

HARVEY SENIOR HIGH SCHOOL BUSINESS PLAN 2017 – 2019 OUR 2020 VISION

Harvey Senior High School - providing a quality education close to home.

As a new Independent Public School, we have a clear mandate from parents, students and the wider community to provide a quality education and to cater for the individual needs of all students. By the virtue of our size we can achieve this through our student-focused approach.

The commitment of our staff, and local community involvement, means that there is a strong connection between students, parents/caregivers and staff, resulting in all students being supported to achieve their potential. There is strong support from the community, enabling enriched educational opportunities for students.

As well as striving to raise the achievement levels of all students, they are encouraged to develop the skills, attitudes and values that will enable them to become lifelong learners who can adapt to their environment and contribute positively to their community. Our school is responsive to the needs of students and the community and we are always striving for better ways to meet them.

Our Mission

We provide

- High quality educational experiences that meet the changing needs of students, the community and global society
- A safe and supportive environment that ensures students reach their potential
- Positive, aspirational learning experiences combined with adaptive skills required by modern society

Our Values

- **Respect** for self
- **Respect** for others
- **Respect** for learning
- **Respect** for the environment

Our Beliefs

We Believe in:

1. High quality teaching and Learning

THROUGH:

- Providing realistic and informed pathways that support and extend the aspirations of all members of our school community.
- Delivering high quality, engaging and flexible approaches to educational experiences.
- Supporting and encouraging all members of our school community to embrace opportunities that help them achieve their full potential.

2. High expectations, academic rigour

THROUGH:

- Setting high expectations for every member of our school community: academically, physically, emotionally and socially.
- Working collaboratively to ensure a consistent approach.

3. Respectful, safe and supportive learning environments

THROUGH:

- Providing a safe and nurturing environment which encourages and develops the physical and mental well-being of all members of our school community; with a focus on self-esteem, resilience and personal growth.
- Supporting students to take responsibility for their own learning, behaviour and individual choices.
- Adopting a holistic approach to inclusivity and diversity.

4. Strong community partnerships

THROUGH:

- Positive relationships.

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Our Priorities

1. **Student Progress and Achievement**
2. **High Quality Teaching**
3. **Health and Wellbeing**
4. **Connected to our Community**

Priority One – Student Progress and Achievement

Literacy and Numeracy

1. By 2019, Year 9 students will achieve mean NAPLAN scores that are:

- 1.1 At or above the mean for WA public schools in Numeracy
- 1.2 At or above the mean of like schools in Reading
- 1.3 Within 10 NAPLANs of the mean for WA Public schools in Writing

We will achieve this through (but not limited to):

- A whole-school approach to Literacy and Numeracy
- Literacy and Numeracy Coordinators
- Use multiple data sets and diagnostics to monitor, and plan for improvements in Literacy and Numeracy
- Establishing Professional Learning Communities focused on Whole-school strategies
- Evidence-based targeting of student groups to deliver additional support

Engagement

2. By 2019 student satisfaction and engagement with learning activities will increase from 60% to 70% (Qu. 4.11) and 35% to 45% (Qu. 9)

We will achieve this through (but not limited to):

- A differentiated curriculum
- Develop common understandings on the Attitude, Behaviour and Engagement attributes
- Develop a Pedagogical Framework
- Introduce and promote Certificate II courses. For eg. Outdoor Recreation, Cadets and Art/Music/Drama program
- School Captains' membership on School Board

Student Achievement and Progress

3. By 2019:

- 3.1 We will have increased the percentage of students moving from a C grade to achieve A & B grades from 24% to 35% aligned to the Western Australian Curriculum Achievement Standards
- 3.2 We will have maintained 100% student attainment
- 3.3 The percentage of students receiving Certificates III, IV and a Diploma will increase from 6% (2016) to 10% (2019)

We will achieve these through (but not limited to):

- High Expectations – High Standards as evidenced in our Belief Charter
- Establish Moderation processes with partner schools and within school
- Common assessment programs and tasks
- Pathway planning from Year 8
- A case management approach



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Priority Two – High Quality Teaching

Learning Area, Classroom Planning and the WA Curriculum

4. By 2019 all teachers will participate in collaborative lesson planning, peer coaching, classroom observations and Professional Learning Communities.

