



IMPACT FOR Excellence

HARRISDALE
Senior High School

Business Plan 2024-2028

Impact for Excellence

Business Plan

Our Business Plan for Excellence 2024 – 2028 is a culmination of strategic planning efforts, leveraging past experiences, addressing current needs, and prioritising future objectives. We are confident that this plan will not only elevate student outcomes but also cultivate an environment that champions effective teaching and learning, fostering a culture of excellence.

Aligned with the Department of Education Plan for Public Schools and adhering to ASTIL Standards for Teaching and Leading, our strategies are grounded in sound educational principles. Drawing inspiration from Visible Learning, Growth Coaching, The Impact Cycle by Jim Knight, and Michael Fullan's research on Leading Schools, we integrate the latest in educational research to stay at the forefront of progressive and innovative education practices.

Our commitment to professional development is unwavering. Collaborating with esteemed organisations such as Teach Well and the Department's Institute of Professional Learning, we recognise them as vital partners in our continuous growth and improvement. Actively participating in classroom management training programs and curriculum differentiation ensures our educators stay abreast of best practices, creating optimal conditions for learning and effective classroom management.

At our school, innovation and achievement are the cornerstones of our identity. We are unwaveringly committed to pursuing better outcomes for our students who stand at the forefront of everything we do. Our strategic plan is meticulously crafted to ensure the realisation of our vision for excellence everywhere.

Acknowledging our diverse culture, we pursue excellence in every facet, supporting young people in aspiring and achieving their future pathways. Collaborating with stakeholders and our school board, we ensure governance and a cohesive culture that supports all students, staff, and our greater community.

This business plan is the result of many voices with a powerful focus on actions to achieve impact and improve student outcomes. I extend my gratitude to our staff, board, students, and parents whose influence shapes our future directions, contributing to the development of a supportive culture of excellence in our school over the next four years.



A handwritten signature in black ink that reads "Eaton".

Everal Eaton
Principal

Impact for Excellence Framework

Our framework represents a robust and all-encompassing approach to school planning and collaboration.

It places a strong emphasis on generating meaningful and positive effects that benefit not only the entire school community but also each individual student.

Within this framework, we diligently measure our impact, enabling us to identify our next steps for enhancing student outcomes and overall educational excellence.

Our principles are well-structured and demonstrate a commitment to culture, strategy, and actions for impact to support a holistic agenda:



Why Harrisdale?

Excellence is everywhere at Harrisdale Senior High School. We are the scholars of curiosity and academic enrichment at every corner. In the arts our students are moved with classical overtures that build creativity and inspiration. We are champions that are bound for glory in every arena. We seek knowledge that is exponentially part of our quest to achieve our personal best. Our culture nurtures growth and resilience while cultivating a caring and positive spirit that unites us as one. We are Harrisdale where dreams come true because we believe in YOU!



Our Pillars of the Harrisdale Way

At Harrisdale Senior High School, our collective ethos is encapsulated in **The Harrisdale Way**, a cornerstone that articulates our shared values and behaviours. These guiding pillars unites our school community in the relentless pursuit of our overarching vision and values. These pillars not only shape the conduct within our school but also extend their influence beyond its boundaries.

EXCELLENCE Influences our journey, propelling us to strive for and achieve our personal best.

RESPONSIBILITY A dedication to fairness, self-guidance, and the embracing of service to others and civic responsibilities.

RESPECT We celebrate diversity and individual differences, honouring and acknowledging the contributions of others.

CARE Valuing oneself, each other, and our environment, we actively nurture healthy relationships and wellbeing.

These values define **The Harrisdale Way**, fostering an environment where excellence, responsibility, respect, and care are not just ideals but the pillars upon which our school community stands.



Our Vision

A school of achievement inspiring excellence everywhere.

Our Mission

At Harrisdale Senior High School, we're committed to excellence in teaching and learning. Our mission is to guide every student to high achievement, led by our exceptional educators and leaders who continuously enhance their expertise.

We nurture each child's complete development, upholding the Harrisdale Way Pillars of respect, care, responsibility and excellence. Prioritising wellbeing, we empower students to become compassionate global citizens, fostering resilience and empathy.

Our unwavering dedication to surpassing expectations defines us, as we offer an outstanding educational experience focused on academic excellence, personal growth, and a supportive community for a promising future.

First Nations Acknowledgment

Kaya wanjū warden kaadak baalap - Hello welcome to our place.

At Harrisdale Senior High School, we acknowledge with deep respect the traditional custodians of the land upon which we learn, work, and reside—the Noongar people of the Whadjuk region. We recognise their enduring and invaluable connection to the land, water, and community. We pay tribute to Elders past, present, and emerging, as the voices of first nations Australians.

Our school wholeheartedly embraces the Cultural Standards Framework and the principles of reconciliation, as we acknowledge and actively support the preservation of the culture and values of our First Nations people. We consider it a fundamental duty to educate and learn about the remarkable diversity including the rich cultures and histories of Aboriginal and Torres Strait Islander communities.

We express respect through meaningful actions fostering a deeper understanding of the traditional custodians upon whose ancestral lands our school stands. As we walk hand in hand, leaving our footprints upon this shared journey, we discover the future pathways that lead us to unity and shared prosperity.

Harrisdale Artwork Story

The group in the middle of the painting represents Harrisdale Senior High School along with the seven white circles for the year it was established in 2017 and has expanded over the years.

The blue pathways leading away from the middle are for the journey it took to develop the four values of Excellence, Respect, Care and Responsibility and make the school what it is today.

The people surrounding the four groups are the students and teachers who uphold these values. The dots are the pathways they used along with staff, local community and the School Board who are all united by the circular pattern in the background.

The handprints are there to mark the time former teachers, students and staff spent during their time here.

The Willy Wag Tail and Dragonflies are a reflection of the environment that surrounds HSHS and they can be seen flying around during Birak; one of the Noongar Six Seasons, December to January, and beyond to March.

Jasmyn Ihanimo

*Yamati/Noongar Contemporary Artist
(Harrisdale Senior High School Alumna)*





ACTIONS FOR IMPACT

LEARN
FOR IMPACT



We empower students for academic success through curiosity-driven learning. Guiding self-reflection and learning, we facilitate essential steps for growth, ensuring they achieve their educational goals.

"Learn for Impact" is at the heart of Harrisdale Senior High School's educational philosophy. We provide students with a dynamic and comprehensive curriculum that extends beyond conventional boundaries.

Our commitment is to offer enriching and challenging opportunities that empower students to excel and broaden their knowledge.

Key Highlights of "Learn for Impact" are:

Specialist Programs

We offer specialised programs, including Gifted and Talented Education (GAT), Academic Extension Pathways (AEP), Music, Languages, Volleyball, and Netball. These programs cater to students' diverse aspirations and needs, fostering excellence and providing unique opportunities for growth.

