

Eastern Hills Senior High School



Business Plan 2021 – 2023

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The Eastern Hills Senior High School Business Plan 2021 – 2023 has been prepared in consultation with the school community and is endorsed by the ESHS School Board.

_____ Date: _____
Chair Eastern Hills Senior High School Board

_____ Date: _____
Principal

Eastern Hills Senior High School

Our Vision

The vision of Eastern Hills Senior High School is to provide a caring environment and a progressive and meaningful education that allows students to work cooperatively to develop their full potential.

This education will enhance student's self-confidence and promote lifelong interest in learning that will assist students to cope and succeed in a rapidly changing world.

Our Purpose

Our purpose at Eastern Hills Senior High School is to provide students with the highest quality educational experience. We will provide opportunities for each student to develop skills, understanding and values to reach their academic potential and contribute to society. Students will be extended and challenged to achieve the highest possible standards and their personal best.

Our purpose will be achieved through:

- providing curriculum pathways which recognise each student as an individual who will require unique educational experiences.
- creating a safe learning environment in which the pastoral and welfare needs of students are recognised as a basis for sound learning.
- teaching which is always alert to the possibilities for enriched classroom learning for all students.
- engaging with the community to provide supportive partnerships for student learning and school development.

Our Values

At Eastern Hills Senior High School curriculum and learning are guided by the knowledge, understandings, skills, values and attitudes expected to be acquired by students in the Western Australian Curriculum and Assessment Outline. All educational programs at Eastern Hills Senior High School are underpinned by these principles.

The Eastern Hills school community has an expectation expressed in the following values:

Learning

We believe learning is central to all we do both at school and within our lives. We encourage students to become lifelong learners, inspiring others to learn. We believe learning is most effective when it occurs as part of a partnership between students, teachers and carers.

Excellence

We believe all members of the school community must inspire students to seek excellence in all they do. Excellence comes when we always seek to improve our efforts beyond our current achievement.

Equity

Each of our students lives and works from their own unique perspective and circumstance. We are dedicated to ensuring an environment is established where students can learn free from restraint of discrimination, abuse or exploitation. Our environment will be characterized by its inclusivity.

Care and Respect

All individuals within the school community must be treated with care and respect. Relationships within the learning environment must be based on trust, mutual respect, recognition of rights and acceptance of responsibility.

Our Context

Eastern Hills was established as a Senior High School in 1974. Prior to this the school had existed in various forms of primary school and junior high school from as early as 1892. Located on the outer margin of the metropolitan area, the school serves the communities within the Shire of Mundaring and the eastern section of the Shire of Swan. Primary schools within the intake area include Chidlow, Sawyers Valley, Wooroloo, Parkerville, Mount Helena, Glen Forrest, Darlington and Gidgegannup. In 2018 the school has approximately 960 students and over 100 staff.

The school's facilities have grown significantly since its commencement as a Senior High School in 1974. The facilities are continually upgraded to a high standard. The excellent range of dedicated facilities includes Science, Visual Arts, Design and Technology, Gymnasium, swimming pool, Library and modern Music Auditorium. External spaces have been refreshed to provide grounds with a pleasant amenity as well as dedicated spaces such as playing fields and courts.

To ensure students have a high quality, comprehensive education suited to their strengths and passions, comprehensive education pathways leading to the attainment of an Australian Tertiary Admission Rank (ATAR), Vocational Education and Training (VET) qualifications or future employment are provided. The school has a proud history of academic achievement with students achieving excellent results in their ATAR studies as well as achievement of Certificate II (and higher) Vocational Education courses. The school consistently achieves a very high Attainment Rate. The school has been awarded "Top Public School" a number of times.

Our exceptional Approved Specialist Music Program is rated amongst in the best in the State and includes three bands, instrumental ensemble groups and individual performers. Members of the program have the opportunity to attend excursions, tours and public performances.

Our education support program, staffed by experienced and caring teachers and support staff, provides appropriate pathways suited to the needs of students with special needs. The program is inclusive allowing students the benefit of studying a range of courses with their peers through to Year 12.

We offer a range of sports programs including AFL, soccer, netball, basketball and sports coaching. Our extensive outdoor recreation program includes mountain biking, snorkelling, canoeing and other activities that contribute to the skills required for camping and expedition activities. Other popular programs include our debating teams, cultural exchange programs with our Japanese sister school, mock trials, coding competitions and school social events with the Year 11 and 12 ball being the most prestigious. The school Army Cadet Unit which provide students with the opportunity to learn the value of teamwork in the place of discipline in personal growth.

