



HARRISDALE
Senior High School

2020 - 2023 Business Plan

ABOUT HARRISDALE SENIOR HIGH SCHOOL

Harrisdale Senior High School (SHS) opened in 2017 as an Independent Public School committed to high standards and high expectations of all members of our school community. Located 26 kilometres south-east of the Perth CBD, the school gives local families access to a quality secondary education close to home. As a Local Intake Area school, Harrisdale SHS services the suburbs of Harrisdale, Piara Waters, Aspiri, Forrestdale and a portion of Bletchley Park.

Harrisdale SHS is a Public Private Partnership (PPP) school. Under this arrangement, teaching and support staff are employed by the Department of Education, while the school's buildings and grounds are managed by Eduwest, a private consortium. The second and final stage of Harrisdale's capital works program will be completed early in 2020. Stage 2 comprises state-of-the-art facilities for the performing and visual arts, English, languages and mathematics; a lecture theatre; a soccer pitch and additional hard-courts; a commercial kitchen; and STEM centre. While Harrisdale SHS is more than its built environment, the school's modern facilities and its aesthetic and functional design features are vitally important in supporting the accomplishment of our vision and mission.

In 2021, Harrisdale SHS opens its doors to the first intake of Gifted and Talented Secondary Selective Academic Program students. Department of Education (WA) Gifted and Talented Programs are highly valued and sought after, and the provision of a selective academic program at Harrisdale SHS reflects the goals of an aspirational local community. Importantly, it helps ensure that the school's programs cater for a broad range of students' educational needs, capabilities and pathways by complementing existing academic extension, general and learning support programs.

OUR VISION

Harrisdale Senior High School is to 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 SHS aims to provide a successful and enjoyable schooling experience for all 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

In 2018, Harrisdale SHS committed to the Fogarty Foundation's EDVance Program as an externally supported, three-year strategy to assist staff to embed our school culture and school-

wide pedagogy. One of our early actions was to clarify our vision and mission around a school moral purpose that we articulated as *improving student lives through learning and achievement*.

Accomplishing our vision, mission and moral purpose 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. Our 2020-2023 Business Plan will continue 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 develop young adults with the self-belief, knowledge, skills and desire to lead happy, productive lives and to make a positive difference to their community.

OUR CULTURE

The culture of Harrisdale Senior High School is described as the shared values and behaviours that unite our school community as we strive to achieve our vision and mission.

The values that members of our school community commit to are:

- excellence – being aspirational, working to achieve one's best
- responsibility – fairness, self-regulation, 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

These values are enshrined in *The Harrisdale Way*¹ document that describes expected behaviours across our campus, in classrooms, at assemblies and at school excursions and public events. *The Harrisdale Way* was developed by the school's foundation students and staff in 2016-2017. It is introduced to new students and staff, and revisited by existing students and staff, as part of our orientation program in the first week of a new school year. As a code of conduct, *The Harrisdale Way* is at the core of *Our Positive Learning Environment*² policy.

¹ Appendix 1, *The Harrisdale Way*

² *Our Positive Learning Environment* is the Harrisdale SHS policy and plan for classroom and school behaviour management

2020-2023 BUSINESS PLAN

Significant progress was made in establishing Harrisdale SHS through the strategic direction provided in the 2017-2019 Business Plan. In planning for the way forward staff, student and parent perceptions were sought to review the work so far and to identify what worked well as well as areas needing greater focus. School leadership, teaching and support staff inputs were integral to this process through four review and planning workshops held in 2019:

Workshop 1: Our progress: where we are now, and how we got here (April 2019)

Workshop 2: The next phase: where we want to go and why (July 2019)

Workshop 3: What we will do (and how we will know we did it) (October 2019)

Workshop 4: We have a plan: what next? (December 2019)

Our 2020-2023 Business Plan has developed through this process. It is focused on the foreseeable future. It provides a guide and harnesses the energies of our leaders, staff, students, families and other stakeholders to set the strategic direction for Harrisdale SHS and the key strategies involved.

In guiding the work of our school community over the next four years, the 2020-2023 Business Plan builds on Harrisdale SHS's very promising beginnings and will make a real difference to establishing our school as a school of excellence in learning and teaching.

