



BUNBURY
SENIOR HIGH SCHOOL

2026-2028

Business Plan

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FROM THE PRINCIPAL

ABOUT THIS PLAN

The 2026 – 2028 Bunbury Senior High School business plan leverages the long history and innovative culture to set a course for the future. Using independent reviews to look back at what we have done and scanning the horizon you will find our innovate stamp on this plan.

The community’s expectations and requirements from their local high school is changing. We, at Bunbury SHS, are at the forefront of recognising and responding to the need for greater engagement, greater flexibility and greater options for students. With a world at war and with social upheaval, it is important that the school plan reflects the development of critical thinkers and active citizens with good problem-solving skills. Real world experience is paramount.

Thoughtfully and meticulously planned, consultation, feedback and review have been extensive. I am proud to present the 2026-2028 Bunbury Senior High School Plan.

Mike Sinagra
PRINCIPAL



FROM THE BOARD

On behalf of the Bunbury Senior High School Board I am pleased to present the 2026 – 2028 Bunbury Senior High School Business Plan. It is a thoughtful and intentional response

to valuable BSHS-community feedback, as well as to the many challenges that our students face in the wider world. It expresses BSHS’ intent to nurture belonging and wellbeing for all, to grow connections with the wider community, to equip students with skills that will support their flourishing, and to amplify student voice. As well, it reflects the enduring commitment to BSHS’ long-held tradition of excellence.

As a significant part of our role in school governance, the Board has been actively involved in the development and review process of the Business Plan. Members engaged in rich conversations to inform BSHS’ direction, priorities, goals, strategies

and success measures. Feedback was taken seriously by the executive team which demonstrates genuine efforts toward meaningful collaboration with students, families and community. The clear alignment of the Business Plan with Department of Education Public School Review feedback establishes coherence as a whole-school approach and a practical way to evaluate progress.

Over the coming years the Board will utilise the Business Plan to uphold our good governance practices and co-ordinated partnership in BSHS’ culture of continuous improvement. Through ongoing evaluation, the implementation of strategies and achievement of Business Plan goals will be carefully examined and analysed. This process supports ongoing reflection and agility that aligns with BSHS’ whole-school approach.

On behalf of the Bunbury Senior High School Board, I offer our full endorsement of the 2026 – 2028 Bunbury Senior High School Business Plan. We are excited to continue working closely with BSHS to achieve the Business Plan goals, and cultivate conditions for all BSHS students to achieve their potential.

En Avant!

Zoe Shuttleworth
SCHOOL BOARD CHAIR

ABOUT BUNBURY SENIOR HIGH SCHOOL

OUR STORY

Bunbury Senior High School has proudly served the Southwest community for over a century, celebrating its centenary in 2018. As an Independent Public School, since 2012, we continue to embrace our long history, and proud culture of academic excellence. This added IPS status has provided flexibility and autonomy, enabling us to deliver innovative programs and high-quality education that meet the diverse needs of our students and community.

Located on Boulders Heights, overlooking the Indian Ocean and Bunbury cityscape, our school combines heritage-listed buildings with modern facilities, reflecting both our long-standing traditions and our commitment to future-focused education. School life is intertwined with the locale, leveraging the infrastructure and business relationships of the city to build real world learning.

With over 1,000 students from Years 7–12, Bunbury Senior High School offers a comprehensive curriculum and specialist programs, including: Gifted and Talented Selective Entrance Program; Bunbury Elite Sports Training (BEST); Visual Arts Specialist Program (VASP); Music Mastery Program; Medical and Engineering Pathways; Project-Based Learning (PBL). We celebrate diversity and inclusivity, with programs such as Follow the Dream supporting Aboriginal students and pastoral care initiatives ensuring every student feels valued.

