

# Eastern Hills Senior High School

## Business Plan 2024-2026



# Acknowledgement of Country

Eastern Hills Senior High School respectfully acknowledges the traditional owners of the land on which we work and learn, the Whadjuk people of the Noongar nation. Together we pay our respects to Aboriginal elders past and present.





# Our Context

Eastern Hills was established as a Senior High School in 1974, prior to which it had served the community in various forms as a primary school and junior high school from as early as 1892. Located on the outer margin of the metropolitan area, it is a metropolitan school with a country heart.

The school has outstanding facilities and programs, including the approved specialist Music program and the Sports Academy. A new STEM centre will be built during the life of this Business Plan. This, together with our existing facilities, provides an exciting opportunity to think about what learning looks like at Eastern Hills in the years to come.

This Business Plan foregrounds our whole-school commitment to:

- social and emotional learning through PBS
- having high expectations of all students
- creating an inclusive and welcoming environment and equitable access to opportunities
- the professional development and growth of all staff
- providing pathways that ensure that students leave us with agency and choice
- strengthening relationships with our community.

We feel confident that our Business Plan 2024-2026 sets the foundations for Eastern Hills Senior High School to flourish in the years to come.



## **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 students' self-confidence and promote a life-long interest in learning that will assist students to cope and succeed in a rapidly changing world.

## **Our Purpose**

Our purpose is to provide students with the highest quality educational experience with opportunities to develop skills, understanding and values to reach their academic potential and contribute to society. This is achieved through:

- students being encouraged to extend and challenge themselves to achieve the highest possible standards and their personal best.
- curriculum pathways recognising each student as an individual who will require unique educational experiences.
- a learning environment in which students feel safe, valued, and confident to tackle academic and personal challenges.
- excellence in teaching as the key that will unlock success for students' futures.
- working in partnership with families, communities, and agencies to support the educational engagement of every student.

## **Our Ethos**

The school ethos is a commitment to:

- valuing learning as central to everything we do
- always aspiring to excellence
- valuing all members of the school community and treating them with respect
- celebrating the successes and achievements of all members of the school community
- reflecting on our own performance and taking responsibility for our own behaviour

## **Our PBS Values**

Our PBS values are:

- Care
- Pride
- Growth

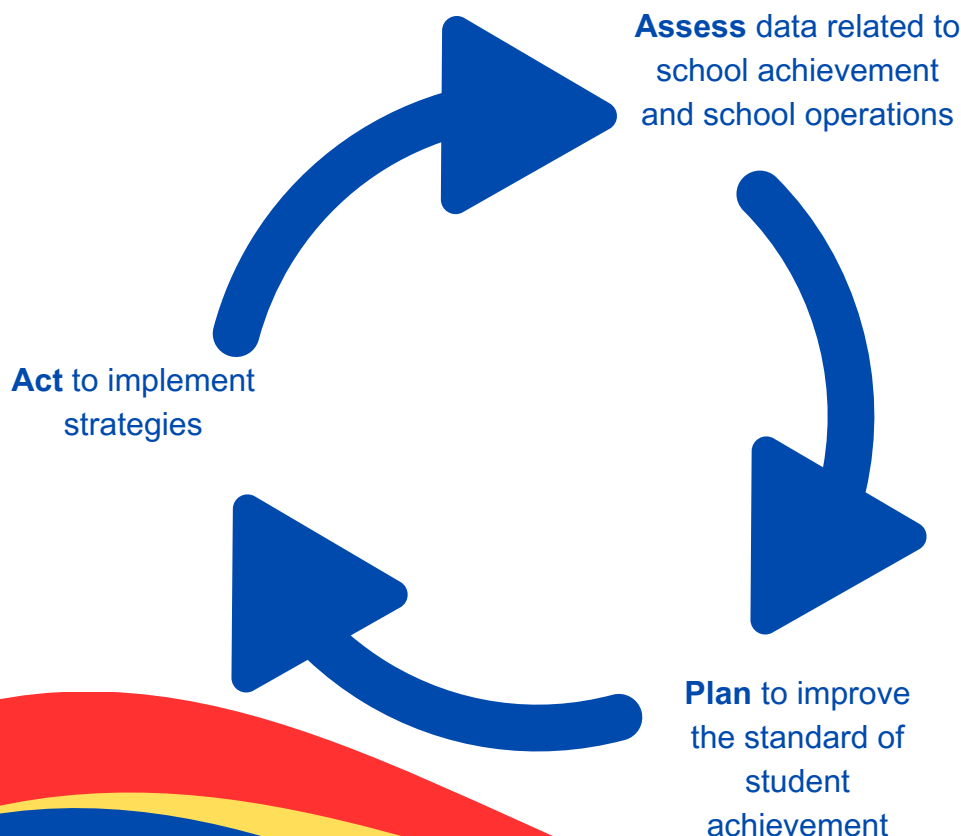
# Accountability and Review Processes

The priorities of the 2024-2026 Business Plan are informed by our rigorous self-assessment process:

- Identify literacy and numeracy priorities through investigation of NAPLAN and OLNA data
- Use the WACE Tracker to monitor senior school performance and apply timely interventions to support students at risk
- Reflect on data using the SAIS dashboard
- Moderation processes connected to the Judging Standards
- Regularly monitor student wellbeing and attendance data to offer appropriate support services, referrals, and formal plans
- Track PBS data to measure the impact of positive support programs
- Use Nationally Consistent Collection of Data (NCCD) evidence to create effective learning support plans for students with additional needs
- Strive to attain a high level of student, staff, and community engagement with surveys to ensure results accurately reflect community views and sentiment
- Regularly monitor and review financial data and practices to ensure effective use of resources
- Engaging with recommendations from the PSR process to inform reflections and planning
- Student voice through Student Council representation and student surveys

This plan has been developed with close consideration of, and reference to:

- Aboriginal Cultural Standards Framework
- Focus 2024
- Strategic directions for public schools 2020-2024
- Building on strength: Future directions for the Western Australian public school system
- Eastern Hills Senior High School 2023 Public School Review
- School-based data



# Priority 1: Student Engagement and Pathways for Success

At Eastern Hills Senior High School we believe:

- Every student is capable of progressing and we have a responsibility to support that progress
- Success looks different for each student and we must be flexible in supporting students to achieve their successes
- An orderly learning environment is an essential pre-condition to quality student engagement.