Academic Extension Courses

Provides high-quality academic extension opportunities that enable students to delve deeper into their academic interests. Our specialised programs encompass a wide range of subjects, such as STEM exploration, math and science proficiency, entrepreneurial and business skills, history and economics exploration, and the art of speech and linguistics. These programs go beyond the standard curriculum, encouraging students to explore their intellectual passions and develop critical skills that prepare them for future success.

Differentiated Frameworks

We celebrate excellence in all students and provide differentiated frameworks that accommodate a wide range of abilities. Whether a student is academically gifted or in need of additional support, our goal is to ensure that everyone can thrive and reach their full potential.

Comprehensive and Dynamic Curriculum

Our curriculum is carefully designed to challenge and engage students at every level. It goes beyond rote learning, encouraging critical thinking, creativity, and problem-solving. We prioritise a well-rounded education that prepares students for success in various aspects of life.

Clubs and Enrichment Programs

We offer a variety of after-school clubs and enrichment programs that cater to students' interests and aspirations. These activities provide additional opportunities for students to explore their passions and talents.



At Harrisdale Senior High School, "Learn for Impact" is not just a guiding principle; it's a commitment to providing a high-quality education that empowers students to make a positive impact on their lives and the world around them.

We believe in nurturing curious minds, fostering a love for learning, and preparing students for a future filled with opportunities and success.





- Learning Culture
- Engagement and Support
- High Impact Learning
- Extension and Enrichment
- Senior School Pathways
- Specialist Programs



PRIORITIES

How will we achieve our priorities?

1. Implement an Academic Enrichment Program aligned to our GAT selective pathways and continue to build specialist programs in Languages, Music, Netball and Volleyball.
2. Implement high-impact teaching and learning methods that align with visible learning principles, allowing students to engage with various teaching strategies that enhance their comprehension and application of content and context.
3. Ensure students are provided with extension and enrichment activities that promote a wide range of opportunities that enhance learning and engagement.
4. Cultivate a learning culture where students take accountability of their learning and progress, aligning with the principles of visible learning to develop their dispositions and capabilities.
5. Identify and support students who require additional assistance in engaging with their learning to ensure they are not disadvantaged in achieving their goals.
6. Provide a curriculum and pathways tailored to the diverse learning needs of our students, enabling them to meet the requirements of a WACE and SCSA.

MILESTONES

Where do we want to be by 2028?

- Fully operational GAT and AEP Program that supports students to aspire to university and paraprofessional pathways.
- Fully specialised Volleyball, Netball, Music and Languages Program.
- Common frameworks of teaching and learning fully established in all learning areas.
- Student achievement is communicated and celebrated every term.
- Student surveys show understanding of what they need to do to improve.
- Pathways and programs meet the needs of student's aspirations.
- Enrichment and engagement activities are part of the learning fabric of the Harrisdale education precinct.

OUTCOMES

How will we know our impact?

- The median Year 12 ATAR performance aims to be higher than 90. (Source: SAIS School Performance Report/Schools Online.)
- Student in the GAT and AEP shows a higher median ATAR result for students in these pathways in comparison to other cohorts in the school and like schools. (Source: SAIS Dashboard).
- Our students progress and achievement will be above like schools in NAPLAN 7-9 for matched students. (Source: Stable Cohort; My School website; NAPLAN, Student Gain).
- Our students can articulate what they need to do to improve, and this is evidenced by our data and survey responses. (Source: internal survey and visible learning tools).

LEARN FOR IMPACT

LEARNING CULTURES

- 1.1 Use and refine our learning dispositions profile to help build our understanding of cognitive, social and affective learners and how this may impact on the type of learners and how they learn best in a classroom.
- 1.2 Whole school approach to developing and guiding students in setting SMART goals - Specific, Measurable, Achievable, Relevant, and Time-bound. Ensure that these goals are tailored to their individual learning preferences.
- 1.3 Promote peer learning by pairing students with complementary learning dispositions. This allows cognitive, social, and affective learners to support and learn from one another.
- 1.4 Explore and develop how students provide feedback on their learning experiences using PIVOT and SEQTA while targeting what impacts their progress.
- 1.5 Support students to develop common frameworks of study skills, and notetaking practices to enhance learning and memory skills.



ENGAGEMENT AND SUPPORT

- 1.6 Employ consistent approaches to identify students for FOCUS and EALD classes. FOCUS class placements are determined through a combination of NAPLAN, PAT, and SAER assessments, while EALD placements are based on the EALD Progress Maps and associated proficiency levels
- 1.7 Conduct Progressive Achievement Tests (PAT) for students identified as needing support in NAPLAN (Years 7 to 9) during both Term 1 and Term 4. This assessment serves to monitor progress and evaluate the impact of differentiated programs.
- 1.8 Continue to support identified students via the Wanjoo Centre who require greater interventions in both learning and wellbeing.





EXTENSION AND ENRICHMENT

- 1.9 Continue to promote and expand our after-school programs to further nurture student interests and extend their learning, aligning these programs with our curriculum and focus areas while celebrating student achievements. These programs should align with our curriculum and values.
- 1.10 Each learning area to collaborate with the Careers Centre to incorporate at least one career enrichment, or real-world experience into their curriculum program every semester for students in Years 7 to 10.
- 1.11 Enhance STEAM integration activities and incorporate new work capabilities to develop skills and understanding for both students and staff.

HIGH IMPACT LEARNING

- 1.12 Use SAIS data to help identify the unique learning requirements of each class by analysing data and conducting pre-assessments.
- 1.13 Use student profile data to develop differentiation of teaching and learning methods to address individual and class requirements and abilities effectively.
- 1.14 Develop students high impact learning strategies using multiple exposures, visuals, concept maps, worked and spaced examples, high quality feedback and metacognition.
- 1.15 Actively explore the ethical application of AI in the classroom to support students' comprehension of content and exploration of concepts, ultimately aiming to improve overall understanding.



SENIOR SCHOOL PATHWAYS

- 1.16 Improve Year 10 career education, course selection and counselling to help with transition to senior school, while also providing a transition program in Term 4 to support students understanding and expectations of senior school.
- 1.17 Continue to develop the New Opportunities Waiting Program (NOW) to support students on ATAR and General pathways to enhance study and life skills, wellbeing, and post schooling options. A full year program to be developed.
- 1.18 Develop the Vocational Training Program (VTP) and pathways with strong marketing and processes that identify possible post school destinations by improving career counselling and exposure to careers.
- 1.19 All students within the general pathway will complete a school-based certificate qualification. To achieve this, teachers will be offered training and Certificate industry development to broaden our range of school certification pathways.

SPECIALIST PROGRAMS

- 1.20 Develop enrolment and testing protocols for admission to the 2025 Year 7 cohort, employing methodologies similar to GAT (Gifted and Talented Education) entrance procedures conducted at the school level.
- 1.21 Establish a Year 7 Academic Extension Program with a focus on MESH (Mathematics, English, Science, and HASS) subjects for implementation in 2025.
- 1.22 Design differentiated programs and assessments for GAT students in Year 7 through Year 10, emphasising the inclusion of higher-order metacognitive and the idea of daily challenge and curiosity quests.
- 1.23 Explore strategies to provide acceleration and opportunities for academic challenge within student programs while ensuring alignment with the requirements of SCSA, GAT and AEP programs.
- 1.24 Develop an entrance requirement and program marketing overview for Languages, Music, Volleyball and Netball with a focus on a pathway to senior school.