Student wellbeing is central to our approach. Our Yr7-9 Social and Emotional Learning (SEL) program, develops self-esteem, self-regulation, online safety and culminates in an "Into Adulthood" camp. We provide: Dedicated student support services; Mentoring and leadership opportunities; Initiatives like Homework Club, Breakfast Club, and The Edge Program for Year 12 students. Dedicated teachers support these interest clubs where students find "their tribe" and develop a sense of belonging to the school.

Bunbury SHS is a leading school for robotics in Western Australia. Our robotics program, supported by partnerships with local universities and industry, provides students with hands-on experience in engineering, coding, and innovation. Students regularly compete in the First Robotics Competition and the West Australian Robotics Playoffs (WARP), earning top awards and university scholarships.

Bunbury Senior High School consistently achieves outstanding academic results. Our Year 12 ATAR students rank among the highest in regional WA, with many graduates progressing to university and successful careers. We were recognised as WA Secondary School of the Year (2019) and continue to excel in academics, arts, sports, and STEM innovation.

En Avant

OUR VISION

Inspiring *Self* Belief – We believe every student can achieve success when supported by a caring environment, high-quality teaching and access to flexible, valuable learning experiences.

SCHOOL PHILOSOPHY

WELLBEING: THE FOUNDATION FOR SUCCESS

Student wellbeing is at the heart of everything we do. We believe that students perform and progress best when their social and emotional needs are supported.

HIGH-QUALITY TEACHING

Consistency in quality teaching is essential for student learning.

SUCCESSFUL PATHWAYS

We focus on meaningful pathways for students with a wide range of educational experiences, supported by strong career development in lower school and partnerships with external organisations.



SCHOOL VALUES

LEARNING - Lifelong curiosity and growth.

COLLABORATION - Working together for collective excellence.

DIVERSITY - Embracing and celebrating differences.

COURAGE - Taking risks and striving for excellence.

WELLBEING - Balancing mind, body, and soul.

BELIEFS ABOUT TEACHING AND LEARNING

At Bunbury Senior High School, we prioritise consistency in teaching practice by establishing clear expectations through a comprehensive induction process, whole-school Instructional Frameworks, and mandatory professional learning. This approach minimises variance in instructional quality and ensures a cohesive learning experience for all students.

Staff believe that:

- Students bring strengths that allow for their success (86% of staff)
- Their performance impacts student outcomes (91% of staff)
- Our school has a culture of high expectations of student achievement and progress 85%
- Parents and families are valued as partners in student learning 92%
- Our school provides a safe, orderly and inclusive learning environment. 87%



BUSINESS PLANNING

Regular independent reviews by the Department of Education highlight the success of the school. The engagement of staff in cyclical and collaborative reflection has led to a strong sense of unity of purpose and a deep understanding of the improvement agenda, and subsequently, collective responsibility for student success.

The Business Plan and the Delivery and Performance Agreement (DPA) identify the accountability expectations of the school and the principal. The creation of this business plan has been a collaboration between the school leadership, staff, parents and the School Board.

Various forms of feedback inform the development of our new Business Plan. With a detailed horizon scan, looking at international, national and local issues, we have included relevant issues in this business plan to “think global, act local”. Individually autonomous but connected to a system our business plan is aligned by the Aspirations for All, Department of Education strategic direction statement.

“Bunbury Senior High School is more than a place of learning—it is a vibrant community where students are inspired to believe in themselves and equipped to thrive in a rapidly changing world.”

- Mike Sinagra, Principal

The success of this business plan is underpinned by a structured review cycle aligned with the system-driven, three-year Public School Review. Each year, we develop key planning documents — Our Focus, the Self-Assessment Schedule, and Milestones — to break the three-year plan into manageable phases for effective monitoring and implementation. This business plan is operationalized through targeted strategies and action plans designed to achieve student success targets and school improvement targets.

PUBLIC SCHOOL & PRINCIPAL PERFORMANCE REVIEWS

In 2025, both a *Public School Review* and *Principal Performance Review* were carried out in alignment with the creation of this plan.

