



BUNBURY
SENIOR HIGH SCHOOL

BUSINESS PLAN

2023-2025



ABOUT THE ARTWORK

Our art work was created by Cody Bell. It represents the three rivers joining the ocean at Goomburrup (Bunbury).

ACKNOWLEDGEMENT

Bunbury Senior High School sits on (Boulters Heights) on Wardandi Noongar boodja, looking out on the confluence of the rivers and the ocean. The water ways play a very important part in the continuous connection of First Nations people to this part of Wardandi country. We are honoured to become connected to this important piece of country and to become part of the history, story and culture of it. We pay our respects to the Elders, past, present and emerging.

From the **PRINCIPAL**



The Bunbury Senior High School Business Plan 2023-2025 builds on the success of its long history and tradition. This plan exploits our magnificent location. It ensures that the infrastructure and resources of our city and beach-side location that is at our finger tips are woven through the education delivered.

We have extensively reviewed every aspect of our school and considered feedback and input from a wide variety of people and sources. The information gathered has allowed us to create a plan balanced between honouring our long held traditions and history and looking forward toward the future of schooling in a new age.

We acknowledge that all people can learn. This plan outlines a foundation of social and emotional wellbeing and sense of belonging. Once established, our staff can use the high quality teaching skills they have built collaboratively to deliver real, relevant learning experiences. Our challenge in this plan is to give students the opportunity to have these experiences with real world partners while building the enterprise skills required for the 21st century.

This plan also acknowledges the enabling conditions required for staff and students to reach their potential. Our buildings and infrastructure, technology, training and external partnerships will play a big part in the opportunity to achieve our goals.

Our plan is aligned with the priorities identified by the Department of Education Strategic Plan 2020 – 2024. Along with our milestone targets, our self-review process will ensure our progress to achieving our planned goals.

A handwritten signature in black ink, appearing to read 'Mike Sinagra'.

Mike Sinagra
Principal

From the **BOARD CHAIR**



It has been an honour to lead the current School Board of Bunbury Senior High School and now I have the pleasure on behalf of the Board to endorse this Business Plan for the next three years.

The Business Plan has come together with influences and inputs from the whole of the local community and reflects the best of current societal values.

This current plan will add to previous plans to which all highlight a proud tradition of high quality and excellence in education. Our previous Business Plans culminated in being named Western Australia's High School of the Year in 2019 and last year being recognised for our students achieving the highest ATAR result for a regional high school in Western Australia.

While current school parents are aware of these accolades, this Business Plan will provide a blue print for the future that will potentially encourage more parents to seek the high quality education provided at our School.

As the School Board we are committed to closely monitor and interrogate the progress of the plan so that we ultimately achieve these goals.

With around 1000 students from Year 7 to Year 12, the Business Plan seeks to not only focus on the metrics of student performance but create a safe and sustainable environment for student learning.

This provides a framework for creating a positive learning environment and successful sustainable pathways to the future of not only students but Bunbury Senior High School as a whole.

A guide that enables architecture that is both fit for a 21st century learning environment and climate resilient but sympathetic to the heritage and history of our magnificent site.

A Business Plan that encourages the creation of partnerships that reach out to the community, and by collaboratively working together leverage off our combined assets to offer more choices and educational opportunities for the school and the wider community.

With the governance that the School Board brings, I am sure that this business plan will achieve its' targets, but most importantly it will provide strong foundations that allow our students to chase their dreams.

Our SCHOOL

Students at Bunbury Senior High School are provided with every opportunity to reach their academic potential. This is due to the high quality of teaching expertise and an exceptional Student Services support that young people need in our modern world. Bunbury Senior High School was recognised for the high quality of education provided when it was named 2019 WA Secondary School of the Year.

Bunbury Senior High School was established in 1918 and is built on an impressive site on one of the City of Bunbury's highest points, Boulters Heights. The school utilises the amazing resources of the nearby Bunbury Back Beach and the Bunbury CBD, with its Art Gallery and Entertainment Centre as an extension of the school's campus.

Bunbury SHS is the first regional school to host the Department of Education's Gifted and Talented Program. Entry into this program is via an externally coordinated test and those students who achieve the required benchmark are offered a place in the program.