The use of technology in the classroom has been a theme for the development of Eastern Hills for many years. The school has developed the infrastructure, knowledge and practice to effectively implement this program. Students are able to routinely interact with information and participate in learning communities facilitated by the technology. The school has now developed this infrastructure to the point where partnerships for learning involving teacher, student and parent may be conducted online.

We place high importance on pastoral care programs that are appropriate to the needs of adolescence and early adulthood. This approach has been strengthened with the school's inclusion in the Positive Behaviour in Schools initiative. Students moving from primary to secondary school are provided with a comprehensive, structured transition program to ensure the transition to secondary school life is seamless.

Principles of Teaching and Learning

At Eastern Hills Senior High School, we believe learning is central to all we do. To encourage this learning all staff are dedicated to providing students with an inspiring, and purposeful learning and teaching environment within which they can excel.

In Years 7 to 10 the Western Australian Curriculum and Assessment Outline provide the basis for the knowledge, understandings, skills, values and attitudes that students are expected to acquire. Assessment of student achievement in these years is consistent with this outline and comparable to other secondary schools in Western Australia.

In Years 11 and 12 the courses are designed to provide students with the opportunity to achieve a Western Australian Certificate of Education. A range of courses offered in Years 11 and 12 includes both ATAR and VET qualifications. These courses are designed to provide students with strong academic outcomes and a clear pathway to University, further education or employment.

At Eastern Hills all students are provided with clear course guidance enabling them to understand the scope and sequence of courses. In addition, all students are provided with clear assessment guidelines which are linked to the course outlines. These outlines are made available to all students at the commencement of each course. The outlines are provided in both hard copy and included in the contents section of *Connect*. Parents may request copies of these outlines at any time. If it becomes necessary to alter either course or assessment outlines, alterations will be provided in writing in a timely manner to all students undertaking the course.

Teachers at Eastern Hills are committed to providing a teaching and learning program which creates a supportive learning environment. Within this environment, students are able to learn with confidence to experience success in achieving their potential. The approach to teaching at Eastern Hills is underpinned by the teaching standards expressed by the Australian Institute of Teaching and School Leadership (AITSL).

Our approach to teaching and learning is based on:

- the belief that all students can learn effectively to achieve success.
- teachers making a significant difference to student learning by motivating and nurturing a student's aspirations as they learn.
- the belief that students learn best when there is a strong supportive and respectful relationship between all members of the school community.
- teaching and learning experiences reflecting the reality of society and the world within which we live.
- the learning environment being most productive when it is consistently safe, inclusive and friendly.
- assessment of learning is fair, consistent and educative.
- teachers will provide students with timely, comprehensive feedback to improve learning.
- teaching practice is based on well-regarded contemporary research based methods.
- teaching teams at Eastern Hills Senior High School use the Professional Learning Communities model.
- learning activities which encourage students to exercise higher order thinking skills such as enquiry, experimentation, investigation, research and problem-solving.
- all teachers being reflective of their practice and seeking constant improvement.

- teachers incorporating strategies into their classroom practice which result from reflection on data available regarding achievement in a class.
- teachers participating in classroom observation processes as part of their reflective practice.
- based on their reflective practice, teachers demonstrate appropriate and effective incorporation of ICT into their classroom practices.
- the belief that education is not unidimensional, but involves the whole child by developing academic, creative, physical and social aspects.
- high expectations of performance in all domains of education, with high standards of academic rigour and student performance.
- teachers modelling the values and standards expected of students.
- a school community aspiring to providing a positive social environment for learning.
- clear and open communication between teachers and parents which informs parents of student progress.

2021-2023 Priorities and Targets

Priority 1: Successful Students

Focus 1: Whole School Literacy and Numeracy

NAPLAN 7: Based on NAPLAN 5 and other school data plan for developing student achievement to equal or exceed WA Public Schools and Australian schools in all areas of NAPLAN.

NAPLAN 9: To achieve NAPLAN 9 for the stable cohort to equal or exceed the achievement rate of WA Public Schools. The school will aspire to the percentage of stable cohort students below Band 8 to be less than the WA Schools or Like Schools.

OLNA: The percentage of students qualifying for OLNA will equal or exceed Like Schools by the end of Year 10.

OLNA Writing: The percentage of student qualifying for OLNA requirements in Writing to equal WA Public Schools and will aspire to reach 65% by the end of Year 10.

Focus 2: Student Achievement

Grading Model: The school will develop and use an appropriate grading model based on historic alignment of student grades and data based judgements of current performance.

Consistent Standards: The combined proportion of Year 7 – 10 students achieving A, B or C grade will equal or exceed state and like school averages in all Learning Areas.

WACE Standards: The WACE completion rate will equal or exceed the state average.