The **Public School Review (PSR)** process is a key accountability and improvement strategy used by the Department of Education Western Australia to monitor, evaluate, and support the performance of all public schools across the state. It provides feedback for principals, school staff and the school community to help improve school performance. They also add to existing quality assurance measures.

All domains of the public-school review were endorsed with commendations and a recommendation of a 3- 5 year return. You can read the complete report [here](#).

"A strong, collaborative ethos is evident, with staff engagement in reflective practices sharply focused on the continual development of teaching and learning practice"

"An embedded whole-school approach to social and emotional learning is the cornerstone of the school's commitment to positive pro-social behaviour and wellbeing"

- PSR Reviewer, Cindy Kerr

The **Principal Performance Review (PPR)** in Western Australia is a structured, multi year process designed to ensure principals are leading effectively, meeting departmental expectations, and continuously developing their professional practice. Our principal is in the first cohort in the state to go through this process for the second time. In a letter from the Director General of Education he received.

"I have received specific feedback about your strong drive to excel and the high expectations that you set for yourself and others."

"Your leadership is anchored in a strong moral purpose and is supported by clear systems, processes and defined roles and responsibilities."

- Director General of Education, Jay Peckett



PRIORITY 1



NURTURING LEARNING ENVIRONMENT

Bunbury SHS is committed to creating a safe, inclusive, and supportive learning environment where every student feels a sense of belonging and is empowered to thrive. We will build staff capacity to deliver social and emotional learning (SEL) and strengthen processes for planning and reporting for students with additional needs.

Our approach includes consistent behaviour expectations, restorative practices, and shared vocabulary embedded across lessons, supported by clear communication loops and refined behaviour flowcharts.

We will enhance physical learning spaces to be flexible in their use, meet the needs of current curriculum, and present a welcoming tone.

We will foster positive relationships through multi-year activities, student clubs, mentoring programs, and student-led committees that amplify student voice.

By promoting whole-school values, improving access to intervention programs, and developing opportunities for peer mentorship, leadership, and connection, we aim to cultivate a culture of respect, collaboration, and wellbeing.

We aim to ensure that every student has access to supports that nurture academic, social, and emotional growth.

Goal...

Students at Bunbury SHS feel safe, secure and supported to be the best version of themselves.

STRATEGIES

WHOLE SCHOOL PRACTICES

We will refine whole-school systems and processes to provide clarity and consistency in supporting best practice and sustainable ways of working; enabling staff to focus on high quality teaching and learning.

CLASSROOM PRACTICES

We will strengthen behaviour support and management processes and embed school values and behaviour expectations into everyday practice to maintain a safe, inclusive, respectful and engaging learning environment.

SOCIAL & EMOTIONAL LEARNING

We will strengthen staff capability and shared language to further integrate Social and Emotional Learning (SEL) into curriculum delivery, enhancing our school-wide approach to developing students' personal and social capabilities and supporting student wellbeing.

MULTI-TIERED SYSTEMS OF SUPPORT

We will strengthen multi-tiered systems of support and intervention alongside planning and reporting processes to meet the diverse needs of students requiring additional assistance, ensuring inclusion and equitable access to learning for all students.

LEARNING ENVIRONMENT

We will create a flexible, modern, and welcoming learning environment that supports student engagement and innovative teaching practices and reflects our commitment to student wellbeing and high-quality learning experiences.

WHOLE-SCHOOL CULTURE

We will foster a whole-school culture of belonging and wellbeing by further building on opportunities for connection, student voice, and peer support.

Learning





EXCELLENCE IN TEACHING

Bunbury SHS will cultivate excellence in teaching through a shared pedagogical framework and a whole school commitment to literacy, numeracy, and critical thinking. We will build teacher capability with targeted professional learning and coaching, as well as a strengthened culture of peer observation and feedback. A schoolwide approach to ICT will meaningfully embed technology and AI to enhance engagement, creativity, and personalised learning.