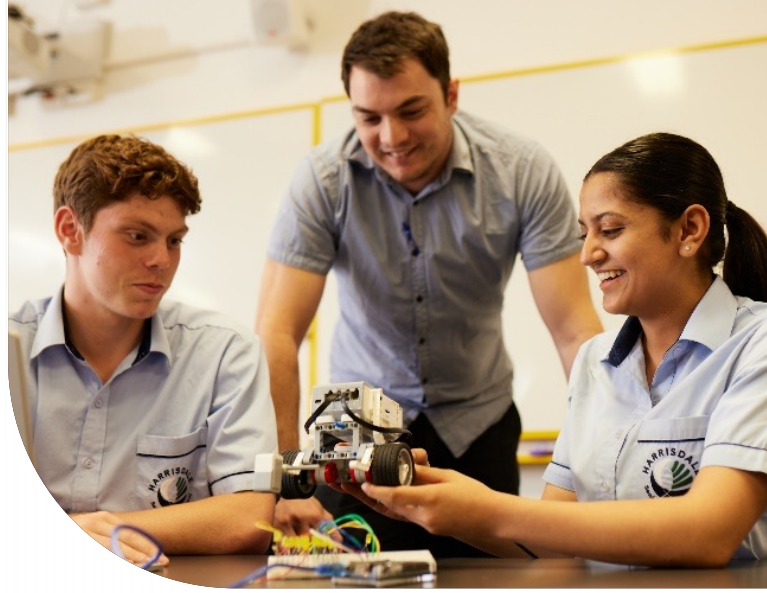


ACTIONS FOR IMPACT



TEACH
FOR IMPACT





Outstanding educators at Harrisdale recognise their influence on student progress. They adapt and elevate learning through engaging, inquisitive, and creative environments. Our dedicated teachers invest in professional development, foster connections, and nurture teacher efficacy schoolwide.

1. RISE focuses on creating the essential conditions needed to cultivate a positive teaching and learning environment:

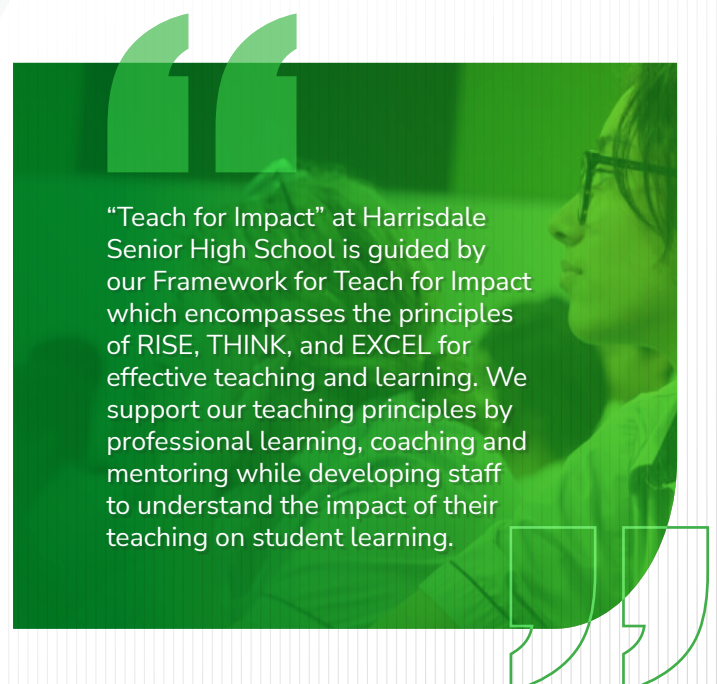
- Routines: We establish routines as the expected standards of teaching protocols in every classroom.
- Inclusivity: Our commitment to inclusivity ensures the creation of culturally responsive classrooms.
- Structures: We integrate common structures into our classroom management processes.
- Expectations: We uphold expectations that align with the Harrisdale Way values of excellence, respect, responsibility, and care.

2. THINK encompasses our approach to teaching, emphasising both how and why we employ specific teaching strategies in our educational practices:

- Target: We profile our students and set specific targets to support their learning progression, enabling them to advance to the next stages in their curriculum.
- Hook: We engage students in their learning experience to capture their interest.
- Instructional Strategies: We provide a variety of high impact teaching strategies to support student's understanding of content and context.
- Next Steps: We focus on providing quality feedback that is directed and timely, helping students know how to improve their outcomes.
- Knowledge Transfer: We emphasise processes such as, assessment, moderation, and data alignment to monitor progress and assess the impact of our teaching on student achievements.

3. EXCEL represents our approach to engaging and empowering students, enabling them to make significant progress towards their learning goals:

- Engagement: We prioritise student engagement and employ explicit teaching as integral components of our educational approach.
- Excellence: We maintain unwavering high expectations for quality teaching and learning.
- Curiosity: Our curriculum fosters high-order teaching and encourages the development of students' metacognitive thinking skills.
- Enrichment: We offer enrichment opportunities that extend beyond our classrooms, providing students with additional learning experiences.
- Learning: We embody a love of learning and teaching, creating conditions for students to thrive in their learning journey and for teachers to excel in their teaching roles.



"Teach for Impact" at Harrisdale Senior High School is guided by our Framework for Teach for Impact which encompasses the principles of RISE, THINK, and EXCEL for effective teaching and learning. We support our teaching principles by professional learning, coaching and mentoring while developing staff to understand the impact of their teaching on student learning.



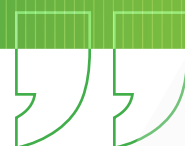
PRIORITIES

How will we achieve our priorities?

1. Support teachers through instructional rounds, growth and impact coaching to enhance classroom practices, and provide quality feedback on their teaching and learning methodology to improve student outcomes.
2. Implement a cross-curricular approach to explicitly teach numeracy and literacy, allowing all students to practice and enhance their reading, writing, and numeracy skills.
3. Develop and utilise an evidence-based framework for teaching and learning, incorporating high-impact teaching strategies, providing teachers with a diverse array of proven tools to enhance student learning.
4. Develop and administer high-quality assessments and moderation tasks that encompass both formative and summative feedback, providing teachers and students with clear insights into areas for improvement and progress.
5. Conduct data analysis in learning areas to make necessary adjustments in curriculum planning, assessments, scope and sequencing to enhance progress and support for student learning.
6. Facilitate professional learning and development opportunities for teachers, fostering collective efficacy while utilising our Framework for Teaching: Think, Rise, Excel.



