



BUSINESS PLAN

2024 2027

Building staff capacity and wellbeing to engage each student and connect with community.



Artwork by artist Kevin Bynder for Thornlie Senior High School Tribes: Whadjuk – Yeud Noongar – Mother / Widi Badimia – Amangu Yamatji - Father

The large circle in the middle is Thornlie Senior High School and symbolises a meeting ground surrounded by the U shape symbols which represent the male and female students. The 2 circles on the bottom connects with the high school and these represent the motto, 'Engage, Inspire and Achieve'. The pathways also connect with the Djarlgarro Beeliar – Canning River. The Canning River was the main source for food, shelter and water for the local Indigenous people of the area, with plenty of kangaroos and goannas. Food was never a problem. The red line which consists of circles represents the year grades and the staff. The hills on the far right represents the Katta Morda – Darling Range this is believed to be the body of the Waagyl – Rainbow Serpent. After creating the land she lay dormant looking after the tribal lands. The top circle is the Ngaangk – Sun which is our giver of life. The U shape symbols represent all staff and students and the hollow ones represent those who have passed and are no longer with us.

THIS IS OUR PLAN

Endorsed by the staff, students and school community through the School Board.

OUR VISION

Engage - Inspire - Achieve

We engage and inspire our students to achieve their aspirations in a culturally responsive, safe and inclusive environment.

OUR VALUES

Respect - Responsibility
Pride - Perseverance

Aspirations for 2024 to 2027

We will improve student academic outcomes to matching or exceeding like schools in NAPLAN, OLNA, WACE and attendance.

OUR PRIORITIES

At Thornlie Senior High School, we have three development priorities to continue our journey of continual growth and improvement, and to plan strategies that enable success within a culture of challenge, high expectation and achievement.

Build Staff Capacity & Wellbeing - Engage Each Student - Connect With Community

ACKNOWLEDGMENT OF COUNTRY

The Thornlie Senior High School community acknowledges the Traditional Owners of the land, the Whadjuk Noongar people, on which we gather to learn and grow each school day. We pay our respects to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples.

OUR MINDSET

We believe that effective teachers at Thornlie Senior High School:



Can unlock the learning potential of every student



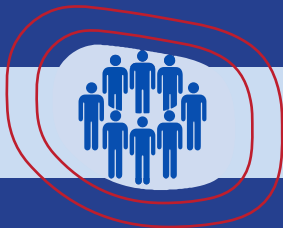
Have the responsibility to evaluate the impact of their practice and seek to improve



Value inclusion and student diversity



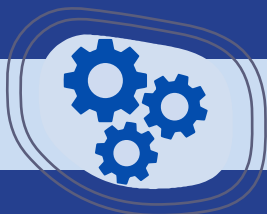
Recognise that student wellbeing and engagement are essential to success



Share the responsibility for student success with schools, families and the broader community



Prepare students to become successful life-long learners



Believe in equity and reconciliation



PRIORITY 1 Build Staff Capacity & Wellbeing

We will build staff capacity in teaching & learning for high performance - high care and implement strategies that ensure wellbeing in the workplace by having Staff;

- Participate in school review processes and rigorously analyse data/evidence to evaluate progress towards targets.
- Actively engage in organisational practices that develop and maintain a culturally responsive, safe and inclusive school environment.
- Demonstrate high quality teaching and restorative practices, for high performance-high care.

Strategies

To do this we will:

- Establish school and network professional learning communities to drive positive change in classroom practice.
- Develop and deliver a guaranteed and viable curriculum to reflect the critical content and the TSHS teaching and learning framework.
- Implement processes that identify, develop and support innovative leadership across the school and system.

- Embed a culture of performance development which privileges key interventions and pedagogical approaches that improve student outcomes.
- Implement a workforce health and wellbeing plan to support the physical and psychological safety of staff.

Targets

By 2027, our aim is to:

- Have the Thornlie SHS Teaching and Learning Framework implemented and visible in every classroom.
- Ensure the School Culture Survey demonstrates an alignment between teacher knowledge and practice.

The School Improvement & Accountability Framework

- Leadership
- Learning Environment
- Relationships
- Resources



PRIORITY 2 Engage Each Student

We will engage and inspire our students to achieve their aspirations in a culturally responsive, safe and inclusive environment by:

- Increasing student sense of belonging and connectedness to the school community.
- Using student voice to drive increased attendance and engagement in learning activities.
- Ensuring students engage in a guaranteed and viable curriculum.