We will enhance cultural responsiveness, develop explicit examples of our values in practice, and foster strong relationships with students through engagement beyond the classroom. Staff will connect to professional learning communities within and beyond the school, leverage external partnerships, and embed the Quality Teaching Strategy. The Executive Team will attract, identify, and upskill high quality practitioners. Through intentional planning, shared language for behaviour and pedagogy, and collaborative learning area plans, we will ensure consistent, high impact teaching in every classroom.

Goal...

Bunbury Senior High School is recognised as a high-performing school that enables teachers to be the best, resulting in excellent outcomes for its students.

STRATEGIES

TEACHER EXPERTISE

We will strengthen teacher expertise through targeted professional learning and collaboration opportunities.

QUALITY TEACHING STRATEGY

We will embed a consistent use of high impact teaching practices that align with the Quality Teaching Strategy.

PROFESSIONAL PRACTICE

We will enable a robust culture of peer observation and feedback to enhance professional practice.

DIGITAL CAPABILITIES

We will embed technology meaningfully into learning programs to build students' digital capabilities, as well as enhance engagement, innovation and critical thinking.

TEACHING PRACTICES

We will equip teachers to utilise inclusive and targeted teaching practices to support students with diverse learning needs, with a focus on literacy and numeracy development.

POSITIVE RELATIONSHIPS

We will strengthen positive relationships in the school community to create an inclusive, respectful, and engaging learning environment.





FUTURE READY STUDENTS

Bunbury SHS will develop future ready students by maintaining flexible, personalised pathways supported by robust course counselling and expanded opportunities for career development. These experiences will be reflected in a comprehensive portfolio that students can take with them to increase their competitiveness for post-secondary education or employment.

We will strengthen and expand partnerships with universities, local businesses, TAFE and other Registered Training Organisations to deliver authentic real-world experiences and industry-standard qualifications. Our staff will engage in targeted professional learning about employability skills and embed these capabilities into project-based curriculum delivery.

Senior school pathways will be considered early in Year 9 as subject selections are made for Year 10. These selections will be supported with new course offerings that will enable students to make informed choices that align with their aspirations.

Through the work of our Career Practitioner across lower and senior school, consistent partnerships with the community and industry, and a whole school focus on literacy, numeracy and digital capabilities, we will lift student achievement and empower every learner to navigate diverse postschool futures with confidence.

Goal...

Students leave BSHS with an outstanding level of knowledge and skills, making them highly competitive for future employment or study opportunities.

STRATEGIES

PARTNERSHIPS

We will strengthen and expand partnerships with industry, community and training providers to enhance real-world learning opportunities.

PERSONALISED LEARNING

We will provide flexible and personalised pathways that empower students to pursue their aspirations and prepare for success beyond school.

EDUCATIONAL CURRENCY

We will develop processes to track student attainment of educational currency and access to a digital portfolio.