- **Teacher Efficacy**
- **Data Informed Practice**
- **Assessment for Learning**
- **Conditions for Learning**
- **Numeracy and Literacy**
- **Impact Journey**



MILESTONES

Where do we want to be by 2028?

- Our teaching and learning framework is fully integrated and evident in every classroom.
- Curriculum programs, assessment and feedback to students are effectively implemented in a learning management system enabling all staff and students to easily observe progress.
- Classroom observations empower teachers to employ a diverse array of pedagogical skills and strategies that have a positive impact on teaching and learning.
- Moderation and assessments are in alignment with SCSA requirements and consensus standards.
- All teachers can proficiently utilise data to inform their practice and comprehend their impact and influence on student progress.
- Fully operational school CMS (Content Management Strategies).

OUTCOMES

How will we know our impact?

- Positive trends in students achieving 'Limited' and 'Satisfactory' performance in Year 7 NAPLAN, resulting in 'Moderate' or better progress in Year 9 across Reading, Writing, and Numeracy (Source: Stable Cohort; First Cut – EARS Assessment data).
- 98% of students eligible for a WACE pathway will demonstrate minimum competency in Literacy and Numeracy by the end of Year 12, as reflected in OLN results (Source: Schools Online, SCSA OLN results).
- Annual student learning area reports consistently indicate that we outperform similar schools in both lower and senior school courses (Source: Schools Online, SCSA SAIS Dashboard).
- Surveys on teacher efficacy and teaching culture exhibit growth compared to the 2023 baseline data (Source: DoE Culture Survey Teach for Impact).

TEACH FOR IMPACT

TEACHER EFFICACY

- 2.1 Professional learning on our Framework for Teaching for all staff throughout the year utilising our Impact Coaches, HOLAS and Administration.
- 2.2 Using our Framework for Teaching - RISE, THINK, EXCEL, target specific pedagogical principles each year to help foster a culture of support and feedback in teaching and learning.
 - RISE Routines and Expectations.
 - THINK Target and Instructional Strategies.
 - EXCEL Engagement and Curiosity.
- 2.3 Develop teachers' proficiency in exploring and using AI in their planning for learning and teaching.



DATA INFORMED PRACTICE

- 2.4 Ensure transparent assessments that meet standards at all levels, using a wide range of evidence source, including rubrics, for consistent judgments, achieved through moderation, consensus meetings, and ongoing development.
- 2.5 Each year learning areas are to collaboratively undertake an analysis review of their performance to help support and guide student placement, counselling and teaching methodologies and programs.





ASSESSMENT FOR LEARNING

- 2.6 Provide staff with full access to data sources enabling teachers and learning areas to enhance their understanding of their impact on learning and to effect changes in curriculum adjustments as required.
- 2.7 Feedback to students should be timely, specific and moves the learning forward, contributing to their ongoing learning, enabling them to set goals and determine the next steps for progress. This is achieved through the development of consistent feedback approaches across all learning areas.

CONDITIONS FOR LEARNING

- 2.8 All staff complete the foundation program of CMS and understand the essential conditions needed to cultivate a positive teaching and learning environment.
- 2.9 Create a dedicated learning environment and rooms for EALD and FOCUS classes to provide consistency while modelling best practice approaches to support student outcomes in this context.
- 2.10 Target RISE and support teachers in ensuring that they foster good routines, inclusive classrooms, sound structure in CMS and have high expectations of our Harrisdale Way Values.



NUMERACY AND LITERACY

- 2.11 Create a literacy and numeracy committee who research, inform, survey analyse data to create our whole school literacy and numeracy strategy and plan for full implementation in 2025.
- 2.12 All teachers working with FOCUS classes will be trained and use explicit direct instruction and research-based programs for literacy and numeracy.
- 2.13 Curriculum differentiation will be developed and aligned to the SSEN planning and reporting and teachers will be supported in documented planning.
- 2.14 Teachers working with FOCUS and students with disabilities will be supported in implementing a Universal Design Learning (UDL) Framework based on Multiple Means of Representation, Engagement, Expression and Customisation to support students with disability of diverse learning needs.
- 2.15 EALD teaching strategies will be a focus for professional learning to build a teach the teacher model to support skills development in a differentiated language curriculum.



THE IMPACT JOURNEY

- 2.16 The process for implementing Instructional Rounds is fully developed and piloted in our school using our HOLAs, Administration and Impact Coaches.
- 2.17 Lines of Inquiry are identified using data and observation to help inform the purpose of instructional rounds.
- 2.18 Processes for feedback and observation to support teaching and learning growth is developed and fully comprehended by staff as part of our Impact for Excellence Teaching Framework.





ACTIONS FOR IMPACT



LEAD
FOR **IMPACT**



Committed to leadership development, we invest in staff and students, nurturing their qualities to excel. Our meticulously designed programs offer an authentic pathway for distinctive leadership opportunities.

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At Harrisdale Senior High School, we are committed to creating an environment where educators and students alike can thrive and reach their full potential. We believe that by investing in our workforce and nurturing student leadership, we can have a lasting impact on our school community and beyond.



“Leading for Impact” at Harrisdale Senior High School is all about recognising the importance of investing in our educators and nurturing the growth and development of our students. Here’s how we put this principle into action:

Professional Growth

We place a strong emphasis on investing in our workforce. We understand that the growth and development of our educators directly impact our young learners. To achieve this, we provide continuous opportunities for the professional growth of our teachers and leaders. We believe in supporting educators at various stages of their careers.

Extensive Support

Our commitment to professional learning is evident in the extensive support and resources we offer, particularly within specific learning areas. Our Head of Learning and leading teachers guide these efforts, ensuring that our educators have access to the tools they need to excel in their roles.

Comprehensive Leadership Program

We offer a comprehensive leadership program that provides a diverse range of opportunities for leadership development. These programs are designed to create a structured and authentic pathway for aspiring leaders, supported by both our school and the broader educational system.

Growth Coaching

We believe in the power of growth coaching as a tool for leadership development. This approach helps nurture effective leadership within our school, allowing leaders to grow and thrive in their roles.

Student Leadership

We recognise the leadership potential among our students and actively invest in their leadership capabilities. We provide numerous opportunities to excel and take the lead within our school community. These opportunities encompass various activities including academics, clubs, sports, arts, culture, and civic engagement. We highly value our students’ voices and perspectives, as they play a significant role in the growth and prosperity of our school.



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- **Future Leaders**
 - **Review Plan Lead**
 - **Teacher Voice**
 - **Student Voice**
 - **Professional Learning**
 - **Research and Innovation**
- 

PRIORITIES

How will we achieve our priorities?

