



Hedland
Senior High School

BUSINESS PLAN

25

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Wayiba (Welcome) to Kariyarra Country

We acknowledge Kariyarra people as the custodians of the Country we learn on. We pay our respects to Kariyarra people, and their connection to the land, sea, and culture.

Together *we* achieve



Vision

A school of choice and opportunity.



Deep Purpose

Personalised pathways that support each student to reach their greatest potential.



Values



Care



Courtesy



Respect



Responsibility

...in our journey towards excellence.



Quality Teaching

Focus

- Aligned instructional practices with a focus on subject specific literacy and numeracy.
- Collaborative approaches across Learning Areas for teaching, learning and assessment.
- Documented and personalised pathways for our diverse range of learners with a focus on embedding culturally responsive practices and high expectation relationships (Aboriginal Cultural Standards Framework - Domain 3)
- Targeted professional learning and development relevant to specific Learning Area and staff needs as outlined in 'Our Way'.

Targets

- 'Our Way' instructional and behaviour expectations framework embedded across all Learning Areas.
- The Aboriginal Cultural Standards Framework (Domain 3 – Teaching) is reflected in teaching and learning across all Learning Areas.
- Teaching and learning documents follow a consistent approach and demonstrate agreed instructional practices.
- All teachers to complete Classroom Management Strategies Foundations, and Instructional Strategies for Engagement professional learning.



Student Achievement

Focus

- Improved data collection and analysis across all Learning Areas to inform teaching practice and staff professional learning.
- Whole school focus on literacy and numeracy vocabulary development and achievement.
- Individualised pathways and post school destination planning.
- Monitoring of documented personalised plans for students.

Targets

- Year 7 and 9 NAPLAN Writing, Reading, Numeracy achievement meets or exceeds 'like school' average.
- 80% of WA Certificate of Education (WACE) eligible students achieve Category 3 in Online Literacy Numeracy Assessment (OLNA).
- WACE attainment rate increases to 80%, in-line with WA Public Schools.
- Student retention from Year 11 to the completion of Year 12, for the stable cohort, increases to 90%.



Learning Environment

Focus

- A safe, inclusive and culturally responsive learning environment.
- A whole school and community approach to attendance to improve learning opportunities.
- Create a sense of belonging and instil school pride amongst the student body.
- Health and wellbeing initiatives continue to cater to the needs of all students and staff.

Targets

- Utilise available survey tools to collect and establish baseline data from the school community, focusing on the learning environment, to increase positive community perceptions.
- Student voice data is collected to determine a baseline for improvement.
- Improve the number of student Regular Attenders by 2% annually.
- Positive Behaviour Support (PBS) Framework is fully implemented over the course of the Business Plan.



Leadership

Focus

- Build staff capacity through role-aligned leadership development opportunities.
- Staff are supported to be instructional leaders using the Quality Teaching Strategy.
- Student leadership is fostered across all year levels and specific programs.
- Leadership is distributed, providing opportunities for development and succession planning.
- A relationship-based focus on staff performance development.
- Fostering meaningful and personalised growth whilst still reflecting whole-school practices.

Targets

- All school leaders complete Leading School Improvement professional learning to further develop and improve instructional practices.
- School leaders demonstrate data-informed approaches, and support agreed instructional practices.
- Maintain and create student leadership opportunities which reflect student diversity and culture.



Relationships & Partnerships

Focus

- Build on opportunities for students and staff through sustainable partnerships with industry and community.
- Strengthen respectful relationships with Aboriginal and Torres Strait Islander students, their families and the wider community.
- Professional relationships between staff are facilitated and enabled through collegiate and collaborative practices.
- Clear communication processes are documented and implemented by staff, both within the school, and with all stakeholders.

Targets

- Big Picture Learning (BPL) Program to be further embedded to include all year levels.
- Feedback from school community surveys indicates an improvement in school and community relationships.
- Increase in culturally relevant opportunities for engagement of Aboriginal and Torres Strait Islander students, families, and community.



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