LINKS TO NATIONAL GOALS FOR STUDENTS AND WA DEPARTMENT OF EDUCATION PLAN

Our Plan is aligned to the Educational Goals for Australian Students³:

- (1) The Australian education system promotes equity and excellence; and
- (2) All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

Our plan adopts five (of six) improvement drivers of the Department of Education (DoE) (WA) plan *Every student, every classroom, every day: Strategic directions for public schools 2020-2024*⁴, as our framework for building a school of excellence within the public school system:

DoE Improvement Drivers	HSHS Priorities
Provide every student with a pathway to a successful future.	Provide every student with a pathway to a successful future.
Strengthen support for teaching and learning excellence in every classroom.	Continuously strengthen support for teaching and learning excellence in every classroom.

³ Alice Springs (Mparntwe) Education Declaration (Australian Ministerial Education Council, Dec 2019)

Build the capability of our principals, our teachers and our allied professionals.	Build the capability of our leadership teams, our teachers and our allied professionals.
Support increased autonomy within a connected and unified public school system.	(See Priority #5, below)
Partner with families, communities and agencies to support the educational engagement of every student.	Partner with families, communities and agencies to support the educational engagement of every student.
Use evidence to drive decision-making at all levels of the system.	Strong governance and support within our IPS and PPP contexts.

TARGETS

A. ACADEMIC ACHIEVEMENT

Harrisdale SHS is a new school that is continuing to establish standards of academic performance. Our 2017-2019 Business Plan described academic achievement targets in terms of *improvement based on a three-year moving average*. This way of setting targets acknowledged the school's unique challenge to establish and build on high standards. It also reflected:

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

However, as we have learned from our Year 7 National Assessment Program for Literacy and Numeracy (NAPLAN) results in 2017, 2018 and 2019, and from our 2019 Year 9 (NAPLAN) results, reliable trend data are not yet available to us. We have therefore decided to retain and monitor the three-year moving average in the 2020-2023 Business Plan for longer term trends to be identified.

Data on Harrisdale's performance in NAPLAN tests compared with statistically similar public schools in WA were used for the 2017-2019 Business Plan. However, this has not provided a valid indicator of our effectiveness as a new secondary school, as Harrisdale SHS's list of 'like schools' changes annually and very few of the listed 'like schools' are statistically similar.

The 2017-19 Business Plan set the target for 85% or more students to achieve above the NAPLAN National Minimum Standard (NMS) at Year 9. While this target was achieved for Year 9, 2019, we believe we should retain this target in the 2020-2023 Business Plan until trend data are established. Targets 1, 2 and 3 in the previous Business Plan are therefore carried over to the 2020-2023 Business Plan. A fourth academic target – to decrease the percentage of students needing to sit the Online Literacy and Numeracy Assessments (OLNA) - is introduced to measure value adding to standards of literacy and numeracy from Years 7 and 9. In so doing, Target 4 also

⁴ *Every student, every classroom, every day: Strategic directions for public schools 2020-2024* Department of Education (WA)

provides an indicator of effective teaching and learning in lower secondary school, and strengthens the preparation of students for senior school pathways.

Our four academic achievement targets for 2020-2023 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) for Year 9 NAPLAN.

Target 3 – Literacy and Numeracy

- (i) Results in Year 9 NAPLAN will demonstrate greater improvement by our students than students in WA schools.
- (ii) NAPLAN domains will show performance above the expected school mean for the stable cohort.

Target 4 – Online Literacy and Numeracy Assessments (OLNA)

The percentage of students needing to sit one or more of the OLNA in Year 10 will decrease annually.

B. NON-ACADEMIC TARGETS

Targets 5 and 6 relate more broadly to the student schooling experience at Harrisdale SHS. These targets acknowledge the vital link between the core instructional program (Targets 1-4), expanded learning opportunities and a supportive learning environment in optimising the student's educational outcomes.

Target 5 (below) is concerned with the student's transition to high school. Primary-to-high school transition can be a challenging and stressful time for young adolescents. While the school gathers and uses a range of primary school data to identify students' educational needs, to develop intervention strategies and to identify emphases for our pastoral care and support programs, the Year 7 students' perceptions of their transition to Harrisdale SHS also provide a valuable source of information to guide school improvement planning.

Target 5

Successful transition of students from Year 6 to Year 7.

