



**HARRISDALE**  
Senior High School

# **2017 - 2019 Business Plan**

## **ABOUT HARRISDALE SENIOR HIGH SCHOOL**

The opening of Harrisdale Senior High School in 2017 provides local families access to a quality secondary education close to home. Located 26 kilometres south-east of the Perth CBD, this Local Intake School services the suburbs of Harrisdale, Piara Waters, Forrestdale and a portion of Bletchley Park.

Harrisdale Senior High School opened as an Independent Public School committed to high standards and high expectations of all members of its learning community.

While Harrisdale Senior High School is more than its built environment, our school's aesthetic and functional design features are vitally important in supporting accomplishment of our vision and mission.

### **Our Vision**

Harrisdale Senior High School is be a school of excellence in learning and teaching

### **Our Mission**

Harrisdale Senior High School is committed to the pursuit of excellence and preparing young adults to engage confidently and responsibly in a world that is being reinvented constantly. Harrisdale Senior High School will provide a successful and enjoyable schooling experience for students. We want every student to develop the dispositions and skills to lead happy, healthy and balanced lives. We want every student to exit school as a confident, capable and caring young adult prepared for his or her next step to further education, training or the world of work, and seeking to make a positive contribution to our global community.

### **The Path**

Accomplishing our mission calls on the active involvement and interaction of four key partners in our learning community: our students; our teachers and support staff; our families; and our friends and support groups in the wider community. We will work together to build a sense of belonging and connection - among our students; among our staff; between our students and staff, our school and families, our school and the wider community; and, importantly, with our ever-changing global community. We will provide learning opportunities that connect learners with each other, ideas, people, beliefs and values. We will prepare young adults with the self-belief, knowledge, skills and desire to lead happy, productive lives and to make a positive difference to their community.

### **Values**

Members of our school community share and promote:

- excellence – being aspirational, working to achieve one's best
- responsibility – fairness, self-management, accepting self-responsibility, accepting civic responsibility,
- respect – embracing diversity and individual differences, respecting others' contributions
- care – valuing self, each other and our environment, nurturing healthy relationships

## 2017-19 BUSINESS PLAN

Our School's 2017-19 Business Plan sets the direction and broad strategies that support Harrisdale Senior High School to achieve its goal to be a school of excellence in learning and teaching.

Our Plan is aligned to the Educational Goals for Australian Students<sup>1</sup>:

- (1) Australian schooling promotes equity and excellence; and
- (2) All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Our plan adopts the priorities of the Strategic Plan for WA Public Schools, 2016-19, Department of Education (WA)<sup>2</sup>, as they provide the framework for building a school of excellence within the public school system:

- (1) success for all students;
- (2) high quality teaching
- (3) effective leadership; and
- (4) strong governance and support.

## TARGETS

### A. ACADEMIC ACHIEVEMENT

Harrisdale Senior High School is a new school that is establishing standards of academic performance. As such, our academic achievement targets for 2016-19 are described in terms of *improvement based on a three year moving average*. This way of setting targets acknowledges the school's unique challenge to establish and build on high standards. It also reflects:

- the School's commitment to ongoing improvement in academic achievement;
- the effect of any cohort differences; hence, our targets demonstrate a *positive trend* based on a three year moving average rather than a set percentage figure regardless of cohort variation.

Harrisdale's performance in the National Assessment for Literacy and Numeracy (NAPLAN) tests compared with statistically similar public schools in WA will provide a good indicator of school effectiveness. As school performance information is reported at a national level, we can also make comparisons with statistically similar government and non-government schools across Australia.

The school's target for NAPLAN is for 85% or more students to achieve above the National Minimum Standard (NMS) at Year 9. The School Curriculum and Standards Authority (the Authority) set a minimum literacy and numeracy standard as a requirement for the Western Australian Certificate of Education (WACE) from 2016. The minimum standard is Band 8 in NAPLAN (Year 9) or passing the Authority's Online Literacy and Numeracy Assessment (OLNA) by Year 12.

---

<sup>1</sup> Melbourne Declaration on Educational Goals for Young Australians (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008)

<sup>2</sup> High Performance, High Care Strategic Plan for WA Public Schools 20126– 2019

Our academic achievement targets for 2016-19 are:

**Target 1 – Literacy and Numeracy**

The school will demonstrate *value adding* to performance in NAPLAN from Years 7 to 9.

**Target 2 – Literacy and Numeracy**

85% or more students will achieve above the National Minimum Standard (NMS) at Year 9 NAPLAN.