1. Provide leadership opportunities that align with our workforce planning and the top priorities of our school. This alignment is based on the Future Leaders Framework, which offers a structured approach for identifying, nurturing, and advancing the leadership and development of aspiring leaders.
2. Champion teacher and student voice in leadership to ensure that school decision-making processes contribute to the cultivation of a vibrant school culture and a strong sense of community and belonging.
3. Utilise data for evaluating intervention strategies, fine-tuning improvement objectives, tracking changes over time, and assessing the results of actions and decisions. This approach empowers the school to advance educational priorities and foster a culture aligned with our business planning cycle.
4. Develop and support committees and workshops to establish purposeful connections among all stakeholders within the school community. Our central focus is on ensuring that our business planning objectives are achieved.
5. Provide staff with professional learning opportunities to enhance their teaching skills and knowledge, thereby strengthening their capacity and expertise in the field of education.
6. We foster an infinite mindset that allows innovation and best practice research to establish our foundations for quality educational practices.

MILESTONES

Where do we want to be by 2028?

- Fully launched and developed Future Leadership Program with Mentor Support that support aspirant leaders in goal setting, progressions in their leadership with authentic opportunities to lead.
- Growth and Impact Cycle coaching into our Leadership Development Program, creating a fully integrated Coaching Program. This initiative demonstrates a positive coaching conversation process that are an integral part of our teaching and learning paradigm.
- Established school structures and processes that foster participatory decision-making, involving both staff and students in guiding the ongoing development of our school.
- Data workshops to empower our leaders with the skills to interpret and utilise various data points to help in identifying areas of focus but also serve to measure our impact annually.
- Peer Mentor Upskilling Program: We have created and implemented a training program aimed at enhancing the skills and capabilities of student and teacher peer mentors.
- Empowering Student Councils and Clubs: Our Student Council, House and Special Focus Leaders explicitly outline leadership opportunities for students empowering students to build our leadership culture.

OUTCOMES

How will we know our impact?

- Surveys demonstrate strong levels of satisfaction in school culture, leadership, and organisation. (Source: 360 Feedback)
- Workforce planning shows increase in Level 3 classroom teachers and staff attaining leadership roles systemically. (Source: Workforce Data Profile DoE)



LEAD

FOR IMPACT

FUTURE LEADERS

- 3.1 Design a leadership program that aligns with the Future Leaders Framework. As part of this program, we will select and train peer mentors to support aspirant leaders.
- 3.2 Learning areas to support identification on aspirant leaders and provide authentic opportunities to lead and grow.
- 3.3 Empower middle management in leading whole school priorities via collaboration and leadership programs aligned to our business plan priorities.

REVIEW PLAN LEAD

- 3.4 Data and evidence is collected via a newly developed planned self-assessment schedule against whole school priorities to ensure we are progressing and agile to transformation.
- 3.5 Leaders develop an instructional round protocols and process that establish lines of inquiry to support areas of improvement.
- 3.6 Actions for Impact are developed each year to address focus and priority areas of the school and in alignment with our business plan cycle.



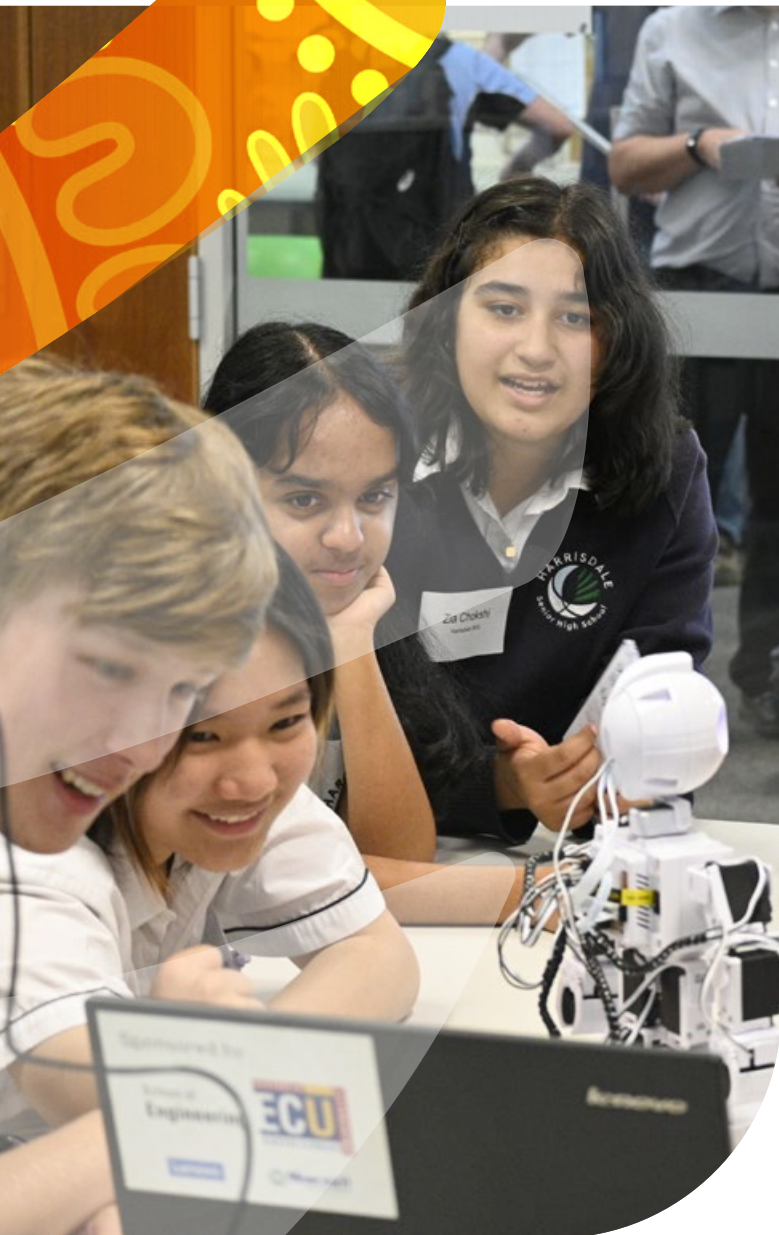


TEACHER VOICE

- 3.7 At the beginning of each year, we establish committees and workshops to concentrate on school priorities and actions for implementation.
- 3.8 We conduct the Department of Education (DoE) culture survey at start and the end of each year to gauge staff input on our school culture.
- 3.9 Our staff meetings are designed to align with the Impact for Excellence priorities each year, ensuring that our team is fully informed and in sync with the school's planning and strategy.

STUDENT VOICE

- 3.10 PIVOT is introduced as a tool to help gain student voice in the classroom and across the school.
- 3.11 Our executive team regularly attends monthly Student Council meetings to identify student issues and priorities for each month, gaining valuable insights into student perspectives on various school related matters.
- 3.12 Review and support how we empower our Student Councillors and House Leaders to explicitly engage and increase their student profile across the school community.
- 3.13 Peer Mentoring Program reviewed, planned and fully supported for implementation in our Home Room.



PROFESSIONAL LEARNING

- 3.14 Train and coach staff in Teach Well and High Impact teaching and learning strategies. Invest in developing six Conferencing and Training (CAT) Trainers via Statewide Services support.
- 3.15 Implement a train the trainer course so we can deliver in house an affiliated CMS foundation program. Invest in developing six Conferencing and Training (CAT) Trainers via Statewide Services support.
- 3.16 Train and coach staff in gifted education to increase understanding of teaching strategies for high impact learning.
- 3.17 Create Harrisdale SHS Future Leaders Development Plan.

