

# BUSINESS PLAN 2020-2022



*inspiring self belief*

**BUNBURY SENIOR HIGH SCHOOL**  
AN INDEPENDENT PUBLIC SCHOOL  
EST. 1918



HIGH SCHOOL

## FROM THE PRINCIPAL

The 2020 to 2022 Bunbury Senior High School Business Plan follows on from the outstanding success of the school in 2019, achieving the WA Secondary School of the Year.

The award was the culmination of the 2017 to 2019 Pursuit of Excellence Phase 2 and this new plan will build on that success.

The re-visioning of the school that occurred in 2016 to 2017 is now taking hold and the school vision, values, purpose and commitment to the school community are becoming embedded in the work at Bunbury High. In this plan, the Global Vision has been reviewed and amended to be more attune to the views of the students, staff and the School Board. These aspects of the school 'brand' all feature in this document.

At Bunbury Senior High School, we are inspiring, positive and open the doors for students to access limitless possibilities. We understand that the work we do can be life changing and we hope to inspire our students to be courageous and to choose what is meaningful for them on their individual journey. We work within an environment which recognises that all people achieve their best when they are engaged in learning and nurtured to grow and develop.

This Business Plan links with the priorities identified in the Department of Education Strategic Plan 2020 to 2024. An ongoing self-review process will ensure our priority areas and intended achievements are current and meaningful.

### **Craige Pettit**

Principal 2008 to 2020

### **Michael Sinagra**

Principal 2020



## FROM THE BOARD CHAIR

It is with great pleasure that I, and the Board of the Bunbury Senior High School, endorse the Business Plan detailed hereinafter, outlining the strategic objectives guiding the school direction and policy from now and across our next three-year horizon.

Bunbury Senior High School has a long and proud history enjoying achievement year-on-year in areas of academia, sport, community and citizenship. An education at the school is a rewarding and memorable one, often reflected on fondly by past graduates.

Positioned on the traditional lands of the Noongar people in the heart of the South West, and in arguably the best location of any school in Western Australia, this plan sets the school up for an exciting rejuvenation phase. With some superb infrastructure additions to be constructed, helping continue a focus on dynamic spaces for modern learning, a collaborative and innovative classroom embracing contemporary digital technology, and importantly fostering inclusiveness and wellbeing amongst our whole school community, the school will be well positioned for the future.

The underpinning considerations of this guiding strategy document are derived from a consultative approach involving a wide cross-section of stakeholders. The final result presented here before you highlights the key metrics to ensure students receive a high-quality educational experience, whilst being appropriately supported to achieve success in whichever path the individual is inspired to pursue.

I, and the Board, have every faith that this strategic vision will continue to promote ongoing achievement and best outcomes for all students during their time at Bunbury Senior High School, and the Board will continue to monitor progress throughout the life of the plan.

### **Timothy O'Byrne, MBA.**

Board Chair

## OUR VISION

**For more than a century, Bunbury Senior High School has been helping students reach the heights of education.**

Bunbury Senior High School was established in 1918.

During its long and proud history our school has enjoyed a very close relationship with the community, educating generations of students from the South West.

In 2019 Bunbury High was recognised as WA Secondary School of the Year in the WA Education Awards.

“We go forward, inspiring self belief” is our vision.

It incorporates our historical motto, En Avant, which means to “go forward”.

This vision frames our work in the classroom and beyond, shaping our actions and decision-making. We embrace change and prepare our young people for the workplaces of the future.



## OUR PURPOSE

We are here to inspire our students, to prepare, support and motivate them to live their life with purpose.

We are here to ensure that parents have confidence in our school to prepare their child for the future and to become positive contributors to our society.

We are here to provide our teachers with opportunities for professional growth. We celebrate their successes and foster a collaborative and welcoming work place.



## OUR VALUES

### Learning

As lifelong learners we extend ourselves, through active curiosity and self reflection, beyond what we already know and do.

### Collaboration

We work together, share ideas and expertise, and support each other to achieve individual and collective excellence.

### Diversity

We embrace and celebrate the people around us.

### Courage

We give new things a go and challenge ourselves to explore our full potential.

### Wellbeing

We believe life is about balance. We are mindful to make healthy choices for our mind, body and soul.



