



HARVEY SENIOR HIGH SCHOOL

BUSINESS PLAN

2025 - 2027



EDUCATING OUR COMMUNITY SINCE 1962



RESPECT FOR SELF



RESPECT FOR OTHERS



RESPECT FOR LEARNING



RESPECT FOR ENVIRONMENT

HARVEY SENIOR HIGH SCHOOL

ACKNOWLEDGEMENT OF COUNTRY

Harvey Senior High School acknowledges the traditional custodians of the land on which our school stands—the Binjareb people, part of the Noongar Boodja. This land has sustained and nurtured the Binjareb people for thousands of years, and we are privileged to learn, work, and grow within this rich cultural landscape. We recognise and honor the enduring connection that the Binjareb people have with this land, which continues to shape their history, traditions, and customs. We pay our deepest respects to the elders past, present, and emerging, who have led, guided, and passed down their wisdom through generations.

At Harvey Senior High School, we are committed to fostering an environment that reflects the rich and diverse cultural heritage of Aboriginal people. We value the unique perspectives and knowledge systems that have developed over countless generations and seek to integrate these insights into our educational practices. By doing so, we hope to create a more inclusive and respectful learning environment for all students, encouraging greater understanding, empathy, and reconciliation between cultures.

PURPOSE OF THE BUSINESS PLAN

This Business Plan outlines our school's strategic direction for improvement over the next three years (2025–2027). It has been developed in partnership with students, staff, and the School Board, ensuring a collaborative and inclusive approach. Underpinning this Business Plan is the School's Strategic Improvement Plan, which details yearly actions, specific targets, and measures progress toward the school's overarching goals.

The priorities set forth have emerged from a comprehensive self-assessment process, which engaged stakeholders from within our school and included external validation. We remain committed to accountability, not only to our immediate community, but also within the broader education system. This is accomplished through a continuous cycle of review and assessment, which includes regular analysis of System Student Performance Data, school outcomes, and qualitative feedback, such as surveys from focus groups that assess the school's culture and performance.

OUR VISION

Harvey Senior High School provides an inclusive and supportive environment where students are safe, respected, and encouraged to succeed. We develop resilience, confidence, and essential life skills through meaningful learning experiences that respond to the needs of our school community.

We foster strong connections with families, local organisations, and further education providers, enabling students to become independent learners and enthusiastic contributors to their world.

Our school values diversity, nurtures a sense of pride and belonging, and strives to provide a quality education for every child.

OUR VALUES

Respect

- For Self: We have confidence and pride in our ability to make choices that demonstrate our worth.
- For Others: We recognise and support the rights, beliefs, practices, and differences of others.
- For Learning: We strive to achieve our best.
- For the Environment: We develop positive habits and make lifestyle choices that protect our environment.





PRIORITY 1

DEVELOP AND CONSOLIDATE HIGH
QUALITY, HIGH IMPACT LEADERSHIP AND
SYSTEMS



DEVELOP AND CONSOLIDATE HIGH QUALITY PEDAGOGY AND PRACTICE



•Refine role delineations and further integrate our systems and processes ensuring they are aligned with our strategic goals.

•Enhance leaders' knowledge, understanding and mastery of highly effective instruction, cognitive science, curriculum and assessment and develop their leadership skills and acumen to drive strategic innovation and continuous improvement.

STRATEGIES

1.1: Consolidate and clarify leadership roles and responsibilities across the school, creating opportunities for teacher leaders and aspirants with a view to staff development and succession planning.

1.2: Improve our leadership capacity through implementing a process to develop our leaders' knowledge and understanding of highly effective instruction and cognitive science, curriculum and assessment.

1.3: Continue to strengthen leadership practices and processes by building the capacity of middle leaders to lead change in a consistent manner across the school

1.4: Consolidate and clarify systems and processes across the school.