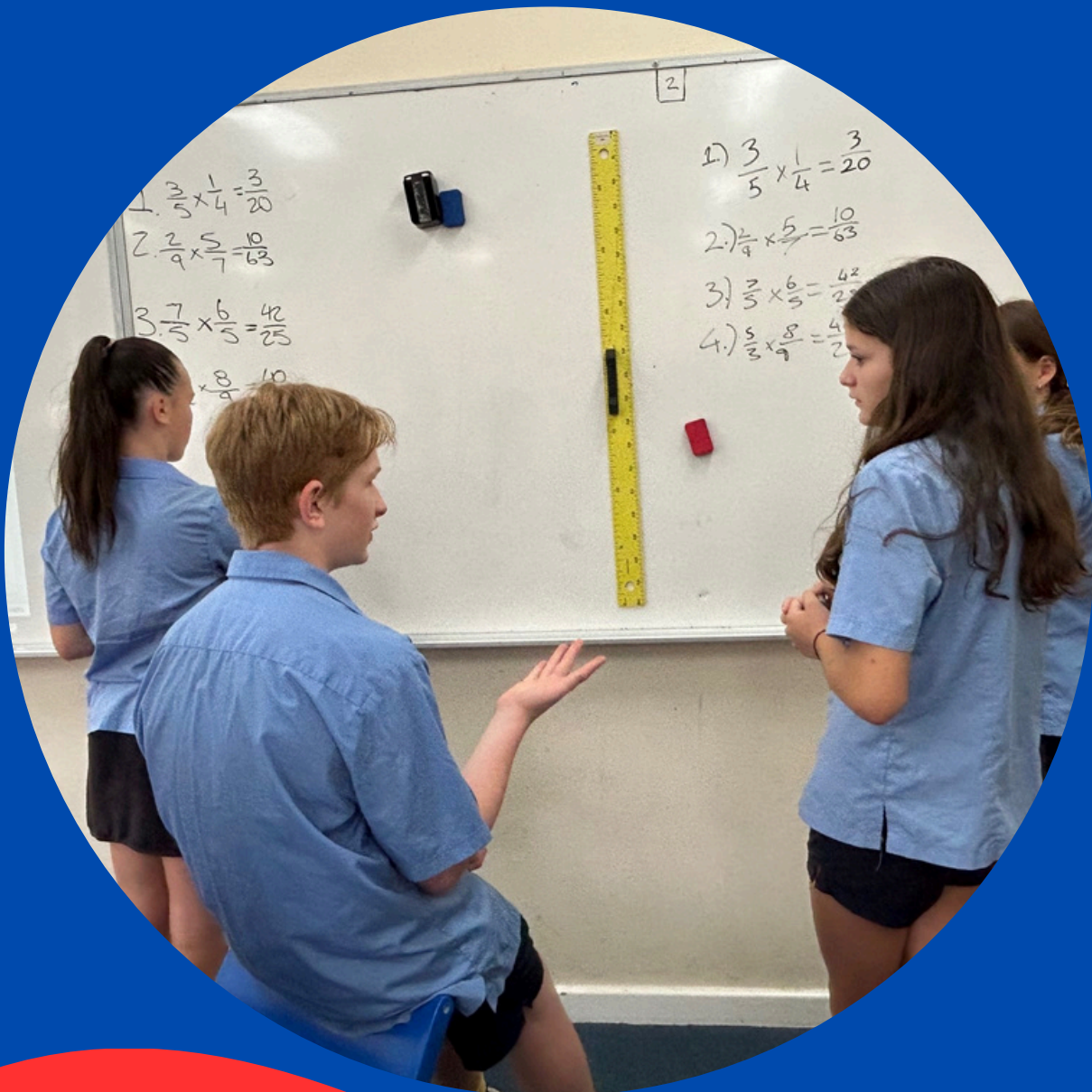
In order to:	We will:
<p>Grow our culture of positive behaviour and student engagement</p>	<ul style="list-style-type: none"> <li>• Continue to develop and embed PBS lessons and reward systems</li> <li>• Implement PBS modules on raising engagement and responding to inappropriate behaviour</li> <li>• Establish a system to support data collection to monitor the impact of implementation</li> <li>• Incorporate restorative practices and approaches with a focus on building relationships and restoring relationships</li> </ul>
<p>Harness the opinions of students to provide input into key decisions</p>	<ul style="list-style-type: none"> <li>• Consult with a range of students over key school decisions</li> <li>• Conduct surveys to provide students with a greater voice</li> <li>• Explore the possibility of Student Executive representation on the School Board</li> <li>• Provide explicit opportunities for students to champion and contribute to a culture of inclusion and acceptance</li> </ul>
<p>Foreground the development of 21st century skills to support students to succeed in an ever changing world</p>	<ul style="list-style-type: none"> <li>• Continue to focus on developing the writing skills of students</li> <li>• Utilise the new STEM space in explicitly teaching these skills</li> <li>• Develop and implement whole-school literacy and numeracy plans</li> <li>• Employ the skills of the Career Practitioner in embedding opportunities for careers-based learning in Years 7-12</li> <li>• Explore the possibility of implementing a BYOD program</li> </ul>
<p>Improve academic and social outcomes for students by improving attendance</p>	<ul style="list-style-type: none"> <li>• Refine processes to address intervention and support practices around student disengagement and non-attendance</li> <li>• Further develop relationships with parents and community to support student engagement</li> </ul>
<p>Maximise post-secondary options for our students</p>	<ul style="list-style-type: none"> <li>• Engage with the NNEI to broaden opportunities for our students</li> <li>• Further develop community partnerships to provide increased access to a range of pathways</li> <li>• Continue to provide opportunities for students to engage in VET pathways</li> </ul>



# Priority 2: Teaching and Learning Excellence in Every Classroom

At Eastern Hills Senior High School we believe:

- We must have high expectations of our students and support them to achieve their personal best
- In continuing to grow a learning environment that is inclusive, welcoming, and supports the social, emotional, and academic growth of all students
- High quality teaching results in richer and deeper learning.