## OUR GLOBAL VISION

We courageously support equal rights and help those in need.

### We actively promote:

- Equal opportunities regardless of ability; race; socio-economic status; and sexuality
- Support for the homeless and less-fortunate
- Support for those affected by mental illness
- Being fit and active
- A better world for everyone



# OUR COMMITMENT TO STUDENTS

## Inspiration

We will inspire you with a unique physical environment along with a wide variety of learning opportunities that link the real world with the classroom.

## Self Belief

We offer you a school culture that is supportive and inclusive. We will provide, through learning, the skills for you to develop high self-efficacy.

## Lifelong learning

We will provide you with learning environments that excite your curiosity, foster a growth mindset and develop the skills to think critically, creatively and work collaboratively with others.

## Pathways

Our wide range of pathways will allow you to explore your interests as well as develop the skills needed to prepare you for future careers.



# OUR COMMITMENT TO PARENTS

## High Quality Teaching Staff

We offer your child merit-selected teaching staff who have a passion for their work and embody a growth mindset, continually seeking to improve their practice, modelling lifelong learning to their students.

## Inclusiveness

Your child will learn in an inclusive and safe environment where they feel connected and valued. We are mindful to cater for the individuals that make up our student body.

## Connection

We invite you to connect with us throughout your child's high school journey. We will share regular communication about your child's academic progress and celebrate their achievements as well as support them through challenges.

## Choice

We offer your child the opportunity to explore a range of pathways through fun, challenging and diverse learning experiences.



# UNDERSTANDING THE PRIORITIES AND TARGETS

## **The new business plan builds upon the success as WA Secondary School of the Year for 2019 to ensure that Bunbury Senior High School remains at the cutting edge of secondary schooling in the South West.**

Development of this Plan has been guided by system initiatives, data, current research, perceived local needs, and the current Delivery and Performance Agreement. At the school level, the Plan has been driven by staff, students and the School Board.

The first three priority areas, High Quality Teaching, Skills for Life-long Learning and Numeracy, are directly linked to student achievement. There are also three overarching priorities that are likely to extend beyond the life of this Plan. These overarching priorities are Physical Environment, Wellbeing and Sustainability. There are many direct links to the Department's Strategic Plan 2020-2024.

The specific areas of focus within these six priorities – the “We will...” statements – articulate in more detail the intended actions over the next three years. This whole School Business Plan links to improvement plans within the school for each learning area and portfolio of responsibility and the Workforce Plan.

Finally, the Targets represent the key outcomes being sought from this Plan and they will be central to forming teaching, learning and assessment, together with the deployment of resources, over the life of the Plan.

The Targets are specific, measurable, achievable and realistic within the period 2020-2022. In addition, some Targets have an aspirational goal. Essentially, this is an ambitious objective which, while it may be out of reach currently, clearly demonstrates the intended direction in the context of the Target.

Collectively, the Priorities and Targets will ensure the school continues to meet the educational needs of the Bunbury Senior High School community at a level commensurate with that demonstrated in the 2019 Education Awards.

# OUR PRIORITIES

## Achievement Focus

HIGH QUALITY TEACHING  
SKILLS FOR LIFE-LONG LEARNING  
NUMERACY

## Links to Global Vision

PHYSICAL ENVIRONMENT  
WELLBEING  
SUSTAINABILITY



# HIGH QUALITY TEACHING

## We will:

- Embed whole-school approaches and professional collaboration to strengthen teaching, learning and leadership by allocating time for staff to meet in learning areas and as a whole staff.
- Provide opportunities at a school level for teachers to share best practice and encourage innovative thinking and lesson delivery.
- Prioritise students identified as being at high risk of not achieving, and implement targeted approaches to successfully engage them in their education.
- Support differentiation for students based on their needs.
- Continue to prioritise Instructional Leadership within the school, using a shared instructional framework and a wide range of strategies.
- Foster strong links between education, training and work, to strengthen pathways into work or further study for individual students.
- Use data, including student voice, to examine the impact of teaching and then, devise plans to respond to the data.
- Foster a supportive environment of peer observation aimed at feedback for improvement.