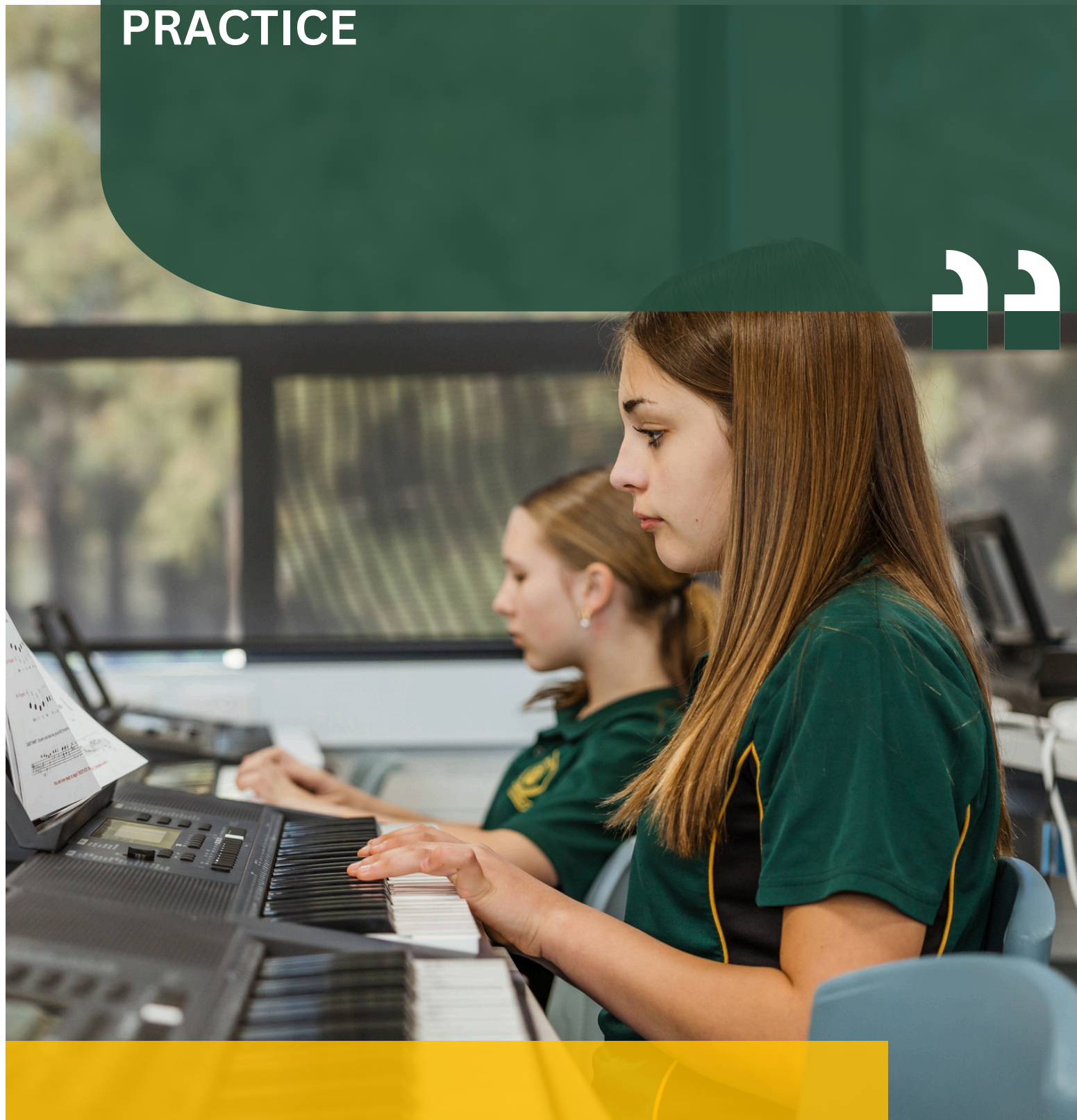


PRIORITY 2

QUALITY TEACHING AND LEARNING

2

REFINE AND EMBED HIGH QUALITY PEDAGOGY AND PRACTICE



- Develop a school-wide collaborative culture which encourages lifelong learning and sharing best practice pedagogy, strengthening collective efficacy.
- Systemic and school-based data are used to monitor levels of achievement and progress. Teachers are supported to build their capability to interrogate data, to identify trends and areas of focus to inform classroom planning.

STRATEGIES

2.1: Consolidate the regular collection and analysis of student achievement data across all year levels, targeted cohorts and learning areas, informing continuous improvement and student pathway planning.

2.2: Support teachers to make consistent judgements about student achievement through continuing to strengthen internal and external moderation processes.

2.3: Continue to embed the CLEAR pedagogical and learning framework, making explicit links to learning area and classroom plans.

2.4: Continue develop and embed professional review and development process where self-reflection and classroom observation are common practice.

2.5: Develop and implement a common learning framework that is articulated to the PBS matrix (CLEAR - Learning)

2.6: Refine and embed our Multi-Tiered System of Support: Quality Teaching and learning.





PRIORITY 3
CONDITIONS FOR LEARNING

3

**REFINE AND OPTIMISE
CONDITIONS FOR LEARNING**



- