



IPS Business Plan 2017 – 2019



Foreword

Byford Secondary College opened its doors on Monday 3 February 2014 to 169 Year 8 students.

Situated in Byford, the College services the secondary education needs of Byford and its surrounding communities.

Stage 1 of the College was completed for the beginning of the 2014 school year at a cost of \$34 million. Stage 2 was completed in July 2016 and included an Inclusion facility, general teaching blocks, Arts centre, gymnasium and a refurbishment and extension of the current Technology and Enterprise building. The final Stage 3 construction of a senior school building, staffroom, information technology laboratories, lecture theatre and general teaching block was completed in September 2017, some two years ahead of its original completion date.

In partnership with the College community, Byford Secondary College successfully implemented an iPad “Bring Your Own Device” (BYOD) program for the commencement of the 2014 school year. In conjunction with the BYOD program, the College provided iBook electronic textbooks within learning areas, apps for inclusion in classroom activities and interactive technologies within classrooms for staff and students.

The period 2017-2019 will see the transition of the College into a fully operational public secondary school with students enrolled in Years 7 through 12. This increase in academic years also brings with it increases in student enrolment numbers. It is projected that during the life of this Business Plan, the student population of the College will rise from approximately 1050 to in excess of 1500 in 2019. The Western Australian Department of Education projections have Byford Secondary College achieving a maximum enrolment of over 2000 students by 2022.

Our Vision

To create a vibrant and dynamic secondary school in the heart of Byford which provides for the needs and aspirations of all students within our community. The College motto, “Aspire to Excellence”, articulates this vision.

Our Priority Areas

The College Priorities are those areas of operation which are deemed to be pivotal to enabling students to achieve their potential.

Byford Secondary College has identified three areas of operation which are to be prioritised for the 2017-2019 planning period.

These priority areas are:

- Excellence in Learning
- Excellence in Teaching
- Excellence in Pastoral Care and Support



Priority One

Excellence in Learning

This priority centers on student achievement across Years 7 to 12. The lower school years sees a focus on literacy and numeracy whilst the senior school years focus on ATAR, VET and students' preparations for life beyond Byford Secondary College. As the College will have enrolments in Years 7 through 12 during the life of this Business Plan, focus is given to the measurement of achievement through NAPLAN testing, OLNA testing, VET Certificate attainment, ATAR scores and College-based assessments. Unlike the previous IPS Business Plan, this plan reviews raw data related to individual students' attainment as well as progress data for discrete cohorts across years of study.

Our targets within this priority are:

- Student progress between Year 7 and Year 9 Reading in NAPLAN is greater than that of "Like Schools" as identified by Schools Online and ICSEA values.
- Student progress between Year 7 and Year 9 Writing in NAPLAN is greater than that of "Like Schools" as identified by Schools Online and ICSEA values.
- Student progress between Year 7 and Year 9 Numeracy in NAPLAN is greater than that of "Like Schools" as identified by Schools Online and ICSEA values.
- ASPIRE students' achievement will be greater than or equal to a B grade average for Learning Area grades in MESH subjects each semester.
- 75% of ATAR students will gain an Australian Tertiary Admissions Rank (ATAR) greater than 70.
- Literacy and Numeracy Support (LNS) students will improve their progress results in the NAPLAN areas of Reading, Writing and Numeracy between Years 7 and 9 at a greater rate than that recorded between Years 5 and 7.
- Education Support students will demonstrate improvement through progress in areas as identified within their Personal Learning Plans (PLPs).
- Education Support students will be engaged in Community Access and/or Work Placement programs as identified within their Personal Learning Plans (PLP).
- Increase the percentage of "mainstream" students achieving a C grade or higher in each cohort as identified through College semester reporting data.
- Semester reporting grade distributions for all students will be within one standard deviation of external testing (NAPLAN and OLNA) results as identified through the School Performance Management System (SPMS).
- 75% of Aboriginal students will achieve at or above the National Minimum Standard (NMS) benchmarked within the Year 9 NAPLAN testing areas of Reading, Writing and Numeracy.
- Increase the proportion of Aboriginal students achieving a C grade or higher in each cohort as identified through the College semester reporting data.
- 90% of Aboriginal students will attain a Western Australian Certificate of Education (WACE) by the completion of Year 12.



- 90% of VET students will attain a WACE by the completion of Year 12.
- 90% of VET students will achieve completion of a Certificate II or higher qualification by the completion of Year 12.
- 90% of General Studies students will attain a WACE by the completion of Year 12.

Priority Two

Excellence in Teaching

Research clearly identifies the teacher as the most significant element in the attainment of successful learning outcomes for students. Excellence in Teaching is a priority focused on teacher professional learning and the translation of this learning into curriculum development and innovation in pedagogy.

The targets to be measured in this priority are:

- 100% of teaching programs will fully implement the Western Australian Curriculum by the deadlines set down by the School Curriculum and Standards Authority (SCSA).
- 100% of teachers will undertake professional learning in curriculum areas including, but not limited to; Western Australian Curriculum, ICT , literacy and numeracy pedagogy on at least two occasions per year.
- 100% of teachers will demonstrate increased integration of ICT within teaching, as measured by consistent movement along the SAMR continuum.
- 100% of teachers will demonstrate consistent and regular use of Connect for all classes.
- Increase in the number of Level 3 Classroom Teachers and Senior Teachers on College staff.
- Increase in the proportion of teachers applying for selection as an Aspire teacher each year.
- 100% of Aspire teachers will undertake professional learning each year aimed at delivering improved outcomes for academic extension students.
- Increase in the number of teachers applying for selection as an LNS teacher each year.
- 100% of LNS teachers will undertake professional learning each year aimed at delivering improved outcomes for LNS students.
- Increase in the proportion of teachers mentoring pre-service teachers in their school-based practicums each year.
- Increase in the proportion of teachers mentoring graduate teachers within Learning Area each year.
- 100% of graduate teachers will be mentored by a colleague within their Learning Area each year.
- Increase in staff participation in key areas of College planning and decision making through increased participation in the College committees.



- Increase in the proportion of teachers applying for appointment to leadership positions within the College.
- Increase in the progression of teachers through the AITSL Teacher Standards through Performance Management Agreements and classroom observation.
- Increase in the proportion of teachers engaging with professional networks and associations.
- Integrate Aboriginal perspectives across all curriculum areas.
- Create and implement an ASDAN program for identified students with disabilities.
- The collaboration with outside organisations and continued development of community partnerships to support the educational needs of students with disabilities.

Priority Three

Excellence in Pastoral Care and Support

Caring for and supporting the health and wellbeing of every student is essential in ensuring their success. Through the development of a comprehensive Student Services system within our College, our goal is to support students during their secondary education journey. This support comes from the provision of a Student Services Team with staff such as our Student Services Managers, College psychologist, nurse, chaplain and other support staff. These individuals are the key resources we employ to source, develop and implement programs designed to build knowledge and resilience in our students.

Our success in addressing the pastoral care needs of our students will be measured against the following targets:

- Increase the number of support programs within Student Services to address identified student pastoral care needs.
- 100% of students in Year 7 will undertake a dedicated pastoral care program focusing on transition into secondary school.
- 100% of students in Years 8 to 10 will undertake a dedicated pastoral care program focusing on the development of respect and resilience.
- 100% of students in Years 11 and 12 will undertake a dedicated pastoral care program focusing on senior school pathways.
- Increase in the proportion of students receiving commendations for positive behaviours.
- Increase students' resilience, demonstrated through fewer class changes in senior school as a result of student stress.
- Develop and implement individualised pastoral care and support programs for identified students at risk.
- Develop and implement a College wide attendance program to improve student attendance rates, with more than 60% of students with regular attendance rates on SARS.
- Increase engagement by staff and students in the area of wellbeing.
- Increase in participation by College staff in community and extra-curricular events



- Decrease the number of referrals to Student Services through the implementation of, and positive outcomes gained through, Learning Areas contracts.
- Implement and review academic and cultural programs and events to address the identified needs of Aboriginal students.
- Implement and review academic and cultural programs and events to address the identified needs of students from varied cultural backgrounds.
- Create and implement a dedicated transition program for students with disabilities.



Appendix A

Priority Targets Evaluation Tools

Priority One Excellence in Learning

Target	Data Evidence for Review	Program Development Anticipated	Review Date
Student progress between Year 7 and Year 9 Reading in NAPLAN is greater than that of “Like Schools” as identified by Schools Online and ICSEA values.	Aggregate Year 7 and 9 NAPLAN results in Reading and comparable data from Like Schools Source: Schools Online & Myschool website (ACER)	Nil	November annually
Student progress between Year 7 and Year 9 Writing in NAPLAN is greater than that of “Like Schools” as identified by Schools Online and ICSEA values.	Aggregate Year 7 and 9 NAPLAN results in Writing and comparable data from Like Schools Source: Schools Online & Myschool website (ACER)	Ongoing Learning Area and specialist program reviews.	November annually
Student progress between Year 7 and Year 9 Numeracy in NAPLAN is greater than that of “Like Schools” as identified by Schools Online and ICSEA values.	Aggregate Year 7 and 9 NAPLAN results in Numeracy and comparable data from Like Schools Source: Schools Online & Myschool website (ACER)	Ongoing Learning Area and specialist program reviews.	November annually
ASPIRE students’ achievement will be greater than or equal to a B grade average for Learning Area grades in MESH subjects each semester.	College RTP data from semester reports	Ongoing Learning Area and specialist program reviews. Identification of students for movement within the ASPIRE Program	Semester One and Two reports
75% of ATAR students will gain an Australian Tertiary Admissions Rank (ATAR) greater than 70.	Students’ results released through TISC	Individual subject review within Learning Areas	February annually commencing in 2018
Literacy and Numeracy Support (LNS) students will improve their progress results in the NAPLAN areas of Reading, Writing and Numeracy between Years 7 and 9 at a greater rate than that recorded between Years 5 and 7.	NAPLAN Results	Ongoing Learning Area and specialist program reviews. Identification of students for movement within the LNS Program	Semester One and Two reports



Target	Data Evidence for Review	Program Development Anticipated	Review Date
Education Support students will demonstrate improvement through progress in areas as identified within their Personal Learning Plans (PLPs).	College SEN data from semester reports	Ongoing Learning Area and Education Support PLP reviews.	Semester One and Two reports
Education Support students will be engaged in Community Access and/or Work Placement programs as identified within Personal Learning Plans (PLPs).	Number of students undertaking placement programs off campus Annual review of placement programs within Education Support	Ongoing Community Access programs with enhancements and initiation of work placement as deemed appropriate	Semester Two annually
Increase the percentage of “mainstream” students achieving a C grade or higher in each cohort as identified through College semester reporting data.	College RTP data from semester reports	Ongoing Learning Area program reviews.	Semester One and Two reports
Semester reporting grade distribution for all students will be within one standard deviation of external testing (NAPLAN and OLNA) results as identified through the School Performance Management System (SPMS).	NAPLAN data OLNA data RTP semester reports SPMS data	Ongoing Learning Area and specialist program reviews.	September annually
75% of Aboriginal students will achieve at or above the National Minimum Standard (NMS) benchmarked within the Year 9 NAPLAN testing areas of Reading, Writing and Numeracy.	NAPLAN data	Ongoing Learning Area and specialist program reviews.	September annually
Increase the proportion of Aboriginal students achieving a C grade or higher in each cohort as identified through the College semester reporting data.	College RTP data from semester reports	Ongoing Learning Area and specialist program reviews.	Semester One and Two reports
90% of Aboriginal students will attain a Western Australian Certificate of Education (WACE) by the completion of Year 12.	SCSA data	Ongoing Learning Area senior school program reviews.	February annually



Target	Data Evidence for Review	Program Development Anticipated	Review Date
90% of VET students will attain a WACE by the completion of Year 12.	RTO Data SCSA data	Ongoing VET senior school program reviews.	February annually
90% of VET students will achieve completion of a Certificate II or higher qualification by the completion of Year 12.	RTO data	Ongoing VET senior school program reviews.	February annually
90% of General Studies students will attain a WACE by the completion of Year 12.	SCSA data	Ongoing Learning Area senior school program reviews.	February annually

Priority Two Excellence in Teaching

Target	Data Evidence for Review	Program Development Anticipated	Review Date
100% of teaching programs will fully implement the Western Australian Curriculum by the deadlines set down by the School Curriculum and Standards Authority.).	Learning Area confirmation to Administration.	New teaching and assessment programs in each of the seven learning areas.	Full implementation is scheduled for completion in 2018.
100% of teachers will undertake professional learning in curriculum areas including, but not limited to; Western Australian Curriculum, ICT, literacy and numeracy pedagogy on at least two occasions per year,	Record of professional learning for staff	Not applicable	December annually
100% of teachers will demonstrate increased integration of ICT within teaching, as measured by consistent movement along the SAMR continuum.	Performance Management Agreements and classroom observation feedback	Not applicable	Ongoing



Target	Data Evidence for Review	Program Development Anticipated	Review Date
100% of teachers will demonstrate consistent and regular use of Connect for all classes.	Learning Area Manager reviews Anecdotal evidence IT Support data	Not applicable	Ongoing
Increase in the number of Level 3 Classroom Teachers and Senior Teachers on College staff.	Notification from Central Office	Level 3 CT aspirant support program offered	December annually
Increase in the proportion of teachers applying for selection as an Aspire teacher each year.	College based applications data	Not applicable	Term Four annually
100% of Aspire teachers will undertake professional learning each year aimed at delivering improved outcomes for academic extension students.	Professional learning attendance data compiled by ASPIRE Coordinator	Not applicable	Ongoing and finalised in December annually
Increase in the number of teachers applying for selection as an LNS teacher each year.	College based applications data	Not applicable	Term Four annually
100% of LNS teachers will undertake professional learning each year aimed at delivering improved outcomes for LNS Students with learning difficulties.	Professional learning attendance data compiled by LNS Coordinator	Not applicable	Ongoing and finalised in December annually
Increase in the proportion of teachers mentoring pre-service teachers in their school based practicums each year.	College based applications data	Not applicable	Term Four annually
100% of graduate teachers will be mentored by a colleague within their Learning Area each year.	Confirmation from Learning Area Leaders	Not applicable	Term Two annually



Target	Data Evidence for Review	Program Development Anticipated	Review Date
Increased staff participation in key areas of College planning and decision making through increased participation in the in College committees.	College based data	Not applicable	Term Four annually
Increase in the proportion of teachers applying for appointment to leadership positions within the College.	College based applications data	Not applicable	Term Four annually
Increase in the progression of teachers through the AITSL Teacher Standards through Performance Management Agreements and classroom observation.	Performance Management Agreements and in class observation feedback	Not applicable	Ongoing
Increase in the proportion of teachers engaging with professional networks and associations.	College based applications data Anecdotal evidence	Not applicable	Term Four annually
Integrate Aboriginal perspectives across all curriculum areas.	Learning Area Manager reviews	Curriculum modification as identified	Ongoing
Create and implement an ASDAN program for identified students with disabilities.	College based data Associate Principal reviews	ASDAN program	Term Four 2018
Collaboration with outside organisations and continued development of community partnerships to support the educational needs of students with disabilities	Formal agreements created Associate Principal reviews	As determined by partnerships	Term Four annually



Priority Three Excellence in Pastoral Care and Support

Target	Data Evidence for Review	Program Development Anticipated	Review Date
Increase the number of support programs within Student Services to address identified student pastoral care needs.	Behaviour data Attendance data College based program data	Ongoing as identified	Ongoing
100% of students in Year 7 will undertake a dedicated pastoral care program focusing on transition into secondary school.	Timetable data Program data	Year 7 Pastoral Care program in Health and Physical Education	Term Three annually
100% of students in Years 8 to 10 will undertake a dedicated pastoral care program focusing on the development of respect and resilience.	Timetable data Program data	Years 8 - 10 Pastoral Care program in Health and Physical Education	Term Three annually
100% of students in Years 11 and 12 will undertake a dedicated pastoral care program focusing on senior school pathways.	Timetable data Program data	Years 11 - 12 Pastoral Care program in Pathways program (25 th period)	Term Three annually
Increase in the proportion of students receiving commendations for positive behaviours.	VIVO points Academy emails Reward Assemblies	Not applicable	Ongoing
Develop and implement individualized pastoral care and support programs for identified students at risk.	Academy data Program data	Outside agencies Chaplain Psychs	Ongoing
Increase students' resilience, demonstrated through fewer class changes in senior school as a result of student stress.	SIS data	Counselling programs	Ongoing with final review end of Term 1 annually
Develop and implement a College wide attendance program to improve student attendance rates, with more than 60% of students with Regular attendance rates on SAR's.	Academy data Year Manager oversight Participation Program referrals	Not applicable	Ongoing



Target	Data Evidence for Review	Program Development Anticipated	Review Date
Increase engagement by staff and students in the area of wellbeing.	Wellbeing Committee membership Anecdotal evidence	Not applicable	Term Four annually
Increase in participation by College staff in community and extra-curricula events	Anecdotal evidence	Not applicable	Term Four annually
Decrease the number of referrals to Student Services through the implementation, and positive outcomes gained through, Learning Areas contracts.	Academy data	Not applicable	Semester reviews
Implement and review academic and cultural programs and events to address the identified needs of Aboriginal students.	College calendar of events	As identified	Ongoing
Implement and review academic and cultural programs and events to address the identified needs of students from varied cultural backgrounds.	College calendar of events Cultural Survey	Harmony Day	Ongoing
Create and implement a dedicated transition program for students with disabilities	Transition Plan Associate Principal reviews	Transition program across all years	Term One commencing 2018



Appendix B

Glossary of Terms

ACARA – Australian Curriculum, Assessment and Reporting Authority. A Commonwealth government agency tasked with a number of responsibilities in the education sphere throughout Australia including the administration of the MySchool website which communicates and calculates ICSEA and NAPLAN results.