Strategies

To do this we will:

- Establish a range of diverse, inclusive; clubs, events and extracurricular activities to increase student belonging and connectedness to the school community
- Provide opportunity for student voice, through formal and informal decision-making groups, to identify and drive strategies that increase attendance and engagement.
- Embed school wide structures and procedures that visibly promote positive behaviour and restorative approaches.
- Deliver a differentiated, inclusive and culturally responsive curriculum that engages each student.

Targets

By 2027, our aim is for:

- Year 9 Student prequalification of OLNA through NAPLAN is at 30% or above
- Year 10 Student OLNA pass rate is at 70% or above
- Year 12 Student OLNA pass rate is at 90% or above
- NAPLAN alignment to Grade Allocations is above like schools
- Median ATAR of 80
- WACE Achievement is at 90% or above
- Overall Attendance increases to 90% or better
- Regular attendance increases to 58% or better
- Aboriginal Cohort Attendance increases to 75% or better
- Student satisfaction survey data to demonstrate alignment with the relevant focus area and strategies.

The School Improvement & Accountability Framework

- Teaching & Learning
- Resources



PRIORITY 3 Connect with Community

We will strengthen family partnerships and enhance community involvement to actively contribute to school focus areas by:

- Generating strong partnerships within and across the community to improve student outcomes.
- Facilitating engagement and strengthen positive relationships between the school and families.
- Increasing the School Board and P&C active contribution to improvement across school focus areas.

Strategies

To do this we will:

- Harness strong partnerships and strengthen links between the school and local community, businesses and organisations to broaden opportunities for students to learn outside the classroom.
- Increase meaningful communication and interaction between staff, students, families and external providers to facilitate wraparound support and participation in student learning.
- Increase the contribution of the School Board and P&C to strategically promote the needs

of the school to wider community to improve school facilities and student opportunities.

- Position the school as a hub for local schools and the community by sharing physical resources and providing services.

Targets

By 2027, our aim to:

- Put forward a business case and be successful in gaining funds for an Arts, Skills and Community Centre.
- Ensure the School Culture Survey demonstrates an alignment with the relevant focus area and strategies.

The School Improvement & Accountability Framework

- Learning Environment
- Relationships
- Resources



Fogarty EDvance School Improvement Program

Building staff capacity & wellbeing to engage each student and connect with community.

Thornlie SHS successfully completed a three-year School Improvement Program with the Fogarty Foundation EDvance Program in 2019 and is now an alumni member. This highly respected and rigorous improvement program continues to drive the school's planning and decision-making processes. Significant gains have been made using valid, evidenced based decision making to develop a culture of challenge, high expectations and achievement for all staff and students. The School Improvement Plan is guided by its aspiration, with focus areas, objectives and initiatives made to support its achievement. The aspiration for 2024-2027 reflects where Thornlie wants to be by the end of the next four-year business cycle. Our aspiration is to improve student academic outcomes. Focus areas are the themes that are driving Thornlie's improvement

and enabling us to meet our aspiration. They are easily communicable logical drivers of our performance. Objectives are a subset of the focus areas. They are defining what it is that we specifically hope to achieve by working in these three focus areas. Initiatives refer to the major pieces of work that we are undertaking to accomplish our objectives under each focus area.

All Thornlie Senior High School Operational Plans are developed using the School Improvement Program Placemat to ensure coherence and staff understanding of the school initiatives and improvement strategies.

This embedded approach to ongoing school improvement, combined with the WA Department of Education, Teaching for Impact Program are key components to the 2024-2027 Thornlie SHS School Business Plan.



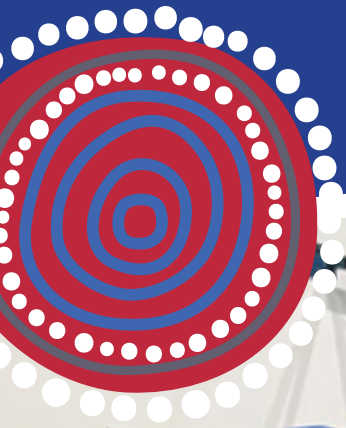


Monitoring Tools / Data Sources

We will check our progress through:

- Ongoing self-assessment through the School Review Cycle
- Organisational Health Index (OHI) Survey administered annually
- National School Opinion Survey for parents, teachers and students (every second year)
- School Culture Survey
- Aboriginal Cultural Standards Framework progress
- Documented and anecdotal evidence from committees, including:
 - Student Services/Positive Behaviour Supports
 - Curriculum
 - Workload Advisory Committee
 - ICT and STEM Working Parties
- ACER National School Improvement Tool
- Thornlie SHS School Review Cycle will use the following data to monitor student achievement utilising P-10 data 5 weekly summary sheets, comprising of:
 - OLN & NAPLAN
 - Reporting Data
 - Attendance
 - Behaviour
 - WACE and Attainment Rates