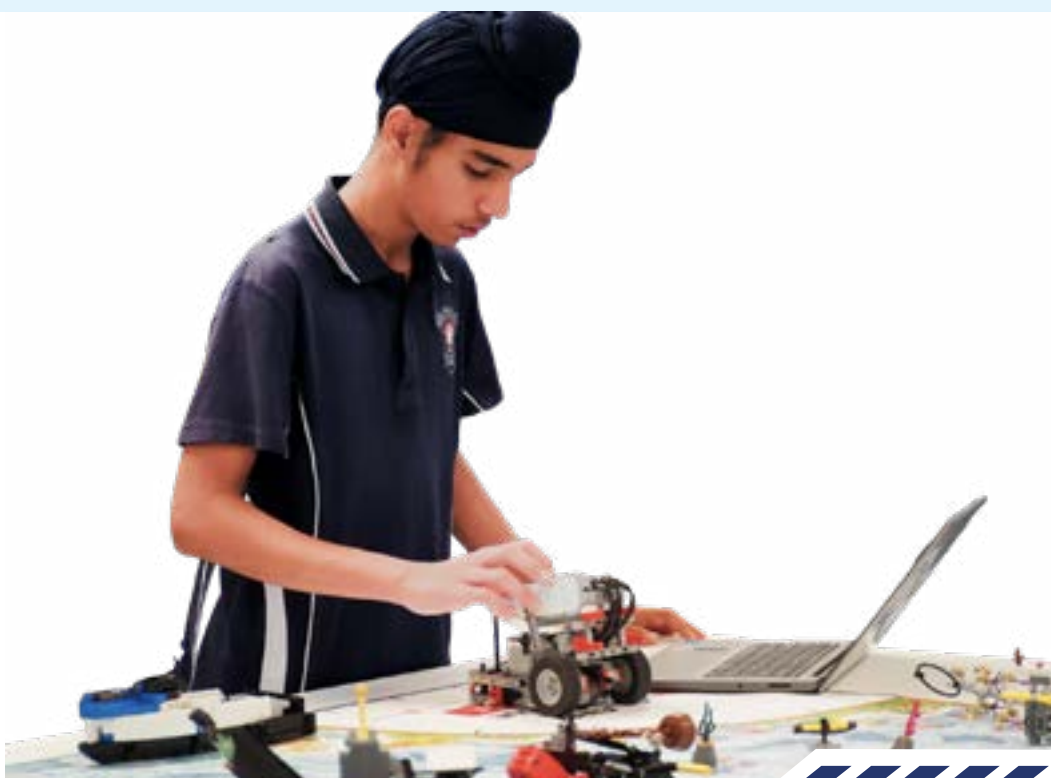
EMPLOYABILITY

We will enhance career education and experiences to develop students' essential employability skills and to assist them in making informed pathway planning decisions.

FUTURE SKILLS

We will build the capacity of staff and students to thrive in a rapidly changing education and employment landscape by prioritising future-focused skills, innovation and digital literacy.

Students



PRIORITY 4



PURPOSEFUL LEADERSHIP

Bunbury SHS is committed to cultivating a dynamic and inclusive leadership culture that empowers both staff and students. We will build leadership capacity at all levels through targeted professional learning, mentoring, and clearly defined roles, ensuring every staff member has a pathway to leadership.

Our approach prioritises student voice in shaping school direction, expands opportunities for authentic student leadership, and strengthens visibility and diversity within leadership structures. By fostering networks, creating structured leadership pathways, and embedding recognition for all forms of leadership, we aim to develop confident, capable leaders who contribute to a collaborative, future-focused school community.

Students often take their leadership skills beyond the school boundaries, so we will recognise and reward those students who volunteer and participate in the wider community. We want to nurture all students to become positive global citizens.

Goal...

A leadership culture is evident across all aspects of BSHS, which culminates in a shared responsibility and drive to achieve the school's vision.

STRATEGIES

LEADERSHIP CULTURE

We will build school-wide leadership capacity of staff by fostering a culture of professional growth, collaboration, and distributed leadership.

INSTRUCTIONAL LEADERSHIP

We will strengthen the instructional leadership capabilities of middle leaders to drive consistent implementation of whole-school pedagogical approaches and teaching practices.

STUDENT LEADERSHIP

We will facilitate a range of student leadership development opportunities that empower student leaders to contribute to school culture and to lead school improvement initiatives.

STUDENT VOICE

We will amplify student voice and strengthen peer mentoring opportunities to foster connection, leadership, peer support and collaboration across the school.

STAFF INDUCTION

We will provide clear, structured induction and ongoing support for staff to ensure role clarity, professional growth, and sustained wellbeing.



Leadership

SUCCESS MEASURES

| | | NURTURING LEARNING ENVIRONMENT | EXCELLENCE IN TEACHING |
|--------------------------------|---|--|--|
| | | Students at BSHS feel safe, secure and supported to be the best version of themselves. | BSHS is recognised as a high-performing school that enables teachers to be the best, resulting in excellent outcomes for its students. |
| Public School Standard Domains | RELATIONSHIPS AND PARTNERSHIPS | <p>Student NSOS – 75% or more students agree with the statement “My teachers care about me.” (Currently at 50%)</p> <p>Parent NSOS – 80% or more parents agree with the statement “Teachers at this school care about my child.” (Currently at 73%)</p> | |
| | LEARNING ENVIRONMENT | <p>Wellbeing and Engagement Census shows students’ social-emotional needs are being met</p> <p>Student NSOS: 75% or more agree “I feel safe at my school” (currently 61%)</p> <p>Student NSOS: 65% or more agree “I like being at my school” (currently 48%)</p> <p>Data shows increased student engagement in clubs</p> <p>PC Student Services will develop a low-level behaviour flowchart with staff for display in all classrooms</p> <p>Moderate and major negative behaviour entries decrease</p> <p>The school provides tiered interventions appropriate to student needs</p> | |
| | LEADERSHIP | <p>Student NSOS – 60% or more students agree with the statement “My school takes students’ opinions seriously.” (Currently at 37%)</p> <p>Student Council have standing agenda item focusing on school values/PBS and recognition.</p> <p>By the end of 2026 establish a peer mentoring program.</p> <p>There is an increase in the number of house competitions and student led activities that encourage student involvement.</p> | A whole school Literacy and Numeracy plan will be developed and implemented across the school. |
| | USE OF RESOURCES | <p>Strategically planned LA/whole school meeting time to deliver PL on school values & PBS.</p> <p>Year 10 timetable is reviewed and evaluated for efficacy in achieving intended outcomes.</p> <p>Timetabling, staffing and resourcing reflect equitable / increased access to quality teaching facilities/opportunities = ^Engagement</p> | <p>At least 10% of teaching staff are trained as experts in best practice (CAT) and are made available to support other teachers.</p> <p>Planned whole school meeting time will be provided for staff to focus on whole school literacy & numeracy strategies (Includes OLN & NAPLAN).</p> |
| | TEACHING QUALITY | <p>Staff seek to understand the function of student behaviour, and address learning concerns or other issues that may have triggered inappropriate behaviours.</p> <p>Teachers will have an increased understanding and shared language about behaviour which will be applied within every learning space consistently.</p> | <p>By 2028, 85% of teachers have completed CMS.</p> <p>By 2028, 80% of teachers have completed ISE, Teach Well or Teach Like a Champion.</p> <p>Enrolments show increasing demand for places at the school.</p> <p>Student NSOS: 75%+ agree “My teachers are good teachers.” (Currently 57%).</p> <p>Student NSOS: 70%+ agree “My teachers motivate me to learn.” (Currently 51%).</p> <p>Student NSOS: 80%+ agree “My school gives me opportunities to do interesting things.” (Currently 69%).</p> |
| STUDENT ACHIEVEMENT & PROGRESS | <p>ABE data will show an increase in students demonstrating the school values consistently.</p> <p>SAER Case Management processes are clearly & consistently documented, monitored & reviewed.</p> <p>The DP Student Achievement will provide increased support for EALD students.</p> <p>SEN planning & reporting will be embedded at BSHS for any students who need it.</p> | <p>Student Achievement data across the school shows a reduced number of D and E grades.</p> <p>OLNA data improves for those students who received intervention strategies/support.</p> <p>NAPLAN data improves for those students who received intervention strategies/support.</p> <p>Parent NSOS – 75% or more parents agree with the statement “My child’s learning needs are being met at this school.” (Currently at 62%)</p> | |

Business Plan 2026-2028 Core Priorities

FUTURE READY STUDENTS

Students leave BSHS with an outstanding level of knowledge and skills, making them highly competitive for future employment or study opportunities.

PURPOSEFUL LEADERSHIP

A leadership culture is evident across all aspects of BSHS, which culminates in a shared responsibility and drive to achieve the school's vision.