ATAR Achievement: The median ATAR will equal or exceed that of like schools. The school will aspire to a year to year increase in the proportion of students achieving ATAR scores in the top 33%.

Attainment Rate: The school Attainment Rate will equal or exceed that of the state. The school will aspire to an Attainment rate of 100%.

Study Skills: All Learning Areas will plan and develop study skills strategies which are integrated in their teaching and learning programs for years 7 – 12.

Science Technology Engineering Arts Mathematics: Curriculum programs will be developed to provide students with opportunities to develop critical skills for the emerging economy such as problem solving, collaboration, coding skills and big data applications.

Challenging Courses: Increase the proportion of students studying higher level Science, Mathematics, Languages and Humanities.

Focus 3: Student Participation and Engagement

Retention Rate: the school will aspire to retention for Year 7 -12 which will equal or exceed like schools.

Student Attendance: The school will aspire to maintaining a regular attendance rate at or above 70%.

Cyber Safety: Develop a robust cyber safety culture which informs users of implications of online behaviour

Strategic Use of Technology: Students are taught to select and apply appropriate technologies to work and problem solving.

Priority 2: Staff Development

Focus 1: Professional Development

Classroom Management and Instructional Strategies: Graduates will be provided the opportunity to participate in CMS training.

Digital Technologies and the Curriculum: Teachers to develop skills ensuring an informed and skilled approach to incorporating technology in curriculum delivery.

Focus 2: Leadership Development

Leadership Planning and Development Training: All members of the senior leadership team will be provided with appropriate feedback and assistance to develop their leadership skills. This will be incorporated in a Leadership Plan.

Aspirant Career Planning: Staff identified as aspiring leaders will be provided with a leadership mentor to guide them in planning and developing their career.

Focus 3: Workforce Planning

Workforce Plan: (Whole School) The school workforce plan will be updated annually and maintained for all categories of staff in the school to ensure sound and effective provision of services into the future.

Corporate Services Workforce Plan: The Corporate Services workforce plan will be enhanced to ensure staff positions are consistent and supportive of school needs and directions.

Leadership Succession Plan: The school will develop, as far as possible, a succession plan for transition of leadership

Priority 3: School Development

Focus 1: Corporate Services Development

Compliant Processes: The school will by then end of 2021 have developed and embedded process which are compliant with Department policies.

Service Excellence: Corporate Services will develop a service model which is fully customer focussed.

Marketing: The school will in 2021 develop a Marketing Plan which promotes the school and delivers programs and events to an excellent standard.

Focus 2: OS&H and Staff Well-Being

OS&H Management Plan: The school will develop and implement an Occupational Safety and Health Management Plan

OSH Training and Awareness: The school will provide opportunities for all staff to access OSH training and implement OSH awareness systems

Staff Well-Being: Develop and implement a health and wellbeing strategy to support all employees.

Focus 3: Monitoring the Curriculum

Curriculum and Syllabus Monitoring: The curriculum leadership will monitor and report to Executive the direction and effectiveness of curriculum in the learning area.

Assessment Monitoring: The curriculum leadership will monitor assessment and achievement in their learning area and report to Executive the effectiveness of achievement in their area (each Semester).

Priority 4: System-wide Developments

Focus 1: System Policies

Compliant Policies: The school will ensure that its policies are compliant with the requirements of systemic policy. Review as Systemic policy change is announced.

Policy Change and Review: The school will review and update policy as appropriate to ensure that it is responsive to information and circumstance. School policy has a review date incorporated into the policy statement.

Focus 2: System Strategic Planning

Department Strategic Plan: The school will respond in its planning and policy review to initiatives outlined in the Department of Education Strategic Plan.

Department Annual Focus: The school will implement as appropriate initiatives outlined in the annual Department of Education Focus documents. *(Supported in the school by the cycle of Student Performance analysis and Performance Management practices)*

School Operational Processes which support Priorities

Positive Behaviour in Schools: A school-wide PBIS approach will be implemented to improve student engagement.

Student Leadership: Opportunities will be developed and provided for students to demonstrate leadership within the school e.g. School Council, Sporting teams

Aboriginal Cultural Standards Framework: The school will continue to implement the principles of the ACSF and use annual self-assessment to chart progress.

Aboriginal Cultural Appreciation: All staff to complete Aboriginal Cultural Appreciation as part of their school induction.

Student Services Team: Student Services Plan will be strengthened by providing training to upskill team members to achieve the expected outcomes.

Satisfaction Surveys: Parent/Community/Staff satisfaction surveys (National School Opinion Survey) will be administered biennially and results will be used to inform planning.

Staff Well-being Information: Information to support staff well-being provided regularly at staff meetings.

Staff Recognition: Learning Areas to collect information to provide recognition for staff.

