

**At Busselton Senior High School, we provide challenging learning opportunities for your child to maximise their potential.**

**Through our strong values in respect, empathy, achievement and learning, we prepare Year 7-12 students for a rapidly changing and evolving world in an engaging learning environment.**

**Established in 1958, we have served our community well, for over 60 years.**

**Becoming an Independent Public School in 2014, we continue to honour our traditions and close sense of community established and honoured by our staff and students past and present.**

As an inclusive school, we cater to the needs of every student by providing flexible pathways and stimulating curriculum options. Our ATAR students have consistently achieved high results and direct university entrance. Students can choose from a range of ATAR courses that ensure they meet the requirements for whatever career pathway they choose. Our ATAR students are supported and monitored by a dedicated Year 11/12 Coordinator, and enjoy extra learning support through homework classes. In 2018 we recorded the highest median ATAR score in our region with 100% attainment.

We are also a Registered Training Organisation, and students have the opportunity to engage in our Vocational Education and Training programs to prepare them for life after school. Students can choose from certificates such as building and construction, engineering, business, sport and recreation, hospitality or nursing. We were recognised as the Western Australian VET School of the Year in 2014 and won the School Pathways to VET Award at the 2018 Australian Training Awards as a leading school in the design and delivery of VET programs to high school students.

We offer a specialist music program that receives acclaim locally, nationally and internationally. We also offer an extensive range of programs in visual and performing arts, physical education, design and technology, computing and home economics. Student can be involved in any number of extra activities to enrich their learning experience at Busselton, such as drama productions, sporting events, excursions and tours and student leadership opportunities.

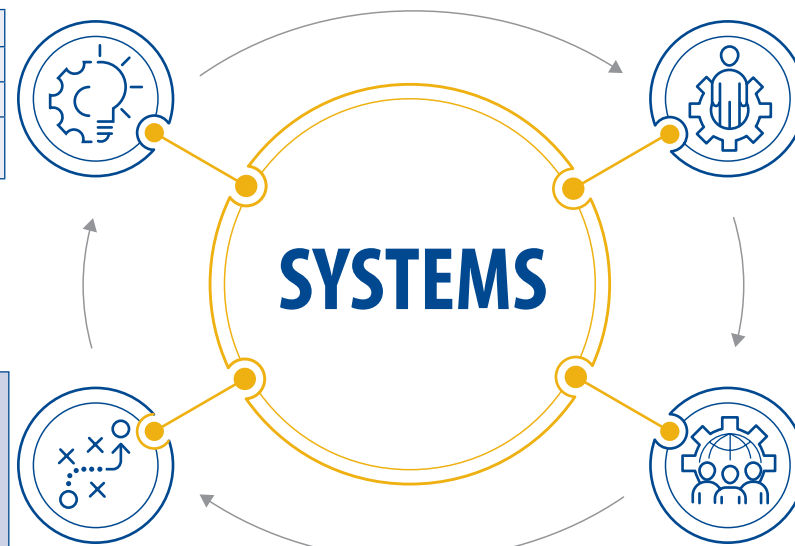
We provide a safe, supportive and inclusive learning environment by developing positive relationships with our students and ensuring they feel safe and valued during their secondary schooling. Our comprehensive pastoral care structure sees a committed team of staff focus on the wellbeing of your child, including three Associate Principals, three Year Coordinators, a School Psychologist, Nurse, Attendance Officer, Student Services Support Officer, Aboriginal and Islander Education Officer (AIEO), Chaplain, Education Assistants and Office Administrators. As a Positive Behaviour Support (PBS) school, our students are taught the values of Respect, Empathy, Achievement and Learning (REAL), which are reinforced by the school community through the REAL award program.

## SYSTEMS APPROACH AND SELF-REVIEW PROCESS

As a school community, we developed the 2019 - 2022 Business Plan through an extensive consultation process. As a school, we will work and live by our school values of Respect, Empathy, Achieve and Learn to realise our two overarching Priorities: Priority 1 - Teaching, Learning and Leadership and Priority 2 - School Community and Culture. These Priorities will shape BSHS's whole-school strategic direction and ensure we will continue our positive school improvement journey. Through our extensive planning processes, this Business Plan incorporates the Department of Education directions and the findings from our successful Public School Review completed in 2019.

An alignment will also exist to the BSHS annual Operational Plan, which describes how the key improvement strategies will be implemented and monitored. Heads of Learning Areas will also lead their teams to link their Learning Area Plan to the Operational Plan. To ensure we are accountable to this plan, BSHS will continue to refine our current rigorous self-review process. Furthermore, we will introduce a systems model which will monitor our strategies, targets and identify key improvement areas promptly. It will also improve our efficiency, communication and problem-solving ability as an organisation. BSHS looks forward to working together with our students, parents and the broader community to enact this plan in order to realise our vision.

Aligning the Plans	When
BSHS Operational Plan	Term 1
Learning Area Plans	Term 1
Performance Improvement Plans	Term 1



Outcomes of review are reflected upon and guide the planning process for the following year.

Business Plan Action and Review	When
Executive Review	Term 2
Senior Leadership Review	Term 3
School Community Update	Term 3
Mid Year Learning Area	Term 3
Review/Performance Improvement	Term 3

Business Plan Action and Review	When
Whole School Review - Strategies	Term 4
Whole School Review - Targets	Term 1
Learning Plan Review	Term 4/1
School Community Review	Term 4/1
Annual Report	Term 1

**Busselton Senior High School**



# BUSINESS PLAN 2019-2022





## ACHIEVING OUR VISION

Busselton Senior High School will continually strive to be an outstanding, inclusive school that effectively responds to the needs of our community. We are committed to developing capable, empathetic and confident life-long learners who will contribute positively to society. This will be achieved through excellence in teaching and learning, developing respectful relationships and delivering an education that challenges and engages all of our students.

