BOB HAWKE COLLEGE

Business Plan

2024-2026

Extraordinary Together

ACKNOWLEDGEMENT OF WHADJUK NOONGAR BOODJA

We acknowledge the Traditional Owners past and present and the emerging leaders of Whadjuk Noongar country.

We acknowledge that Bob Hawke College is situated on Whadjuk Noongar land in a place of great cultural and spiritual significance. The country in this area is known as Wandaraguttagurrup. The lakes around this area, including Lake Jualbup, Jolimont Swamp, Lake Monger, Hyde Park Lake, Jackadder Lake and Lake Herdsman, were all hunting and gathering places. Some camps remained well into the 20th century. These were linked together by the Dreaming trail known as the Yakkan Bidi – the 'Turtle Trail'. Noongar people walked this trail in search of turtles for food from each of these lakes.

Ngulla katidjin nidja Whadjuk Noongar boodja kura yeye boorda boorda

We are learning here on Whadjuk Noongar land past, present and future.

This is Elder Neville Collard's interpretation of the Noongar language used in this document.

Bob Hawke College acknowledges Neville's contribution to our Plan and to our aspiration to be a culturally inclusive College.

Bob Hawke College is a unique inner-city college located in Subiaco. It sits in the heart of the remarkable local community that has been home to renowned places of learning, care, sport, recreation, business and endeavour.

Since opening in 2020, our College has continued to grow and evolve, developing a reputation as a high-achieving and inclusive school community.

We have a steadfast commitment to responding to the unique attributes of our students, staff, families and community by providing an inviting, safe, caring, vibrant and inspiring culture in which everyone feels welcome and accepted and can positively contribute to their own and others' development and learning.

As we progress towards celebrating our first Year 12 graduates in 2025, our focus is on the holistic development of each student, empowering them to achieve their potential as courageous, inclusive and innovative citizens who contribute positively to their community.

PURPOSE OF THIS PLAN

This Business Plan builds on our inaugural Business Plan (2021 – 2023) and charts how we will ensure positive progress and achieve sustained success over the next three years, 2024 – 2026.

This plan has been founded on extensive engagement with our staff, students, the College Board, parents and carers and families. This is to enable a clear understanding of how best to address our collective needs and aspirations.

Inherent in this plan are high-level strategies that help to inform and guide detailed operational plans for each learning area, behaviour support, inclusion, information and communication technologies, and human resources. These plans provide the essential link between the strategic direction of this Business Plan and what happens inside and outside of classrooms across the College.

ACKNOWLEDGEMENT

Our Business Plan reflects the national agreement for education, the Alice Springs (Mparntwe) Declaration 2019. The agreement sets out the education goals for all jurisdictions across the country. It states:

> **[Our] education system must do more – it must also prepare young people to thrive in a time of rapid social and technological change, and complex environmental, social and economic challenges. Education plays a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion. They need to deal with information abundance, and navigate questions of trust and authenticity. They need flexibility, resilience, creativity, and the ability and drive to keep on learning throughout their lives.**

The Business Plan also aligns with the Department of Education's strategic directions for public schools 2020 – 2024, Every student, every classroom, every day. The key improvement drivers of this Business Plan are to:

- provide every student with a pathway to a successful future
- strengthen support for teaching and learning excellence in every classroom
- build the capability of our principals, our teachers, essential services staff and our allied professionals
- support increased school autonomy within a connected and unified public school system.
- partner with families, communities and agencies to support the educational engagement of every student
- use evidence to drive decision-making at all levels of the system.

OUR COLLEGE COMMUNITY

Our College community has many distinctive attributes:

Our students are motivated, engaged and enthusiastic learners. They have been well prepared for their secondary school education through their earlier learning experiences and the support of their families. They demonstrate a willingness to tackle and embrace challenges. They have a strong values base and are supportive and respectful of their peers and others.

Our parents, carers and community have diverse backgrounds. They value education, are invested in the College and have high expectations. They contribute and support students and staff to be their best. They demonstrate this by ensuring the College is well resourced; builds a positive culture and relationships; and creates a sense of belonging, inclusion and recognition for all within the College community.

Our staff have diverse skills, experience and backgrounds. They are selected on merit and are highly skilled, creative and knowledgeable. They act with integrity and are motivated and driven to provide the best educational experiences to the students of the College. They respond to the varying needs of our students through a balance of academic, social, emotional and environmental learning opportunities. They embrace new ideas, are innovative and use contemporary and evidence-based approaches to teaching and learning.

A co-designed plan

This Business Plan is built on the input and feedback of our school community.

Staff and School Board members have undertaken an extensive review of the strategic elements of the inaugural Business Plan (2021 – 2023) and used this to inform the future directions described in this plan.

Sessions were also undertaken with students and parents and carers to review the previous Business Plan and inform the development of this plan.

Our vision

TO BE ‘EXTRAORDINARY TOGETHER’ THROUGH A COMMITMENT TO BE OUR BEST AND TO BE COURAGEOUS, INNOVATIVE AND INCLUSIVE.