# SKILLS FOR LIFE-LONG LEARNING

## We will:

- Increase our focus on embedding the General Capabilities from the Western Australian curriculum to ensure that we are developing future-ready students.
- Continue to equip students with the skills to be resilient and informed citizens in their community.
- Explore options to create a more flexible timetable and curriculum delivery.
- Continue to develop teachers' use of instructional strategies to foster students' critical thinking skills.
- Embrace project-based learning for engagement and challenge.
- Work with parents to support them to develop home environments conducive to successful student outcomes.
- Work with and support students to develop their study skills to achieve academic success.
- Encourage and support innovative and collaborative projects.
- Develop students' information and communication technology skills.



# NUMERACY

## We will:

- Develop and implement a whole school numeracy plan.
- Incorporate real-world examples to foster the development of functional numeracy.
- Continue to provide support for students at risk of not achieving their OLNA.
- Encourage cross-curricular and inter-school planning and networking.
- Support and encourage enterprise learning.



# PHYSICAL ENVIRONMENT

## We will:

- Honour the heritage value of the physical environment, whilst also providing flexible and dynamic learning spaces for students and staff.
- Enhance our physical environment to better support the needs of our school community.
- Provide more shared, comfortable areas for students to gather outside and engage in pro-social behaviour.
- Improve the accessibility of our site for those with disabilities and ensure that the school complies with inclusivity policy.
- Explore alternative venues to accommodate NAPLAN, OLNA and examinations.
- Install art works that are representative of the school community.
- Pursue funding opportunities to improve and modernise the school's infrastructure and appearance.



# WELLBEING



## **STUDENTS** We will:

- Develop a safe, caring, positive and inclusive environment where all students experience a sense of belonging and connectedness.
- Continue to provide resources to support student wellbeing.
- Provide clear support plans and programs for students at risk and those with special needs.
- Continue to promote the House system and offer opportunities for student leadership.
- Promote growth and engagement by providing diverse learning experiences beyond the school environment.
- Explore, plan and implement lunch time activities that encourage student connectedness and ensure safe spaces for students to gather at break times.
- Have more support for students with low literacy and numeracy in every class.
- Foster a culture of students looking out for each other and providing support when it is needed.
- Promote and encourage students to make healthy lifestyle choices.
- Build strong connections with our parent body and community.

## **STAFF** We will:

- Ensure that change management processes are consultative and collaborative within the school.
- Have a continued focus on the promotion of staff mental health and wellbeing.
- Continue to utilise the Workload Advisory Committee to seek feedback regarding workload issues and to put forward solutions.
- Ensure all learning areas have an adequate office space.
- Upgrade the staff room facilities.

# SUSTAINABILITY

## We will:

- Establish a cafeteria that promotes and provides healthy food and uses sustainable products and practices.
- Establish a school community that is mindful of the environmental impacts of their daily activities by embedding sustainability practices across our school.
- Support the Eco Club by providing opportunities for their initiatives to be actioned in the school community.
- Re-establish the School Garden Project.
- Improve the ways that we manage our waste, by installing recycling stations around the school and educating the students on how to use them.
- Explore the ways that we can modify our infrastructure and facilities to reduce our environmental footprint.
- (Water capture, power generation etc)
- Reduce our paper usage through reducing our photocopying and printing.



## TARGETS IN THE PERIOD 2020-2022:

1. The median ATAR of the top 67% of students will be equal to or better than 80.

**ASPIRATIONAL GOAL** – achieve in the Top 50 schools for ATAR achievement each year.

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2. The percentage of students in Year 12 qualifying for OLNA will be the same or better than Like Schools.

**ASPIRATIONAL GOAL** – Our Year 12 OLNA results will indicate achievement for the entire cohort.

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3. Year 9 student Progress will be equal to or better than Australian Schools in NAPLAN Numeracy.
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4. Year 12 WACE achievement will remain above 94% each year for the life of the Plan.

**ASPIRATIONAL GOAL** – WACE achievement will reach 100%.

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5. Based on Schools Online data, the percentage of students with 'regular attendance' (90%+) consistently exceeds Like Schools.

**ASPIRATIONAL GOAL** – the percentage of the school cohort with regular attendance is 70% or higher.



## GLOSSARY

**ATAR** – Australian Tertiary Admissions Rank

**OLNA** – Online Literacy and Numeracy Assessment

**NAPLAN** – National Assessment Program Literacy and Numeracy

**WACE** – Western Australian Certificate of Education

**Like Schools** – schools who have a similar socio-economic background as our school.

# SCHOOL IMPROVEMENT CYCLE

The school improvement cycle has three components.