AITSL – Australian Institute for Teaching and School Leadership. The Commonwealth agency responsible for the Teacher Standards and Principal Standard. These standards form the basis of the judgements of teacher performance with respect to TRBWA registration and in many cases school based Performance Management processes.

ASPIRE – An academic select program run in the College in partnership with the University of Western Australia. Each year group from Years 7 through 10 has one class of ASPIRE within the MESH learning areas with teachers also selected through application.

ATAR – Australian Tertiary Admissions Rank. An ATAR is the score given to students that undertake studies in selected subjects to gain university entry at the competition of Year 12. The maximum ATAR score is 99.95 and minimum entry ATAR scores for Western Australian universities for first round offers is currently set at 70.

ICSEA - Index of Community Socio-Educational Advantage. This index measures the standing of all schools within Australia and is administered by ACARA, the Australian Curriculum, Assessment and Reporting Authority. An ICSEA of 1000 is seen as the numeric value of an ICSEA for an “average” Australian school. Byford Secondary College has an ICSEA of 982.

Like Schools – Western Australian Schools that exhibit similar socio-economic factors. Byford Secondary College “Like School” in 2017 are:

Ballajura Community College
Ellenbrook Secondary College
Halls Head College
Kelmscott Senior High School
Thornlie Senior High School
Wanneroo Secondary College

LNS – Literacy and Numeracy Support. This program is designed to assist students with identified deficits in literacy and numeracy. There is one class in each year group from years 7 through 9 with this program being expanded in 2018 to include year 10 students.

Lower School – Years 7 through 10.

Mainstream Classes – Heterogeneous classes within the lower school years that contain students of varying academic ability.



NAPLAN – National Assessment Program Literacy and Numeracy. NAPLAN is a standardised testing regime which occurs at Year 7 and 9 in secondary schools and is undertaken by all students in Australia. NAPLAN testing is set against the National Minimum Standard (NMS) in six areas, these being : Reading; Writing; Spelling; Punctuation, and Grammar and Numeracy.

OLNA – Online Literacy and Numeracy Assessment. OLNA is a Western Australian based standardised test overseen by the School Curriculum and Standards Authority (SCSA). Passing OLNA is required for students to achieve a WACE (Western Australian Certificate of Education). OLNA tests commence in Year 10 and can be re-sat on a number of occasions through Years 10 to 12 until passed. Students that achieve greater than Band 8 in NAPLAN testing of literacy and numeracy are not required to sit an OLNA.

PLP – Personal Learning Plan. A plan developed specifically for an individual student with identified learning difficulties

Regular Attendance – When a student’s average attendance for a semester or year is greater than 90%.

RTO – Registered Training Authority. An organisation, usually a TAFE College, which oversees the address of learning outcomes and accreditation of Certificate qualification for VET students.

SAMR – A model designed by Dr Ruben Puentedura to integrate technology into teaching and learning.

SARs – Student Attendance Reporting. A centralised system of monitoring the attendance of students at public schools.

SEN Reporting – Special Education Needs Reporting. The reporting format used to communicate to parents/carers the achievement levels of a student against the outcomes identified within a PLP.

SPMS - School Performance Management System. A Department of Education software application which measures the performance of schools against a variety of criteria including academic performance, attendance rates and behaviour data. The SPMS is accessed through a Principal level system login.

TISC – Tertiary Institutions Service Centre. The agency responsible for conducting the allocation of students for their selected undergraduate university courses in Western Australia. By extension, TISC is also responsible for communicating to graduating students their ATAR.

TRBWA – Teacher Registration Board of Western Australia. This State body registers all teachers in Western Australia and renewal of Full Registration must take place every five years.

Upper or Senior School – Years 11 and 12.

VET – Vocational Education and Training. The senior school programs centred on Certificate and trade qualifications for students.