OUR MOTTO

Extraordinary Together

Best practice teaching, learning and leadership
BE OUR BEST
BE INNOVATIVE
EXTRAORDINARY TOGETHER
Community Connections
Inclusive Culture
BE COURAGEOUS
BE INCLUSIVE

Our values

Our core values are:

BE OUR BEST

By being our best, we are committed to being the best version of ourselves.

This will be evident by demonstrating we are:

- committed to improvement
- lifelong learners
- critical thinkers
- informed by evidence
- enthusiastic contributors
- always striving for personal excellence
- supportive of the wellness of all in our school community
- proactive and positive citizens.

BE COURAGEOUS

By being courageous, we are committed to embracing challenges and learning from our experiences.

This will be evident by demonstrating we are:

- living our values
- being responsible for our actions
- challenging the status quo
- committing to do what is right, not what is easy
- supporting bold ideas
- striving to be reflective and self-aware
- showing confidence to lead and to take responsibility
- inspiring, empowering and enabling ourselves and others
- ensuring we are calculated and considered when taking risks
- engaged in service learning.

BE INNOVATIVE

By being innovative, we are committed to ongoing improvement and seeking answers to big questions.

This will be evident by demonstrating we are:

- creative
- curious
- adaptive
- resourceful
- intrinsically motivated
- problem solving
- future focused
- committed to a growth mindset.

BE INCLUSIVE

By being inclusive we are committed to creating a culture where everyone in our community feels respected, connected, and able to contribute, progress and succeed.

This will be evident by demonstrating we are:

- empathetic, respectful of difference and diversity, and understanding of others
- cooperative and collaborative
- dependable and trustworthy
- caring towards ourselves and others
- encouraging a strong student voice and demonstrating co-design and agency
- honest and acting with fairness and integrity
- engaged locally, regionally and globally.

Our strategic priorities

By implementing our strategic priorities, we will achieve our vision of being 'Extraordinary Together' through a commitment to be our best and to be courageous, innovative and inclusive.

For the next three years, we will embed our vision, reinforce our values, achieve our objectives and aim for our aspirations by focusing on four key strategic priorities:

1. **Best-practice teaching and learning**
2. **Inspiring leadership**
3. **Inclusive culture**
4. **Connected community**

Priority 1

BEST-PRACTICE TEACHING AND LEARNING

We will continue to grow a positive learning community by supporting and building the capacity of our staff to deliver best-practice teaching and learning that ensures high student performance. We aspire to develop effective pathways to a fulfilling life beyond their schooling.

Our teaching will respond to the diverse needs of our students through the application of contemporary practices that are evidence based. These will be delivered by master teachers who are experts in their content area and who demonstrate a commitment to being lifelong learners.

Our students will receive high-quality instruction that is authentic, relevant, evidence based and responsive to their needs and interests. They will be supported by a positive and engaging learning environment that ensures equitable access to resources, programs and activities.

We will continue to a whole-of-College shared pedagogy, that will include an emphasis on:

- a whole-of College approach to teaching literacy and numeracy
- implementation of a whole-of-College approach to interdisciplinary learning (IDL)
- application of the principles of universal design in planning for and supporting all students
- approaches informed by research in cognitive science, the practice of master teachers, and evidence-based approaches
- de-privatisation of practice, including observations and team-teaching
- continuing to foster a College-wide reading culture for staff and students.

We will also:

- develop innovative approaches and upskill teachers to integrate emerging technologies into the curriculum, including AI
- work with students to establish an individual educational pathway plan, inclusive of personal goals, that guides personal development and future education, training and employment
- further increase coherence with learning management systems (Compass) to provide regular and informative feedback on the achievement of student goals, academic progress and social-emotional development
- continue to provide a range of co-curricular opportunities to support students' personal development and connection to their peers
- consolidate the positioning of the College as a school of choice, ensuring the attraction, retention and development of highly capable staff who embrace and adapt to modern educational approaches and innovation and meet the needs of a growing student population
- deliver an effective induction program for new staff and students that ensures a high level of awareness of College culture, procedures, systems and processes
- provide high-quality professional learning for staff targeted at both the achievement of school priorities and individual development needs
- establish a College-funded postgraduate tertiary pathway to support the development of the College as a learning organisation
- develop the capacity of College staff to develop contemporary pathways for post-school destinations
- consolidate and deliver high-quality, College-based selective programs.

Priority 2

INSPIRING LEADERSHIP

We are committed to demonstrating inclusive, supportive, and visible leadership to ensure we achieve success in all that we do. The hallmarks of leadership at Bob Hawke College will be honesty, integrity and stability, to build positive and productive relationships that effectively inform decision making.

Through distributed leadership, we will develop the skills and capabilities of our staff and students to empower them to lead and make effective contributions to our College community.