### PRIORITY ONE

#### TEACHING, LEARNING AND LEADERSHIP

##### Multi-Tiered Systems of Support (Academic) and Professional Learning Communities (PLC)

- Refine structures and resource allocation to support PLC development and continue whole-school rollout.
- Continue to monitor academic programs and interventions to ensure student improvement and sound resource allocation.
- Our high functioning PLC Steering Team will begin to build links between Maths, English, Science and Humanities and Social Sciences (MESH) and Non-MESH Professional Learning Communities.

##### Teacher Growth

- Review current assessment policy and practices and provide professional learning opportunities for all staff concerning assessment.
- Continue to drive whole-school development in teaching and learning through PLCs by embedding elements of our agreed whole-school pedagogical framework Purpose, Engage, R.E.A.L, Feedback, Opportunities, Reflect, Mastery (PERFORM).
- Progress our classroom observation practices and systems underpinned by 'PERFORM'.
- Implement an Inquiry-based learning approach within selected Learning Areas.
- Investigate Information Communication Technology (ICT) integration options linked to innovative pedagogies.

##### Leadership

- Within our performance improvement processes develop our Leadership capacity at all levels through internal and external professional learning opportunities and 360-degree feedback strategies derived from multiple sources, including student voice.
- Adjust and embed our School Self-Review Processes to link to the new Public School Review and Electronic School Assessment Tool.
- Develop a systems model to improve consistency, inform improvement areas, teaching practices and timely monitoring of data.
- Continue to develop the School Board to be an effective leadership group to support and promote the school vision.

### OUR VALUES

RESPECT

EMPATHY

ACHIEVE

LEARN

### BSHS SYSTEMS AND SELF REVIEW PROCESS

### OUR TARGETS

1. In each year of the Business Plan, our Western Australian Certificate Education (WACE) graduation rates will be above 'Like' Schools (82%) striving to remain above 90%.
2. From 2019 - 2022 our Stable Cohort Attainment Rate will continue to be above 91% striving to be at or above the 'Like' School Average of 95%.
3. In each year of the Business Plan our expected Median Australian Tertiary Admissions Rate (ATAR) Performance will be above -0.2 Standard Deviation.
4. From 2019 - 2022 our Vocational Education and Training (VET) Completion Rate will be above 97% aspiring to 100%.
5. In each year of the Business Plan, the percentage of Year 12 Students satisfying the Online Literacy and Numeracy Assessments (OLNA) requirements will be above 92% striving to be above 95%.
6. Between 2019 - 2022 BSHS NAPLAN Progress achieved by the stable cohort will exceed 'Like' schools in each test area striving to be above WA Public Schools.
7. Between 2019 and 2022 BSHS Regular Attendance (>90%) will remain above 'Like' schools striving to be above WA State Public Schools.
8. By the end of 2022, all elements of the PBS Benchmarks of Quality (BOQ) assessment will be above 90%.
9. In each year of the Business Plan the following staff, student and parent survey questions will remain above 3.7 striving to be above 4:
  - Staff: Safe and Orderly Environment
  - Student: Rule Clarity
  - Parent: Dealing with Student Behaviour
10. In each year of the Business Plan, the PERFORM tool will demonstrate a positive trend from Emerging and Evolving to Embedding and Excelling.
11. By the end of 2022 our PLC system will have moved from Evolving to Embedding striving to achieve the Excelling Category.
12. From 2019 - 2022 the School Organisational Climate Survey Questions regarding; Clear School Mission, Participation in Decision Making, Providing Individual Support and Encouraging Improvement in Practice combined actual mean will be maintained above 4 while demonstrating a positive trend towards the preferred mean within each area.
13. By the end of 2022 BSHS will have moved into the 'Top Quartile' of the McKinsey Health and Well-being survey.
14. In each year of the Business Plan, the Cultural Standards Framework will demonstrate a positive trend from developing to capable and proficient.

### PRIORITY TWO

#### SCHOOL COMMUNITY AND CULTURE

##### Multi-Tiered Systems of Support: (Behavioural) and Positive Behaviour Support (PBS)

- Progress the implementation of PBS Tier 2.
- Review the current PBS Acknowledgement Structures and increase student and staff engagement with the system.
- Continue to monitor REAL Expectation Reporting Data and ensure alignment with our Effort Rubric.
- Integrate a mental health focus through the Multi-Tiered Systems of Support and PBS lead by a collaborative committee.

##### Staff and Community Culture

- Review current internal communication structures to develop an innovative system that will support and empower all staff.
- Concentrate on utilising 'Connect' more effectively to inform parent/carer of student academic progress and other information.
- Continue to strengthen our partnerships with our local Primary Schools.
- Continue to develop and enhance current partnerships (Local Industry, Community Groups and Networks)
- Enrich our Staff Culture by ensuring successes are celebrated, staff relationships are supportive, transparent and honest conversations are embedded, and feedback opportunities for all staff are a regular practice.
- Develop and implement a Health and Well-being program for all staff.
- Formalise the Waalitj Kaaditjin Program by initiating our own Academy and further aligning with the Aboriginal Cultural Standards Framework.

##### Learning Environment

- Investigate Lower School Engagement Options for Year 7 to 10 Students.
- Enhance student leadership structures by promoting 'student voice' in school decision-making about their Learning Environment.
- Continue to resource, align hardware and streamline ICT support services towards maximising student achievement and progress.

### SUCCESSFUL STUDENTS