RESEARCH AND INNOVATION

- 3.18 Identify and train mentors using FLF and Growth Coaching.
- 3.19 Key leaders in the school be offered development in leadership programs.
- 3.20 Foster and explore leading cultures of teaching and learning with a university partnership.
- 3.21 Become a Teach for Impact DoE School: Leading Cultures of Teaching.





ACTIONS FOR IMPACT



WELLBEING

FOR IMPACT



We believe in our responsibility for the wellbeing of staff and students, committing to a safe, inclusive, and compassionate environment. Learning thrives when students feel a sense of belonging. Emphasising connection and nurturing a growth mindset, we elevate school spirit, fostering a positive culture.

“Wellbeing for Impact” is a guiding principle central to ‘The Harrisdale Way’, that is based on the belief: “every student matters every day.”

We take this principle to heart, and it shapes the way students are supported throughout their educational journey.

Here’s how we put Wellbeing for Impact into practice:

Balancing Academics and Wellbeing

We encourage our students to engage in a variety of activities that enhance their learning and critical thinking skills. While we prepare them for final exams and their future beyond school, we also highlight the importance of maintaining a healthy balance between academic pursuits and overall wellbeing.

Supportive Teams

Our dedicated Student Services team, Home Room teachers, and Year Level Coordinators serve as the first line of assistance for our students. Our Student Services team includes Student Service Managers, Year and House Coordinators, Social Workers, Student Support Officers, Chaplains, Social Nurses, First Aid Officers and School Psychologists. We want to create a sense of belonging and culture of support for all our students.

Celebrating Diversity

We wholeheartedly celebrate the rich tapestry of cultures and backgrounds that make up our vibrant community. Our commitment to fostering a sense of belonging and equity is evident in the various activities and cultural celebrations we embrace. These events, such as Harmony Day, Diwali, NAIDOC Week, and more, not only celebrate diversity but also promote understanding, inclusion, and unity among our students and staff.

Inclusivity and Support

At Harrisdale, inclusivity is a highly regarded value, and we are dedicated to meeting the unique needs of each student. Our Wanjoo Support Centre provides additional support, fostering a positive mindset and offering differentiated assistance to ensure that all students can thrive with confidence in their abilities.



Wellbeing for Impact is about creating an environment where every student feels valued, supported, and empowered to succeed academically and personally.

It’s a commitment to nurturing the holistic development of our students and fostering a sense of belonging and inclusion within our school community.



PRIORITIES

How will we achieve our priorities?

1. Embrace our core values of excellence, respect, responsibility, and care throughout the school ensuring the implementation of high-quality pastoral care practices and procedures.
2. Establish a comprehensive school-wide strategy and programs to promote and nurture well-being and a growth mindset.
3. Engage in collaboration and effective communication with families to strengthen and cultivate positive relationships, nurturing a sense of community and care.
4. Develop and enhance programs dedicated to improvement of attendance and engagement especially for those students most at risk.
5. Nurture an understanding and appreciation of cultural diversity, celebrating the rich tapestry of cultures within our school community, creating an environment of harmony and inclusivity.
6. Define how we use the Cultural Standards Framework and continue to implement our Reconciliation Action Plan.



- Behaviour
- Wellbeing
- Family Connection
- Attendance
- Cultural Diversity
- Aboriginal Culture



MILESTONES

Where do we want to be by 2028?

- Our behaviour policies and procedures are fully implemented and understood by all staff, aligned to DoE policy and best practice research.
- Pastoral care activities are reviewed, reflect school values and are embedded into school culture.
- Promoting our school's rich diversity by having a calendar that celebrates a wide range of cultural events.
- Engaged with a range of evidence-based wellbeing programs that support identified students, ensuring they are safe and cared for, providing the tools and strategies needed to achieve success at school and beyond.

OUTCOMES

How will we know our impact?

- Positive trends in our pastoral care data (Source: Student, staff and community surveys, Safe and Friendly School Project Survey, School management system pastoral care data/information).
- Attendance rates of students in the Regular Band will be better than like schools (Source: SARs).
- Suspension rates will be lower than like schools (Source: SARs).
- Student and staff retention is monitored with an aim to reduce the percentage of students and staff leaving the school (Source: Workforce Resource data, exit interviews and transfer notes).

WELLBEING

FOR IMPACT



BEHAVIOUR

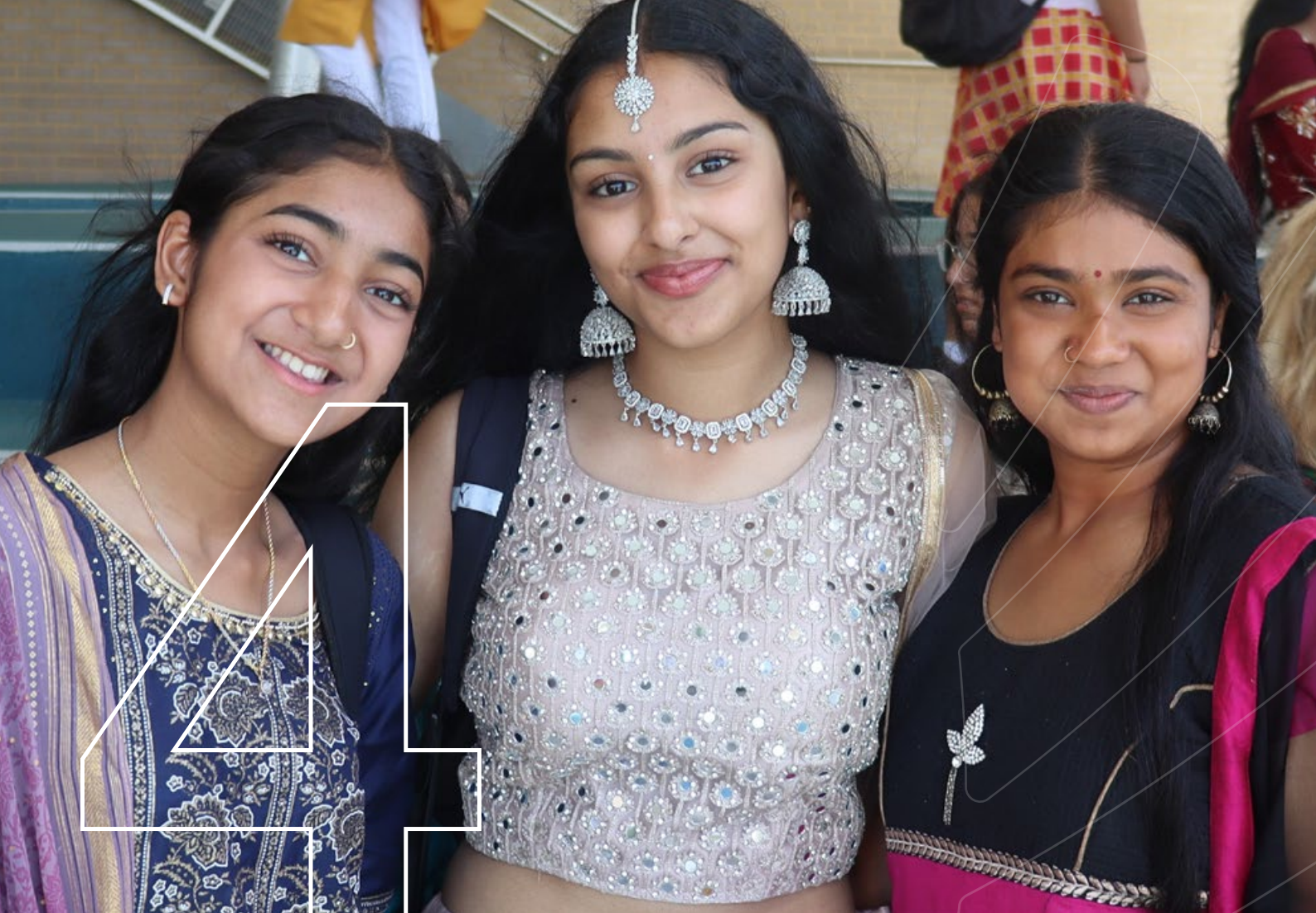
- 4.1 Implement BMiS aligned with current DoE policy and provide support across the school to ensure all staff and students have clear understanding of our requirements.
- 4.2 Review and continue to develop our Good Standing Policy.
- 4.3 Implement multi-tiered student support documentation to support case management processes and critical incident management.
- 4.4 Develop the understanding of restorative and Positive Behaviour School (PBS) approach.



WELLBEING

- 4.5 Safe and Friendly Schools Project fully implemented and communicated across the school community.
- 4.6 Introduction of BeYou training modules for staff completion to help empower teachers in developing their capacity of classroom management.
- 4.7 Commence the Educator Survey in Term 1 to create baseline data for wellbeing understanding across the whole school.
- 4.8 Introduce House System to support positive school culture.
- 4.9 Pastoral care programs are developed and tailored to the needs of students' wellbeing as identified in our data.





FAMILY CONNECTION

- 4.10 Create a Student Services Hub on the school website to empower parents/carers with information to support their children.
- 4.11 Parents and families are invited to key celebrations and activities that celebrate student achievement.



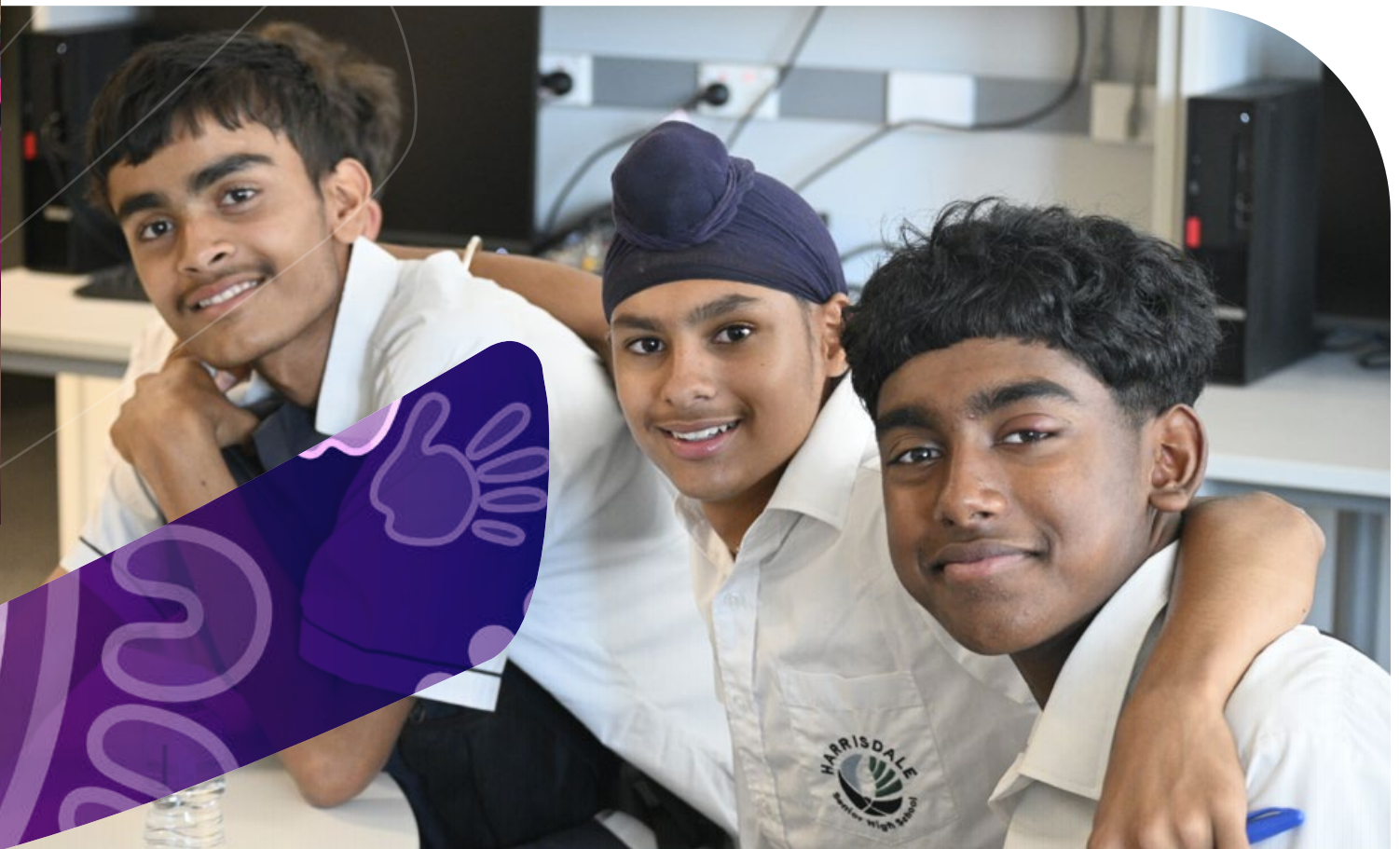
ATTENDANCE

- 4.12 Based on lines of enquiry, highlight attendance issues that require intervention.
- 4.13 Deliver pastoral care programs designed to improve identified student engagement and attendance using the attendance toolkit.
- 4.14 Utilise the House System and Good Standing Policy to target students at 85% to improve to 90% and above, including possible interventions with parents/carers.



CULTURAL DIVERSITY

- 4.15 Begin conversations of how to empower and understand cultural diversity and what it means to our school and its culture, so we are able to build our planning and focus in this area.
- 4.16 Provide a calendar showing days of significance for cultural events to foster a shared understanding.