**Target 3 – Literacy and Numeracy**

Results in Year 9 NAPLAN will demonstrate greater improvement by our students than students at statistically similar schools in WA. NAPLAN domains will show performance above the expected school mean for the stable cohort.

**Target 4**

Successful transition of students from Year 6 to Year 7.

Measured by:

- Annual school-based Year 7 student survey
- Year 7 parent survey (administered at parent-teacher interview evening)
- National School Survey (conducted online in 2018)

**Target 5**

Build on student and parent perceptions about the quality of the Harrisdale Senior High School schooling experience

Measured by:

- 2018 National School Opinion Survey of students, staff and parents (and school follow up)
- Classroom Climate Questionnaire learning environment survey (commencing with Year 9, 2018)

## KEY STRATEGIES FOR EACH PRIORITY

Success for all students	Quality teaching	Effective leadership	Strong governance and support
<p><i>We will:</i></p> <ul style="list-style-type: none"> <li>• introduce, build and maintain an emphasis on explicit, direct instruction across the Year 7 curriculum</li> <li>• deliver increasingly specialised curriculum programs matched to the identified needs of our students as they advance through Years 7 to 9</li> <li>• complement extension and enrichment programs in the core instructional program with a comprehensive co-curricular program</li> <li>• explicitly teach students organisation and study skills, including use of homework diaries in all classes</li> <li>• embed a positive learning environment (“The Harrisdale Way”) across the curriculum, including learning skills to be self-managing and self-disciplined</li> </ul>	<p><i>We will:</i></p> <ul style="list-style-type: none"> <li>• recruit teachers with subject expertise, a passion for teaching and a commitment to explicit, direct instruction</li> <li>• provide teachers with support and training in effective instructional strategies</li> <li>• expect all school staff to maintain positive, respectful relationships with students, parents and each other as part of caring learning environments that support student wellbeing.</li> <li>• provide expert mentoring and coaching support for teachers</li> <li>• expect all members of staff to commit to and adopt the school’s values in decision making and behaviour</li> </ul>	<p><i>We will:</i></p> <ul style="list-style-type: none"> <li>• build a culture of exemplary standards of teacher professionalism</li> <li>• care for the needs of staff as they develop systems, programs and curriculum for their new school</li> <li>• provide opportunities for teachers to take up formal and informal leadership roles in curriculum and school m and school management</li> <li>• establish alliances with community, industry and tertiary partners to enrich the curriculum and expand learning pathways</li> <li>• develop a shared staff vision of high quality teaching that drives school-level recruitment, professional development, collaboration, and performance management</li> <li>• optimise amount of instructional time</li> </ul>	<p><i>We will:</i></p> <ul style="list-style-type: none"> <li>• use evidence-based decision making for school planning</li> <li>• monitor the impacts of our programs and strategies and address emerging needs in a timely way</li> <li>• establish an effective school board</li> <li>• establish an effective P&amp;C Association</li> <li>• work with PPP contract managers to develop environmentally sustainable practices at the school</li> <li>• manage the growth in student numbers effectively</li> <li>• implement effective and efficient business processes</li> </ul>

<ul style="list-style-type: none"> <li>• support students to use technology confidently, responsibly and adaptively for learning, social and employment opportunities of the future</li> <li>• work collaboratively with local primary schools, families and external organisations to optimise a good start to secondary schooling for all students</li> <li>• create authentic opportunities for students to demonstrate leadership and care in the school and the wider community.</li> <li>• implement a comprehensive monitoring and review calendar to guide school review and improvement planning.</li> </ul>	<ul style="list-style-type: none"> <li>• establish high expectations and standards of teacher performance through induction, professional learning and evaluation based on the Australian Professional Standards for Teachers</li> <li>• expect a professional ethic among teachers to collaborate as a key strategy to improve teacher quality</li> <li>• implement school-wide strategies to achieve consistency in teaching quality and practices</li> <li>• assist teachers to develop analytical practices to ensure expertise and confidence • in diagnosing the impact of their teaching and adapting interventions for greater success</li> <li>• develop a comprehensive approach to student wellbeing and support services that meets needs for mental health, pastoral care and psychological support</li> </ul>	<ul style="list-style-type: none"> <li>• use staff, student and parent survey results for reflection and ongoing improvement</li> <li>• use 360 degree feedback for continuous professional learning and development</li> </ul>	
---	---	---	--