We will:

- embed a culture of inclusive governance and decision making between the College, the College Board, and the Parents and Citizens Association
- promote our school leaders along with their roles and responsibilities, and how to communicate and engage with them
- proactively engage staff, students, parents and carers, and families in College improvement planning, review processes and decision making
- develop a strategy to identify aspiring leaders and provide a clear pathway to build their leadership skills and capabilities, identified through the College performance management processes
- create a pathway for formal and informal student leadership opportunities, including the consolidation of a Years 7 – 12 student leadership model
- actively promote and recognise local student community leadership opportunities via local clubs, groups and community organisations
- provide suitable resourcing to support system initiatives, including the Quality Teaching Strategy (QTS) and Teaching for Impact (TFI).

Priority 3

INCLUSIVE CULTURE

We will continue to develop, deliver and champion a caring, inclusive and cohesive College culture to create a sense of belonging and collective wellbeing for our students, staff, parents and carers, families and community.

We will:

- develop a College Diversity and Equity Statement and an associated action plan to embed it across the College community
- recognise and celebrate being a culturally inclusive school and reflect our diversity as it relates to various cultural and linguistic groups
- implement the whole-of-College Positive Behaviour Approach, which includes an associated bullying policy, to support the wellbeing of all students and staff
- integrate social-emotional learning opportunities across all year levels and learning areas to support the development of a positive College culture
- develop and implement an Indigenous Reconciliation Statement that is widely promoted across the College community
- ensure safe and equitable access to facilities and resources, including for students with mobility challenges and ability differences
- develop a consistent approach to the case management of students at risk, involving key stakeholders, staff and agencies
- provide relevant training for staff on how to best meet the learning needs of students with disabilities and those with specific learning needs
- develop Year 11 and 12 pathways for students with learning differences, including appropriate course load, individual adjustments and work placements, through partnerships with expert service providers
- continue to foster College traditions and events that are inclusive of all staff, students and the community by providing a range of special days and events that enable students to connect and promote positive social causes
- build the house system, including the use of colours to further establish College traditions
- consider system diversity goals when conducting recruitment processes.

BOB HAWKE
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Priority 4

CONNECTED COMMUNITY

Through effective communication and engagement, we will continue building positive, collaborative and mutually beneficial relationships with all stakeholders within our College and across the community.

Together, we will support our students' educational and social aspirations by working collaboratively with parents and carers, families, education institutions and local businesses to deliver responsive and unique opportunities for learning and growth.

We will challenge and inspire all within our College community to embrace sustainable approaches to their everyday lives and encourage our students to be responsible and engaged citizens who contribute positively to their community, now and in the future.

We will:

- review and improve current communication processes used to connect with staff, students, parents and carers, and the community, including the development of a whole-of-College communications strategy
- develop strong relationships with vocational and business organisations to provide access to real-life learning, work experience and training opportunities
- establish community service and volunteering opportunities that will enable students to contribute to their community and be recognised for their efforts
- establish a sustainability framework (environmentally, socially and economically) and an associated action plan to support the establishment of a sustainable College community
- develop authentic partnerships with the broader education community, including partner primary schools, secondary school networks and tertiary institutions
- facilitate student relationships and connections through more social events, celebrations and social support opportunities
- engage students in positive citizenship activities, including community service and community volunteering
- establish dedicated roles to support key community connection initiatives, including a community engagement officer and an Aboriginal cultural advisor, and a Pathways and Destinations coordinator
- continue to develop regional, interstate and international experiences for our students
- invest in student participation in local, national and international competitions
- develop collaboration opportunities with schools in Italy and Japan
- establish a strategy to develop a culture where students attend the College every day.

Our targets

Our targets are interrelated: we believe that by creating a culture that develops belonging and connection, we are more likely to achieve academic success. As such, our targets measure our progress in achieving positive health and wellbeing for staff and students, as well as indicators of robust academic achievement.

HEALTH AND WELLBEING

All students will:

- report positive trends relating to school climate surveys
- demonstrate an increase in attitude, behaviour and effort data
- attend the College at a rate greater than statistically similar schools.

Our Aboriginal students will:

- attend the College at the same rate as non-Indigenous students
- have the same graduation rate as non-Indigenous students.

Our staff will:

- report strengths and positive trends in the College climate.

Or parents and carers and community will:

- report a high level of satisfaction with the College.

ACADEMIC ACHIEVEMENT

Our system and College data will show:

- NAPLAN assessment data indicating progress for the Years 7 – 9 cohort in reading, writing and numeracy exceeds that of statistically similar schools
- fewer students needing to sit OLNA in Year 11 compared to statistically similar schools
- the apparent retention of students from Year 7 to Year 12 exceeds that of statistically similar schools
- WACE completion rates for students who commence Year 11 exceeds that of statistically similar schools
- the percentage of students reaching achievement benchmarks at the end of Year 12 based on their Year 9 NAPLAN results exceeds that of statistically similar schools.

DATA SOURCES

Reporting to Parents and Carers (DoE)
National School Opinion Survey
Schools Attendance Reporting System Data
NAPLAN data
OLNA data

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