Bunbury Senior High School is an Independent Public School and this flexibility enables full support of the range of special programs that are on offer at the school. These include the Bunbury Elite Sports Training (BEST) Program and the Visual Arts Specialist Program (VASP). The school also has a highly successful instrumental music program and two engagement programs (PBL and Shedworks).

Bunbury SHS is the fourth oldest government high school in the state, thus it has a long history, as well as very loyal support from its alumni, parents and staff.



EN AVANT

Our VISION

We go forward,
inspiring self belief



Our MISSION

We are a student-centred comprehensive Senior High School. Ensuring our students' wellbeing is the foundation of their academic success.

Our commitment to providing students with an education that is relevant and real-world focused through its partnerships with higher education, business and industry, has created a pathway to success for all students.

We are dedicated to continuing a tradition of excellence where every student belongs.



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.

Research

INFORMING THIS PLAN

Every Student, every classroom, every day Strategic directions for public schools 2020 – 2024, Department of Education

Findings of the Bunbury Senior High school Public School Review - McCollum 2021

Independent Review into Bunbury SHS Senior School – Burke 2021

Meet the Future – OECD (Organisation for Economic Co-operation and Development) report 2022

“Encounters with the world of work help broaden young people’s horizons, raise aspirations, increase motivation, improve attainment, challenge gender and ethnic stereotypes, reduce the likelihood of unemployment, and increase earnings potential.”

Looking to the Future – A review of senior secondary pathways into work, further education and training (the Shergold report) published by the Australian Government Education Council in 2020.

Overall, the Review outlines several recommendations for a national approach that will support school students to develop essential life attributes that enable them to become productive members of the community.

New Work Order – reports put together by the Foundation for Young Australians in 2017.

“The importance of enterprise skills holds true across the vast majority of industries. These skills comprise at least one-third of skills demanded by employers in every industry. For most industries, enterprise skills are more than half of the skills requested by employers of young candidates (Exhibit 7).”

Future Frontiers – Education for an AI world - NSW Dept of Education – a compilation of research papers published in 2017. Key points:

Critical thinking is seen as the powerful tool that will help students to deal with uncertainty and change. The researchers recommended that teachers find the “sweet spot” of learning that combines crucial teacher directed instruction with a lesser but important amount of student-directed, inquiry-based learning.

Technology and the Future of Australian Jobs - A report from Cisco, November 2019.

The results highlight the need for technology skills across jobs and industries. In addition to technology skills, the model highlighted that human skills will be most in demand, such as listening, speaking, critical thinking, negotiation, and persuasion skills. As technology takes care of repetitive tasks, the way is paved for the human factor to increase in importance and value.”

Leading excellence through equity: Social emotional learning for a Fair Go – article by Dr Kevin Runions, et al- Australian Educational Leader Vol.43

“Social emotional skills are critical to positive school and life outcomes for all students...If schools do not positively and intentionally address vulnerabilities in social-emotional skills, they risk...increasing gaps in the behaviour and wellbeing of their student population.”

School Survey findings on student wellbeing – Commissioner for Children and Young People WA – published in 2020

“A number of student cohorts were identified as experiencing social isolation, exclusion or feelings of not belonging. This often occurred as a result of racism or a lack of understanding and respect for difference, including for varied abilities, diverse cultural background or diverse sexuality or gender identity. Social isolation was also identified for students in regional

South West Development Commission - Strategic Plan

Bunbury City Council - Strategic Plan

EN AVANT

Enabling CONDITIONS

Good Standing reward and
incentive program

Aboriginal Education
Advisory Council

POSITIVE LEARNING ENVIRONMENT

Student leadership opportunities

Year 7 and Year 8 Social and
Emotional Learning program

Follow the Dream hub

House Culture

Heavily resourced
student services team

Positive behaviour matrix

Explicit description of Best
Teacher knowledge and
practice

All staff access to
**Classroom Management
Strategies training**

Shared Instructional Framework

HIGH QUALITY TEACHING

Professional learning aligned
with AITSL standards and school
business plan

Coffee Club – professional
learning community

Peer Observation

Workplace Learning

\$1000 Subsidised certificate courses

Individual student tracking and support

SUCCESSFUL PATHWAYS FOR ALL STUDENTS

MOU with multiple Industry and
Higher Education institutions

Multiple pathway options
to University

Senior School
Scholarships

Alternate pathways

Career Practitioner
staff member

Student interest
clubs

Our PRIORITIES

POSITIVE LEARNING ENVIRONMENT



Our positive learning environment is one in which the core belief of both students and staff is that everyone has the capacity for growth.

