materials.

The assessment and reporting will be further developed to ensure the most efficient and effective processes are adopted to meet requirements, provide feedback and reduce teacher workload.

Our learning areas are vital components of the school organisation and are supported in providing effective learning programs.

Attraction and Retention of Staff
Educational outcomes are achieved through teachers, so Karratha SHS has an active program of attracting and retaining quality staff. The school will continue to provide for professional and career development through a well-designed Workforce Management Plan.

Performance and Development
Performance and Development processes are an integral part of the school performance and are designed to enhance motivation and promote professional growth. Processes are established to provide regular professional feedback and to provide negotiated support as appropriate. Performance management is mutually negotiated to maximise outcomes.

GOAL 2: DEVELOP LEADERSHIP STRUCTURES
Leadership is a vital aspect of the ongoing development of the school. Leadership structures have been designed to promote continuity and growth. The executive team has clear roles and areas of responsibility, which contribute to the institutionalisation of well-established policies and practices.

School level coaching personnel have been appointed to provide shoulder to shoulder professional support.

Aspirant leaders within the staff will be identified and encouraged with a view to facilitating individual teacher contribution to the development of the school. The concept of distributed leadership is to be heightened to mobilise the human resource potential in the school. Delegated roles may be identified to assist with school performance and to coordinate school programs.

GOAL 3: PROFESSIONAL LEARNING OPPORTUNITIES
Professional growth is an integral part of effective change. Our goal is for continuous growth of teacher quality. Consequently, professional development programs are to be designed, developed and implemented to align with school goals and to address teacher needs.

A teacher development coach has a role in working with teachers to improve teacher quality across the school.

A register of mentors and mentees will be established to provide collegial support at the point of need and relevance.
GOAL 1: STRENGTHENING PARTNERSHIPS WITHIN THE PILBARA EDUCATION NETWORK
Karratha SHS is an integral part of the educational community. Network meetings involving the high school and all primary schools are a feature of the cooperative relationships that have been established. This collaboration includes shared goals and effective student transition processes.

GOAL 2: POST SECONDARY TRANSITION
The school is located adjacent to Pilbara Institute, a state training provider. This has created opportunities to expand curriculum offerings in the vocational education and training area which can improve retention of students as they choose learning programs appropriate to their interests and stage of development.

Post-Secondary Transition is a priority and the recent significant improvement in graduation rates has facilitated more effective transitions. Student demand for a variety of pathways has been facilitated and plans are established to ensure that students have the opportunity to attend university, engage in vocational studies or employment.

GOAL 3: INVOLVEMENT OF SCHOOL BOARD, PARENTS AND WIDER COMMUNITY
The effectiveness of a school depends on the way it is governed. Karratha SHS status as an Independent Public School provides the opportunity to mobilise new human resources within the community – to design a self-improving system. The Principal is to work with the Board to create structures, and to involve a range of personnel to maximise the benefits of the new opportunities.

The processes of strategic planning, self-evaluation and school improvement can be enhanced through the involvement of expertise and experiences of the wider community. Parents are invited to participate in a survey to contribute feedback.

To achieve our goal of facilitating effective transitions beyond school, Karratha SHS has developed strong relationships with the broader business and educational community. Collaborations and partnerships are vital to this focus. The North West Shelf Project–Karratha Education Initiative, the Gumala Mirnuwarri Education Project (Follow the Dream: Partnership for Success), Clontarf Foundation and Aspire through the University of Western Australia, have all enabled the school to provide significant opportunities for students.
GOAL 1: PROVIDE FOR INDIVIDUAL AND CULTURAL DIFFERENCES
A goal of the school is to provide an appropriate education for all students with recognition of factors such as language background other than English, cultural background and Aboriginality. Relevant curriculum support programs will be implemented by the school as part of the teaching and learning process. These programs will support student learning in all year groups.

Building future aspirations is a key source of motivation and post-school options are explored and highlighted.

The school Clontarf Football Academy program is designed to encourage student engagement in education through the Clontarf Pillars Program. A partnership with industry and the Graham (Polly) Farmer Foundation provides support for aspiring Aboriginal students through the Gumula Mirnuwarri Education Project.

GOAL 2: PERSONAL RESPONSIBILITY FOR LEARNING
A drive to encourage students to take responsibility for their own learning is to be implemented across the school. This will be supported by the Career Development Program that encourages students to develop a career plan and work to achieve their goals and aspirations.

GOAL 3: IMPROVE ATTENDANCE RATES
Student performance is directly related to attendance, improvement in this area is a key goal. Research is undertaken on the categories of attendance with a consequent design of approaches that will be adopted to address issues associated with each category. Communication with parents is an underlying principle of the program.

GOAL 4: ESTABLISH A WHOLE SCHOOL APPROACH BASED ON RESPECT AND COOPERATIVE RELATIONSHIPS
The foundation of the school’s positive culture is used to develop appropriate behaviour based on respect and cooperative relationships, including:
- taking responsibility for our behaviour,
- making informed choices that include appreciating the effects of behaviour on others.

An objective is to replace any punitive disciplinary process with restorative alternatives that reduce inappropriate behaviour and support positive relationships.

The relevant General Capabilities are to be formally included in the learning program to develop personal and social responsibility and ethical understandings.
**TOWARDS TOMORROW**

Our students are our future. The quality of student learning shapes the future of our community. Education empowers people and builds strong societies.

Karratha SHS is committed to creating a learning environment that provides for the growth and development of all our students. We seek to work with students and parents to build a learning community that enables each child to achieve their goals and make a contribution to our society.

The foundation for growth is a positive culture that is supportive and respectful of one another. Equity and inclusion is paramount.

We believe in the ability of all students to learn effectively. We encourage all students to set personal goals, show curiosity, ask questions, take risks and enjoy the outcomes of their learning experiences. A willingness for each to take responsibility for their own learning is an underlying principle of ongoing growth as we move towards tomorrow.

Opportunities are being provided, goals are to be chosen, responsibility is to be taken.

**PLAN FOR THE FUTURE**

This Karratha SHS Plan is a blueprint for our future. It is based on input and feedback from educational stakeholders. It is a dynamic plan and will be constantly reviewed in a process of continuous improvement.

Together we will identify priorities, set goals and establish targets as we implement our plan. Strategic choices are to be made to provide the maximum effect in the use of finite resources.

The success of the plan depends on the commitment and cooperation of all members of the learning community: students, teachers, support staff, school leaders, parents and community members.

Our new facility is a symbol of the development of the school. Ultimately, people make the difference and we seek to work together to create a learning organisation that is the best that it can be for the benefit of our young people.

Together we seek to shift the achievement curve to enable each child to fulfil their potential.

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**We Value Your Feedback**

Karratha Senior High School is an integral part of the community. We have a positive and optimistic vision for the future of our school. Together we can create a school of which we can all be proud.

We would value feedback from students, parents and community members. We appreciate your contribution to the growth of the school.

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