In order to:	We will:
Ensure consistency of quality practice across classrooms	<ul style="list-style-type: none"> <li>• Engage in a consultative process to develop a pedagogical framework that is understood and owned by all staff, aligned with the QTS</li> <li>• Continue to embed Teach Well across the school</li> </ul>
Meet the learning needs of our diverse student cohort	<ul style="list-style-type: none"> <li>• Refine processes to facilitate the early identification of students with additional learning needs</li> <li>• Explicitly focus on differentiation as a part of our engagement with the QTS</li> <li>• Continue to train staff in the use of SEN reporting for students who would benefit from this approach</li> <li>• Continue to explore, implement, and support a range of curriculum and pathway options</li> <li>• Actively teach to increase awareness and acceptance of the diversity within our community</li> </ul>
Teach in ways that enable our Aboriginal students to better meet their full education potential	<ul style="list-style-type: none"> <li>• Incorporate Aboriginal histories, cultures and languages into learning activities</li> </ul>
Build data-literacy and ensure data-informed decision-making	<ul style="list-style-type: none"> <li>• Provide training for staff to maintain their currency in the analysis of student achievement data</li> <li>• Support staff to implement strategies informed by available data</li> </ul>
Provide a welcoming learning environment for all students	<ul style="list-style-type: none"> <li>• Maintain and further develop an inviting physical environment</li> <li>• Activate spaces to support the diverse learning and social needs of students</li> </ul>

# Priority 3: Building the Capacity of Teaching and Allied Professionals

At Eastern Hills Senior High School we believe:

- The professional growth and development of both teaching staff and allied professionals is critical to improved student outcomes
- Staff must be supported to reflect on their practice and to engage purposefully with performance development
- Staff wellbeing is vital to the success of the school community.



In order to:	We will:
Build a culture of purposeful observation and constructive feedback to support professional growth	<ul style="list-style-type: none"> <li>• Ensure that training builds the capacity of staff in providing quality feedback on teaching during classroom observations</li> <li>• Provide all teaching staff and allied staff with the opportunity to engage with CMS</li> <li>• Develop key staff as CAT to conduct regular classroom observations and conferencing</li> <li>• Provide opportunities for allied professionals to engage with professional learning relevant to their role</li> </ul>
Support the professional growth and leadership aspirations of staff, and to attract and retain quality staff	<ul style="list-style-type: none"> <li>• Develop and implement a program to support early career teachers in their professional growth</li> <li>• Establish a professional learning community to support teachers aspiring to Level 3 Classroom Teacher status</li> <li>• Where possible, provide opportunities for aspirants to learn and experience other roles</li> <li>• Provide access to high impact professional learning for staff in the non-MESH curriculum areas</li> <li>• Work consultatively with staff to develop a whole-school understanding of school policies which fosters their practical application at classroom level</li> <li>• Continue to build connections with the NNEI</li> <li>• Create a formalised induction process for all new staff</li> <li>• Succession plan by providing access to ongoing learning opportunities</li> </ul>
Build the capacity of staff appointed to leadership positions	<ul style="list-style-type: none"> <li>• Facilitate access to the Introduction to Leadership Coaching for all L3+ Administrators</li> <li>• Develop and embed a shared leadership ethos among all staff appointed to lead areas of the school</li> <li>• Ensure that all relevant staff receive ongoing training in their responsibilities as cost centre managers</li> </ul>
Foreground staff wellbeing	<ul style="list-style-type: none"> <li>• Embed the preventative strategies identified in our psychosocial risk management plan</li> <li>• Develop resources to proactively empower staff to care for their wellbeing</li> <li>• Work to grow a culture of collaboration and cooperation</li> </ul>



# Priority 4: School - Community Partnerships

At Eastern Hills Senior High School we believe:

- Quality community partnerships increase the pathways available to our students
- Our students succeed when we have strong relationships with parents and caregivers
- We are a part of our local community and we benefit from our community connections.