Social and emotional learning is taught to students as part of the lower school curriculum. Policies and procedures for managing attendance, behaviour and wellbeing are informed by evidence-based best practice.

When students feel positive about themselves and have a sense of belonging, they are more likely to achieve to their full potential.

OUTCOMES

- All members of the school community contribute to and maintain a positive and inclusive school culture, which fosters belonging.
- Students have developed an enduring connection to their school community.
- Students are equipped with a variety of skills that help them to contribute in a positive way to the broader community.
- Students have developed their personal and social capabilities.
- The school has positive multilateral relationships with families and the wider community.
- Students exit BSBS as socially responsible citizens who will positively contribute to society and reflect community values.



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HIGH QUALITY TEACHING



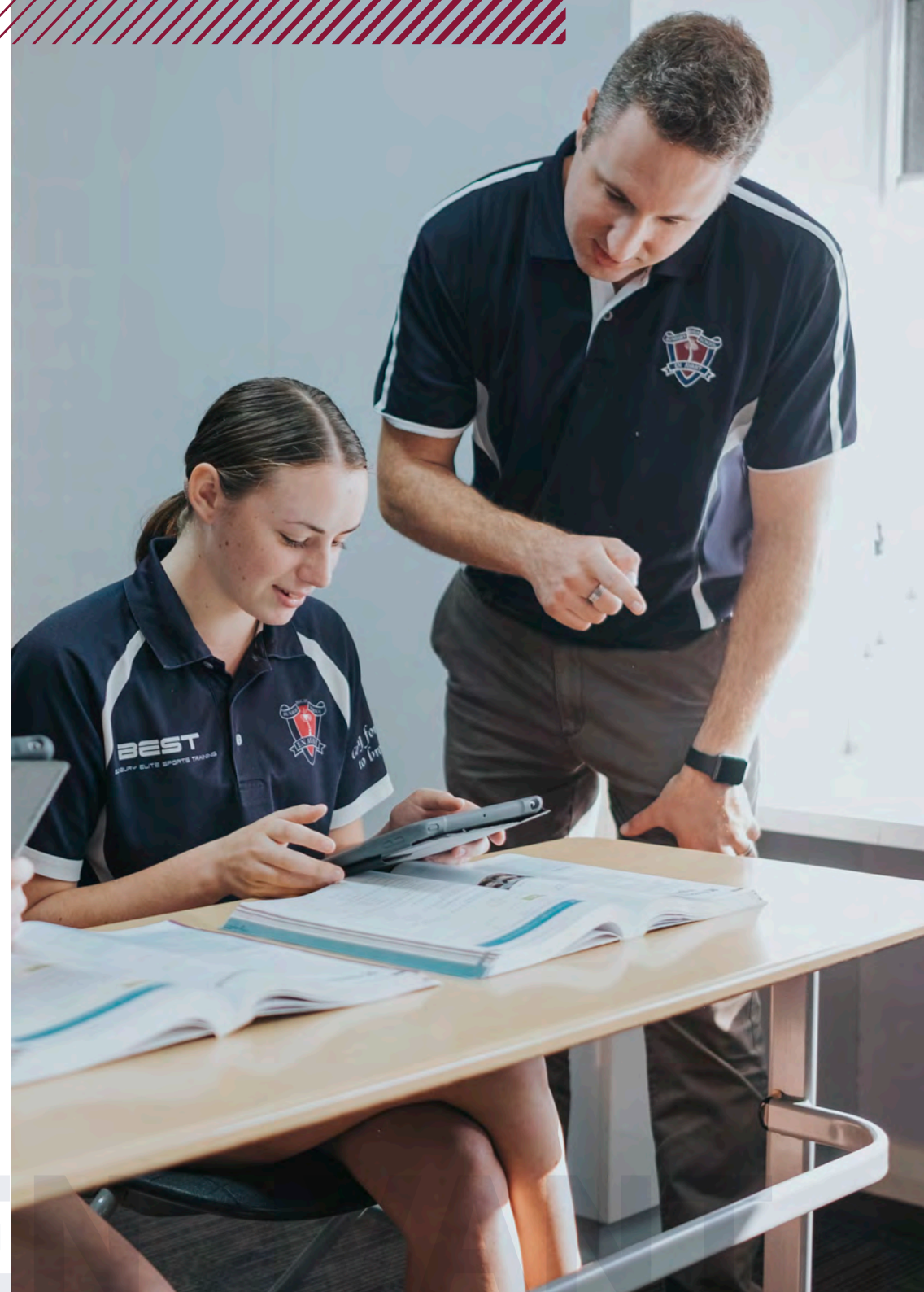
High quality teaching is well defined at Bunbury Senior High School.