Self-Assessment

Thornlie SHS's school review cycle works towards three key areas to guide our improvement

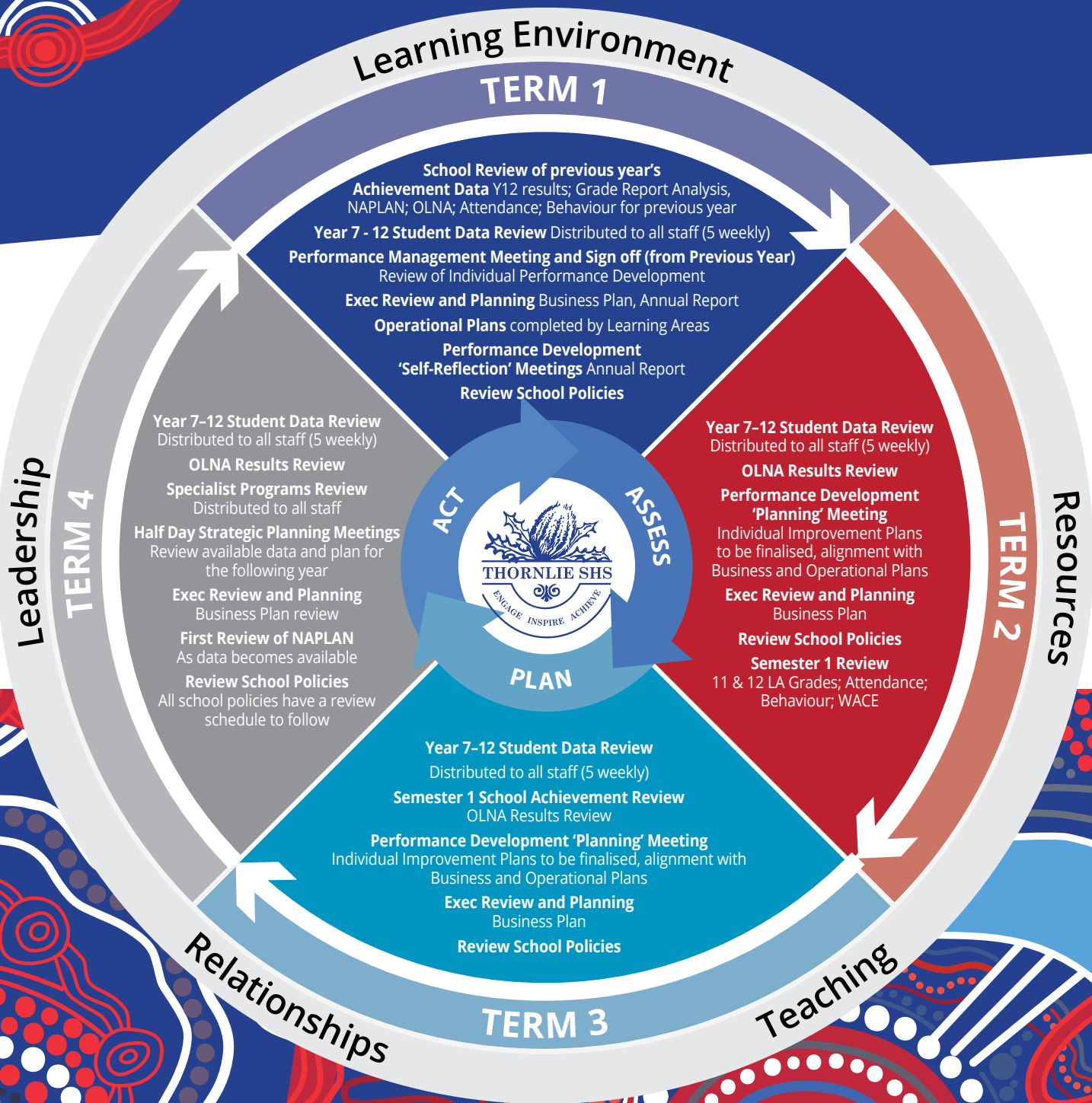
- Access data and other evidence related to student achievement and school operations
- Plan to improve the standard of student achievement
- Act and implement planned strategies

Thornlie's school review cycle is rigorous and ongoing, requiring explicit documentation at various stages.

Data analysis is a focus at every level, from the executive team to the classroom teacher. All school planning is monitored in Weeks 2 and 7 of each term, with the findings used from all reviews to inform our planning and provide targets for improvement.



School Review Cycle





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