Measured by:

- Annual school-based Year 7 student survey
- National School Survey (conducted online in 2020 and 2022)

Target 6 (below) focuses on our students' schooling experience as we continue to establish Harrisdale SHS as a school of excellence in learning and teaching. We acknowledge, respect and

seek a strong and productive partnership between school and families for attaining the best possible educational outcomes for our students. One source of data for Target 6 is the *National School Opinion Survey* that collects feedback about students' and parents' perceptions of their school.

Another source of data is from Curtin University's Classroom Climate Questionnaire (CCQ) that we introduced in 2019. The teachers involved administered the survey to gather student feedback about specific elements of teaching and learning in their classroom, and they used the findings to implement strategies to enhance the learning environments in their classrooms. Through this use of the student voice, CCQ data inform us about the quality of the students' schooling experience.

The results of the 2020 Organisational Health survey will also be used as a measure of school effectiveness in relation to Target 6. In 2018, Harrisdale SHS joined the Fogarty EDVance Program to assist us to establish a school of excellence. The program has provided us access to an organisational health survey that we used in 2018 and 2019 to gauge student and staff perceptions about the school's learning and working environment. Results of the 2018 survey were reported in the 2018 School (Annual) Report. In 2020, we will use this survey again to help identify strengths, development needs and trends. However, as our three-year participation in the Fogarty EDVance Program concludes in 2020, we will also reappraise continued use of this survey instrument for Target 6.

In 2021, Harrisdale Senior High School introduces its first intake of Year 7 students into our Gifted and Talented Secondary Selective Academic Program, and feedback from the students and their parents is vitally important for monitoring the delivery of a high-quality program. Our emphasis on ensuring academic excellence is reflected in the Gifted and Talented satisfaction surveys in Target 6.

Target 6

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

Measured by:

- 2020 and 2022 National School Opinion Survey of students, staff and parents (and school follow up)
- Classroom Climate Questionnaire learning environment surveys giving the student voice
- 2020 Organisational Health surveys of students and staff (with options for new survey instruments identified for 2021-2023)
- Gifted and Talented student and parent satisfaction surveys (2021, 2022, 2023)

KEY STRATEGIES FOR EACH PRIORITY

Provide every student with a pathway to a successful future.	Continuously strengthen support for teaching and learning excellence in every classroom.	Build the capability of our leadership teams, our teachers and our allied professionals.	Partner with families, communities and agencies to support the educational engagement of every student.	Strong governance and support within our IPS and PPP contexts.
<p><i>We will:</i></p> <ul style="list-style-type: none"> maintain and build on our emphasis on Explicit, Direct Instruction across the Years 7-to-9 curriculum deliver high-quality Gifted and Talented Selective Academic Programs from 2021 provide increasingly specialised curriculum pathways as students progress from Years 10 to 12 in VET, General and ATAR courses review the school's co-curricular program to complement the core instructional program explicitly teach students organisation and study skills, including use of 	<p><i>We will:</i></p> <ul style="list-style-type: none"> establish high expectations and standards of teacher performance for early career and new staff through school contextualised induction programs maintain and build on high expectations and standards for all teachers through performance development and management based on the Australian Professional Standards for Teachers build expert EDI mentoring and coaching support into professional learning of all teaching and classroom support staff provide EDI and associated professional learning to strengthen school-wide emphases on literacy and numeracy 	<p><i>We will:</i></p> <ul style="list-style-type: none"> recruit teachers with subject expertise, a passion for teaching and a commitment to Explicit, Direct Instruction (EDI) implement strategies to maintain the health and wellbeing of staff as they develop systems, programs and curriculum for their new school expand opportunities for teachers to take up formal and informal leadership roles in curriculum and school management use 360-degree feedback for ongoing professional learning and development of school leaders continue to plan for and develop teacher and support 	<p><i>We will:</i></p> <ul style="list-style-type: none"> work collaboratively with local primary schools, families and external organisations to help ensure a good start to secondary schooling for all students develop a comprehensive approach to student wellbeing and support services that meets needs for mental health, pastoral care and psychological support harness the support and expertise of families as critical partners in students' learning establish alliances with community, industry and tertiary partners to enrich the curriculum and implement a range of learning pathways through Years 10-to-12 	<p><i>We will:</i></p> <ul style="list-style-type: none"> use evidence-based decision making for school planning monitor the impacts of our programs and strategies and address emerging needs nimbly maintain an effective school board work collaboratively with parents and the community to an effective P&C Association optimise third party (community) use of our public school facility within the PPP contractual agreement manage the growth in student numbers effectively through school infrastructure, resources