Our teachers foster safe and accountable learning environments using a variety of instructional strategies and tactics to provide real and relevant learning, often in partnership with the community.

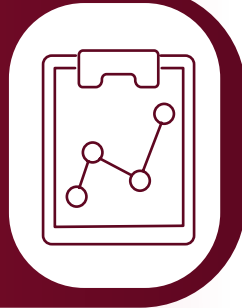
We use a growth model in our practice that is informed by collaboration with our peers and student performance data.

OUTCOMES

- The teaching staff demonstrate excellent teaching practice that aligns with the Quality Teacher Framework.
- Student achievement in all years, as well as ATAR and NAPLAN and OLN is consistently above Like Schools.
- Teaching programs meaningfully include Aboriginal and Torres Strait Islander peoples' perspectives and content.
- Through sharing best practice, teachers are exposed to other pedagogical approaches that enhance and improve student achievement.
- Students will have well developed critical and creative thinking capability.
- Students will have developed ICT capability, using ICTs effectively and appropriately to access, create and communicate information and ideas; solve problems and work collaboratively.



SUCCESSFUL PATHWAYS FOR STUDENTS



We provide young people with a large range of pathway options that equip them with knowledge, skills and capability that has real “currency” to further their educational, training or occupational journey.

We aim to create the right set of conditions so that all our students can unlock potential to manage their life, learning and work in a rapidly changing labour market.

Through collaboration with students and their families we determine suitable pathway experiences that lead all students to success.

OUTCOMES

- Students exit Bunbury SHS with a comprehensive portfolio demonstrating their skills, experiences and capabilities, which allow them to access a wider range of opportunities for their future.
- Students are well prepared for future work, training and educational pathways.
- Students are provided with multiple pathways to prepare them for the future of their choosing.
- All students have had the opportunity to engage with a range of career and industry experiences by the time they finish their schooling.



Our TARGETS

1

Student achievement in all years, and in ATAR, NAPLAN and OLNA will be above Like Schools in each year of the plan.

2

The percentage of students attending school regularly is higher than Like Schools and shows improvement for each year of the plan.

3

Attendance data for Aboriginal students improves year on year.

4

Achievement data for Aboriginal students improves year on year.

5

NSOS data from parents and students indicates improvement in targeted areas for each year of the plan.

6

Pathways/Destination data indicates an increasing percentage of existing students are participating in their desired pathway as the plan progresses.

7

NSOS data from all stakeholders indicates improvement in the school's cultural responsiveness for each year of the plan.



GLOSSARY

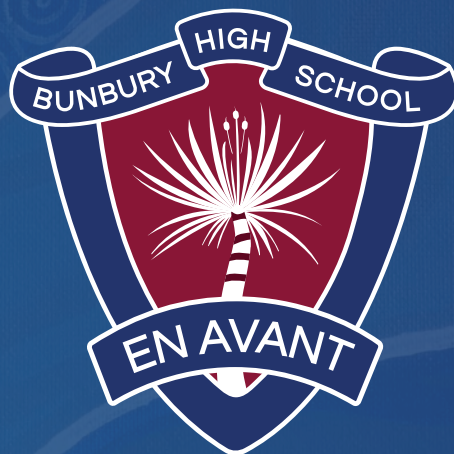
ATAR - Australian Tertiary Admissions Rank

OLNA - Online Literacy and Numeracy Assessment

NAPLAN - National Assessment Program Literacy and Numeracy

Like Schools - schools who have a similar demographic

NSOS - National School Opinion Survey



Inspiring *Self* Belief