Career education is provided to students in Years 9 and 10, with an increasing emphasis on links to real-world learning.

Staff NSOS – 85% or more staff agree with the statement “Staff are well supported at this school.” (Currently at 70%)

By the end of 2026 all staff have clearly defined roles and structures illustrated in an organisational chart.

Exec and Leadership teams will provide opportunities for staff to lead initiatives with support.

The school provides support for staff wellbeing (EAP awareness, wellbeing activities at SDDs, fitness initiatives etc)

The Exec team will provide support to staff who explore partnership opportunities.

Parent NSOS: 85%+ agree “This school is well led” (76% now)

Future Leaders Program: 70%+ achieve a leadership role within two years (63% now)

Parent NSOS: 85%+ agree “This school looks for ways to improve” (74% now)

Staff NSOS: 85%+ agree “This school is well led” (70% now)

Student NSOS: 60%+ agree “My school takes students’ opinions seriously” (37% now)

By end 2026 a formal process exists for staff to submit school improvement proposals

By 2028 student leadership participation increases, including more roles for lower school

Annual student-led projects deliver measurable outcomes

A student voice forum is established by end 2026

By end 2028 the staff induction program is reviewed

BYOD will be actively supported by a staff member given time to liaise with parents and students about the barriers.

70% or more students regularly bring their own device to school. (Currently at 57%)

The school will continue to resource the delivery of advanced academic courses in senior school, despite smaller class sizes.

The Executive team will support PL applications for teachers that will enable them to utilise ICT in the classroom.

Staff engage in formal leadership development (e.g. Future Leaders Program, project leads).

90% of staff have access to a mentor/coach and meet at least twice per semester.

There are increasing numbers of students engaged in innovative projects across the school.

The number of staff trained to deliver VET courses or endorsed programs increases over the life of the plan.

All teachers will engage in teaching sprints and strategies delivered by the High Quality Teaching Team.

A professional learning plan (PLP) will be established for each year of the plan.

There is evidence of peer-led professional learning sessions being conducted.

Each middle leader conducts regular walkthroughs in consultation with staff, at least once a term, with an agreed focus and feedback provided within 72 hours.

Use of common formative assessment results in units targeted by instructional leadership within the term (MESH only).

Destination data shows 80% or more of students achieve their intended post-secondary pathway

Senior School Metrics show students achieve at or above expected academic potential

WACE certificates of excellence and merit align with student potential

Parent NSOS: 85%+ agree “I am satisfied with the overall standard of education” (currently 75%)

Workplace learning participation increases across the life of the plan

Students maintain a digital portfolio capturing achievements throughout schooling

ENABLING CONDITIONS

Bunbury Senior High School is preparing for a period of purposeful growth, guided by clear enabling conditions that support both present needs and future aspirations. Central to this vision is a long-term approach to infrastructure and systems. A fully funded 10-year building plan, aligned with Strategic Fiscal Policy, ensures that the school continues to develop facilities that genuinely enhance teaching and learning. This commitment includes strategic land asset acquisition, positioning the school to expand its resources and create environments where students and staff can consistently perform at their best.

Alongside physical development sits an equally strong focus on people. Building staff capability remains fundamental to improving educational outcomes. Our approach prioritises the development of high-quality teaching and learning, coupled with the deliberate strengthening of leadership capacity across the school. To support this, roles are financed strategically to align with system priorities and local needs, ensuring that staffing structures actively contribute to the school's long-term direction.

Physical resources continue to evolve to meet contemporary learning requirements. Advancing the school's IT capabilities remains a priority, underpinning the growing digital needs of students and staff. In addition, investment in innovative learning environments—such as a flight simulator and a purpose-designed robotics laboratory—demonstrates a commitment to expanding curriculum opportunities and preparing students for emerging industries and technologies.