We will achieve these through (but not limited to):

- Implementation of the Western Australian Curriculum in prescribed timeframes (Health and Physical Education – 2017, Technologies and The Arts – 2018)
- Alignment of Learning Area planning and Classroom planning to the Western Australian Curriculum
- Explicitly incorporate the General Capabilities in all Learning Areas
- Explicit Scope and Sequence documents for all Learning Areas
- Common assessment tasks
- Consistent approaches to lesson design and planning as part of a whole-school pedagogical framework *
- Peer coaching, classroom observation and Professional Learning Communities (PLCs) focus on classroom planning #

Professional Practice and Development

5. By 2019 all staff will be demonstrating their proficiency against the AITSL Teaching Practice continuum.

We will achieve these through (but not limited to):

- Performance and Development documents aligned to the Australian Institute of Teachers and School Leaders' Professional Standards
- Targeted Professional Learning and support based on the Performance and Development process
- Classroom/Peer observation #
- Professional Learning Communities #

Pedagogy

6. By 2019 teachers will be able to articulate their curriculum and pedagogical decisions in terms of improving student outcomes

We will achieve these through (but not limited to):

- Professional Learning on Classroom Management and Instructional Strategies
- Professional Learning Communities #
- The development of a whole-school pedagogical framework*
- Learning Area meetings focus on pedagogy

Support (Including English as an Additional Language or Dialect and Aboriginal students)

7. By 2019, the school will provide appropriate pedagogy, curriculum and pathways to support the specific needs of students including EALD and Aboriginal students.

We will achieve this through (but not limited to):

- Professional Learning on EALD Progress Maps
- Development of the whole-school pedagogical framework
- Homework and literacy classes
- Implementation of the Aboriginal Cultural Standards Framework
- Accessing external programs such as AIME mentoring, Uni-Choice, Aspire and Follow the Dream for Aboriginal students
- Access to traineeships and apprenticeships
- Positive Behaviour Support implementation

Leadership

8. By 2019 surveys will indicate that we have a collaboratively derived system of distributed leadership that supports student outcomes, school objectives and career aspirations

We will achieve this through (but not limited to):

- Eligible teachers undertake Senior Teacher, L3 Classroom Teacher and Aspirant professional learning
- Extended Executive team
- Professional learning opportunities on leadership and leading school improvement undertaken by school leadership

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Priority Three – Health and Wellbeing

Student Wellbeing

9. By 2019, survey data will demonstrate improvement in student perspectives from 54% to 65% towards student wellbeing the school (Qu. 13).

We will achieve this through (but not limited to):

- A proactive Student Services team lead by a merit-selected Student Services Manager
- Implement the START program for Year 7s
- Implementation of Mind Matters and the Teen Mental Health First Aid model
- A case-management approach to address individual and group needs
- Positive Support in Schools embedded in school culture
- A dedicated play area for Year 7/8 students

Staff Wellbeing

10. By 2019, we will have supported the mental and physical well-being of staff through whole-school initiatives.

We will achieve this through (but not limited to):

- A distributed leadership structure
- The promotion of Staff Health and Wellbeing activities
- Establish baseline data through staff surveys in 2017

Behaviour

11. By 2019, 95% of students will have recorded more positive than negative behaviours.

We will achieve this through (but not limited to):

- Positive Behaviour Support linked to Behaviour Management Policy and procedures
- Delivery of authentic, meaningful and engaging curriculum in a positive and non-threatening classroom environment
- Development and implementation of specialised programs such as Cadets, Elite Sport and Music
- Senior School Engagement Programs
- Development and implementation of engagement programs for lower school students
- Recording of positive behaviours using *Ischolaris*

Attendance

12. By 2019, at least 60% of students will be attending regularly (90% or more of the time)

We will achieve this through (but not limited to):

- Attendance Coordinator and panels
- Positive recognition of students with 100% attendance
- Positive recognition of students with improved attendance (of 10% or more improvement)
- Promotion of positive attendance trends
- A focus on Year 9, 10 and 11 cohorts



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Priority Four – Connected to Our Community

Partnerships

13. By 2019 we will maintain our current partnerships and establish at least two more partnerships annually to provide students with local opportunities for workplace learning, work experience and related experiences

We will achieve this through (but not limited to):

- Vocational programs and links with Registered Training Organisations (RTOs)
- Senior School Engagement Program
- University partnerships
- A dynamic transition plan
- Increase links with partner primary schools
- Develop relationships with other secondary schools in the Greater Bunbury area

Promotion

14. By 2019, we will have a contemporary and dynamic suite of promotional tools that highlight the positive programs available at Harvey SHS

We will achieve this through (but not limited to):

- Website, Facebook, Highway signage, Connect or similar
- Promotional brochures for new enrolments including Year 7s, specialised programs and senior school programs
- Newspaper, community radio
- Developing a marketing plan
- Use technology to communicate student progress and achievement with parents/carers and the wider

Image

15. By 2019, surveys will indicate that satisfaction with, and the standing of the school within the community, will have improved from 3.6 or 72% to 4 or 80%

We will achieve this through (but not limited to):

- Building and grounds infrastructure master and maintenance plans
- Community-based projects such as Arts, STEM and SSEP
- A focus on high quality teaching and student achievement
- Increased enrolments
- Improved results



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