In order to:	We will:
<p>Increase the percentage of students from local intake schools transitioning to Eastern Hills</p>	<ul style="list-style-type: none"> <li>• Create and promote opportunities for primary school students and their parents/caregivers to engage with the life of the school</li> <li>• Strengthen relationships with members of the Hills Education Community</li> <li>• Develop strong programs to support the successful transition of Year 7 students at the start of the school year</li> <li>• Actively promote and celebrate our success stories</li> </ul>
<p>Build an environment that is welcoming for Aboriginal students and reflects community aspirations Aboriginal children</p>	<ul style="list-style-type: none"> <li>• Increase representations of Aboriginal culture within the school</li> <li>• Progress the school's RAP</li> </ul>
<p>Foster strong connections with parents, caregivers, and the broader community to support student engagement and learning</p>	<ul style="list-style-type: none"> <li>• Explore opportunities to engage more parents in responding to satisfaction and engagement surveys to ensure broader representation of views and opinions about school performance</li> <li>• Work collaboratively with the School Board and P&amp;C to enhance parent and community voice</li> <li>• Continue to welcome the community into the school and to reduce obstacles to parent and community engagement</li> <li>• Engage with ESHS alumni to celebrate the achievements of former students and grow opportunities for current students</li> </ul>
<p>Continue to provide a range of community-based learning opportunities for students</p>	<ul style="list-style-type: none"> <li>• Continue to engage with the NNEI and community organisations to provide a broader range of opportunities for students</li> <li>• Appoint a Community representative to the School Board</li> </ul>

# Targets:

## Academic Targets

1. Secondary Metrics threshold of 30+% with an aspirational target of 40%.
2. WACE achievement rate (eligible students) higher than state and like schools.
3. NAPLAN achievement and progress across Years 7-9 is at or above like schools.
4. Increase the percentage of students who pre-qualify for each OLN component in Year 9 in each year of the Business Plan.
5. By the end of Year 12, 97% of eligible students will have demonstrated the minimum standard in each of the OLN components.
6. The attainment rate will be above both like schools and the state.
7. The median ATAR will be 75.0 or higher in each year of the Business Plan.
8. Grade Distribution for Years 7-10 is within 5% of like schools.

## Non-Academic Targets

1. Increase the percentage of students from our local intake primary schools who enrol at ESHS for Year 7.
2. Attendance rate and regular attendance will be at or above 'like schools' and WA Public School averages.
3. In the NSOS, students will identify with a positive score of 3.2 out of 5, or higher:
  - I feel safe at school
  - Teachers at my school treat students fairly
  - Student behaviour is well-managed at my school
  - My school takes students' opinions seriously
  - My teachers care about me.
4. In the NSOS, parents will identify with a positive score of 3.5 out of 5, or higher:
  - My child feels safe at this school
  - Student behaviour is well managed at this school
  - My child's learning needs are being met at this school
  - The school has a strong relationship with the local community
  - This school is well led.
5. In the NSOS, staff will identify with a positive score of 4.0 out of 5 or higher:
  - Students feel safe at this school
  - This school takes staff opinions seriously
  - I receive useful feedback about my work
  - Staff are well supported at this school
  - The school is well led.
6. PBS Target of a ratio of four positive chronicle entries for every negative entry, with an aspirational target of 5:1.



# Glossary

**ABE** - Attitude, Behaviour, Effort

**ATAR** - Australian Tertiary Admissions Rank

**BYOD** - Bring Your Own Device

**CAT** - Conferencing Accredited Training

**CMS** - Classroom Management Strategies

**MESH** - Mathematics, English, Science, and Humanities and Social Sciences

**NAPLAN** - National Assessment Program in Literacy and Numeracy

**NCCD** - National Consistent Collection of Data

**NNEI** - New North Education Initiative

**NSOS** - National School Opinion Survey

**OLNA** - Online Literacy and Numeracy Assessment

**P&C** - Parents and Citizens

**PBS** - Positive Behaviour Support

**PSR** - Public School Review

**QTS** - Quality Teaching Strategy

**RAP** - Reconciliation Action Plan

**SAIS** - Student Achievement Information System

**SEN** - Special Educational Needs

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

**WACE** - Western Australian Certificate of Education

**VET** - Vocational Education and Training





# Eastern Hills Senior High School

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