Partnerships further enrich the school's learning ecosystem. Through our strong relationship with the BRTTC, students can access an impressive suite of 23 VET certificate courses, ensuring multiple pathways for success. Local business connections, such as Southern Aviation and the Rural Health Hub, provide authentic workplace learning and exposure to professional fields including aviation and medicine. Research partnerships—highlighted by initiatives like the Koombana Bay crab monitoring project—extend learning beyond the classroom and deepen student engagement with real-world scientific work. University partnerships add yet another dimension, offering micro-credentials, engineering sponsorships, and academic extension opportunities that support students' ambitions.

Together, these enabling conditions form a cohesive foundation that supports the school's strategic direction. They ensure that Bunbury Senior High School continues to evolve as a place of opportunity, innovation, and high achievement for every learner.



GLOSSARY

ABE **Attendance, Behaviour and Engagement**
Data used to monitor student participation, conduct and learning engagement.

AI **Artificial Intelligence**
Digital technologies that simulate human intelligence to support learning, teaching and decision-making.

ATAR **Australian Tertiary Admission Rank**
A percentile rank used for entry into university courses in Australia.

BEST **Bunbury Elite Sports Training.**
A specialist program providing high-level sports training alongside academic studies.

BRTTC **Bunbury Regional Trade Training Centre**
A regional facility providing vocational education and training opportunities for secondary students.

BYOD **Bring Your Own Device**
A school-supported approach where students use personal digital devices for learning.

CAT **Conference Accredited Training**
Expert teachers with training used to support other teachers with their practice.

CMS **Classroom Management Strategies**
Professional learning focused on effective classroom and behaviour management practices.

DOE **Department of Education (Western Australia)**
The governing body responsible for public schools in Western Australia.

DP **Deputy Principal**

DPA **Delivery and Performance Agreement**
An accountability agreement outlining school priorities, targets and review processes.

EALD **English as an Additional Language or Dialect**
Support for students whose first language is not Standard Australian English.

EAP **Employee Assistance Program**
Confidential wellbeing and counselling support for staff.

ICT **Information and Communication Technology**
Digital tools and systems used to support teaching, learning, and school operations.

IPS **Independent Public School**
A Western Australian public school with increased operational autonomy.

ISE **Instructional Strategies in Education**
Professional learning focused on improving instructional practice.

LA **Learning Area**
A subject or discipline grouping within the curriculum.

MESH **Mathematics, English, Science and HASS**
A grouping of core curriculum learning areas.

NAPLAN **National Assessment Program – Literacy and Numeracy**
Australia-wide literacy and numeracy assessments.

NSOS **National School Opinion Survey**
Annual surveys collecting feedback from students, parents and staff.

OLNA **Online Literacy and Numeracy Assessment**
Assessment required to demonstrate minimum literacy and numeracy standards in WA.

PBS **Positive Behaviour Support**
A whole-school framework promoting positive behaviour and consistent expectations.

PBL **Project-Based Learning**
An approach where students learn through extended inquiry and real-world projects.

PL **Professional Learning**
Structured learning opportunities that support staff development.

PLP **Professional Learning Plan**
A plan outlining professional learning goals and actions.

PPR **Principal Performance Review**
A system-level review of principal leadership and performance.

PSR **Public School Review**
A Department of Education review assessing school performance and improvement.

SDD **School Development Day**
Allocated days for staff professional learning and planning.

SEL **Social and Emotional Learning**
Programs and practices supporting student wellbeing and development.

SEN **Special Educational Needs**
Support and adjustments for students requiring additional assistance.

STEM **Science, Technology, Engineering and Mathematics.**

TAFE **Technical and Further Education**
Public vocational education providers in Australia.

VASP **Visual Arts Specialist Program**
A specialist visual arts pathway at Bunbury Senior High School.

VET **Vocational Education and Training**
Nationally recognised training aligned to industry standards.

WACE **Western Australian Certificate of Education**
The senior secondary qualification in Western Australia.

WARP **West Australian Robotics Playoffs**
A state-level robotics competition.

En Avant



Inspiring *Self*-Belief.

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