<p>homework diaries in all classes</p> <ul style="list-style-type: none"> • embed a positive school culture through <i>The Harrisdale Way</i> including the skills of self-management • support students to use technology confidently, responsibly and adaptively for learning, their future employment opportunities, and socially • continue to use monitoring tools and implement strategies to enhance students' wellbeing and sense of belonging at school • foster opportunities for students to lead and contribute to a culture of service to their school and wider community • continue to develop and grow studies of STEM programs • continue to develop and grow engagement in the Arts 	<ul style="list-style-type: none"> • develop and recruit teachers with capability in delivery of Gifted and Talented programs • provide teachers and classroom support staff with assistance and training in CMIS and related school policies and guidelines • apply participative decision-making processes to review and develop school policies • promote a professional ethic of collaboration as a key strategy to improve teacher quality • support all teachers with applying "The Six Non-negotiables of the Learning Environment in Every Classroom" to strengthen consistency in teaching quality and practice • assist teachers to develop analytical practices for confident data analysis and improvement planning • optimise the amount of classroom instructional time 	<p>staff capacity to meet the learning needs of all students</p> <ul style="list-style-type: none"> • assist school leaders to develop analytical practices for confident data analysis, improvement planning and the ability to respond to emerging trends • provide school leaders with ongoing professional learning in performance and line management • introduce a school-based Level 3 Classroom Teacher development program • provide ongoing training and resources to enable a safe and supportive school environment • support staff professional learning and training to establish and maintain positive, mutually respectful relationships with parents and colleagues 		<p>and traffic management planning</p> <ul style="list-style-type: none"> • implement effective and efficient business processes • respond positively to new government and Department initiatives, priorities and plans • review and develop school policies and strategies • emphasise a safe and positive learning and working environment for students and members of staff
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MILESTONES

- Successful annual transitions primary-to-secondary school, Year 6 to 7 (measured by data from annual student surveys, academic performance, behaviour management, attendance, and National School Opinion Survey in 2020 and 2022)
- Induction program for new staff annually to 2022 (measured by new staff surveys and performance management processes)
- School-based induction program for graduate and early career teachers (annually)
- Year 11 and 12 pathways planning completed May 2020
- Year 11 course counselling processes reflect the aspirations and realistic expectations of Year 10 students (June, annually)
- Continuity of co-curricular clubs and hobbies program from 2020 to 2023
- Attendance data above State average (annually)
- Percentage of students with unauthorised absences end of Semester 2 reduced (compared to previous year)
- Curriculum planning for the Year 7 Gifted and Talented Academic program completed (March 2020)
- Complete sets of Year 7-9 EDI programs and Year 10 programs for MESH general and focus classes (Powerpoints) stored in S drive learning area folders by end 2020
- Incremental increase in minimum entry score of students into Gifted and Talented Program (annually)
- Increased range of quality local, state, national and internationally recognised competitions offered to students (from 2020 to 2023)
- Increased involvement of students in leading and promoting a safe, inclusive and caring environment (to complement existing Interact and Bushrangers)
- Expanded Duke of Edinburgh program (from 2020 to 2023)
- Expanded volleyball and athletics programs to increase access and success
- Strengthened performance in NAPLAN through evidence based improvement planning in all learning areas. Identified areas of weakness used to inform review of scope and sequence and teaching points in EDI programs
- Timely reviews of school policies (three-yearly rolling reviews or as required)
- Organisational health surveys of staff and students for use beyond 2020 identified (by end of Fogarty EDVance program in Dec 2020)
- CCQ expands (annually)
- Level 3 Classroom Teacher development program implemented (Dec 2020)
- Increased student leadership of initiatives that foster an inclusive schooling experience (eg facility or co-curricular initiative for LGBTQIA+ students) (from 2020)
- Increased student leadership and involvement in strategies that nurture a positive, safe school environment for students, staff and visitors (including as appropriate the 10-point action plan to address violence in schools) (from 2020)