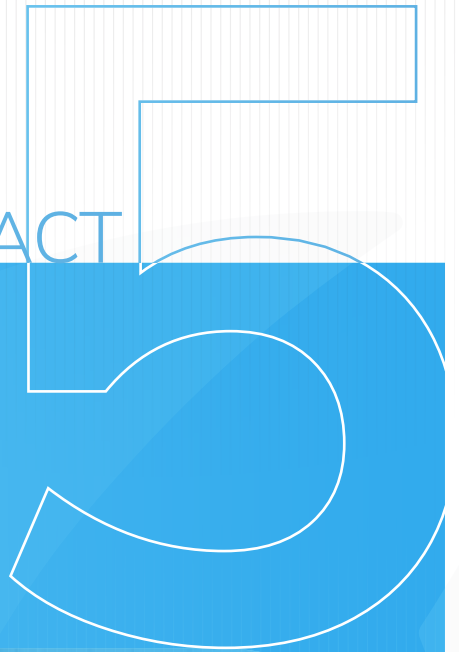
ABORIGINAL CULTURE

- 4.17 Launch and implement the priorities of the Reconciliation Action Plan.



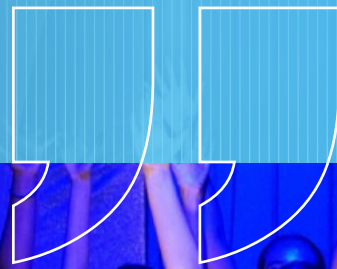


ACTIONS FOR IMPACT



CONNECT

FOR IMPACT



Believing in strong governance, effective communication, and positive community connections, we create a cohesive school environment that collaboratively strives for success for all.

“

At Harrisdale Senior High School, we take great pride in our identity as a school and in the successes of our students.

We are dedicated to maintaining strong connections within our community and beyond, fostering an environment where all individuals can achieve their fullest potential.

“Connect for Impact” is a foundational principle that underscores the importance of effective communication and building strong connections within the community.

At Harrisdale, we believe in the power of collaboration and cooperation among all stakeholders.

Our goal is to work together to achieve success for every member of our community, creating a cohesive and inclusive educational atmosphere where everyone can thrive.

To realise this principle, we implement several strategies:

1. Governance and Processes

We ensure that our governance structures and school processes are clearly defined, understood, and adhered to by all stakeholders. This clarity helps maintain a cohesive and well-organised educational environment.

2. Celebrating Achievements

We celebrate exceptional achievements of students and staff through our marketing efforts and assembly presentations. By recognising and sharing these accomplishments, we inspire others to strive for excellence.

3. Building Strong Connections

We aim to establish strong partnerships with universities and industries to create deeper connections that offer expanded opportunities and initiatives for our students. These connections provide valuable pathways to support their aspirations.

4. Alumni Engagement

We value our Harrisdale Alumni and seek to stay connected with former students. Tracking their career pathways, helps strengthen our ties with them and allows us to celebrate their future successes.

5. Master Plan for Growth

We are committed to pursuing a master plan for Stage 3 buildings, ensuring that our students and teachers have access to an educational precinct that supports a high-quality learning and teaching environment. This investment in infrastructure aligns with our commitment to providing the best possible education for our community.





- Governance
- Communication
- Global Citizenship
- Partnerships
- Alumni
- Environment



PRIORITIES

How will we achieve our priorities?

1. Demonstrate excellence in governance that aligns with the school's review and policy cycles, ensuring that our processes and procedures are clearly comprehended by all stakeholders.
2. Effectively communicate and promote our school, celebrating our achievements and culture of excellence.
3. Serve as a leading school that nurtures a sustainable environment and partnerships, enabling and embracing global citizenship and sustainability in our practices.
4. Generate university and industry opportunities that establish deeper connections to school pathways, thereby expanding initiatives that support our students' aspirations.
5. Establish the Harrisdale Alumni and a communication platform to strengthen our connection with former students and track their career pathways.
6. Continue to pursue a master plan for future buildings and facilities to ensure that our school community has access to an educational precinct that supports a high-quality learning and teaching environment.

MILESTONES

Where do we want to be by 2028?

- All policies and school processes should be easily accessible, regularly reviewed, and amendments communicated to staff families and students via our website and communication platforms.
- Ensure the full realisation and implementation of our Marketing plan.
- Demonstrate evidence of sustainable practices and environmental partnerships, emphasising our commitment to be global citizens.
- Expand partnerships to enhance students' learning and pathways in VET, WACE, GAT, and ATAR achievement.
- Celebrate our alumni, inviting them back to play a key role in inspiring students' aspirations.
- Commence the construction of future buildings and works, ensuring alignment with facility priority areas in our building plan.

OUTCOMES

How will we know our impact?

- School surveys from parents, students and staff shows improved feedback. (Source: PIVOT, National School Opinion Survey, and internal tools)
- Data that actively shows that all students at our school have participated, and contributed to, community and citizenship activities across our learning community each year. (Source: Annual Report, School Review, internal measurement tools)

CONNECT FOR IMPACT



GOVERNANCE

- 5.1 Implement a system and schedule for review of policies and processes as required by key stakeholders.
- 5.2 Ensure that staff members are inducted in school procedures and policy, and these are part of our school handbook for staff.
- 5.3 Review and update the parent information handbook and policies annually.
- 5.4 Leaders who are accountable for maintaining and updating documents, will ensure compliance with policy requirements and the review schedule.

COMMUNICATION

- 5.5 Create a comprehensive communication plan that outlines the Harrisdale SHS Business Plan priorities to target audiences, using varying channels of communication.
- 5.6 Ratify the marketing plan and ensure alignment of consistent branding styles and approaches to promote our school and our achievements.
- 5.7 New website and prospectus in place and launched.





GLOBAL CITIZENSHIP

- 5.8 Recognise and celebrate the achievements of students, teachers, and staff who actively contribute to our Harrisdale Way Values, global citizenship and sustainability efforts.
- 5.9 Develop and integrate global citizenship concepts and values into the school curriculum and clubs' program.

PARTNERSHIPS

- 5.10 Establish formal partnerships and collaboration agreements with Universities to support acceleration and STEAM education.
- 5.11 Establish mentorship programs with professionals in the fields related to VET, GAT, and ATAR to provide students with valuable insights and guidance.
- 5.12 Review and refine course counselling and career pathways and processes for students in Years 9 and 10.





ALUMNI

- 5.13 Create the Harrisdale Alumni Association to coordinate its activities and to build and maintain a database of former students with their contact information, graduation years, and career details.
- 5.14 Organise a launch event to introduce the alumni association and platform, inviting former students to join. Engage alumni in school events and community activities, reinforcing their connection to the school.

ENVIRONMENT

- 5.15 Continue to work with the school board and community to help support the focus of a Stage 3 build.





harrisdaleshs.wa.edu.au

e harrisdale.shs@education.wa.edu.au • **t** 08 9397 8000

1 Laverton Crescent, Harrisdale Western Australia 6112