## Schools:

- Assess data and other evidence related to student achievement and school operations;
- Plan to improve the standards of student achievement; and
- Act to implement planned strategies.

**School operations are those processes and procedures that enable the standards of student achievement to improve.**

There are five areas of focus for effective school operations:

- Teaching;
- Learning environment;
- Leadership;
- Resources; and
- Relationships.

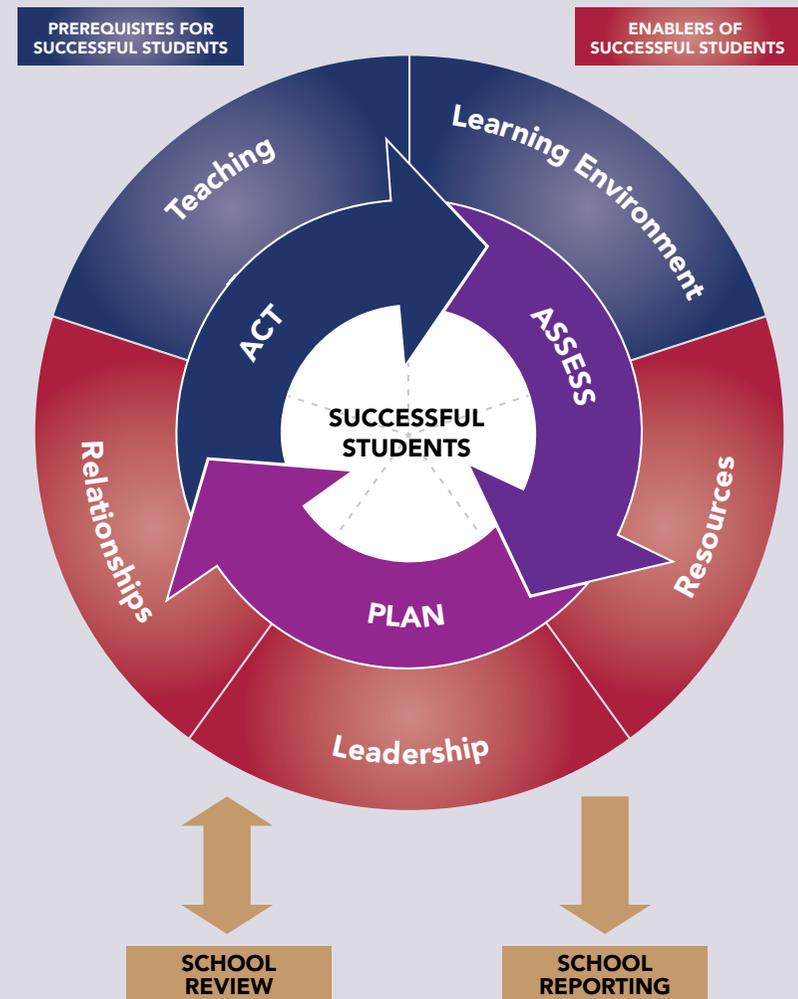
**Schools are expected to monitor the effectiveness of these areas in relation to student achievement.**

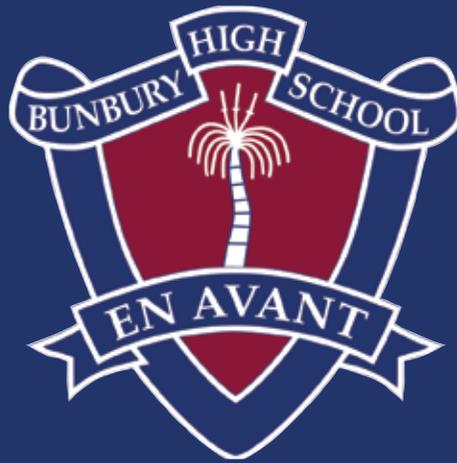
**In the Self-Review, the following questions are asked:**

- What are we seeking to achieve?
- How well are we going?
- How can we improve?

## The School Improvement and Accountability Framework – conceptual model

The School Improvement and Accountability Framework is structured around the following conceptual model.





*inspiring self belief*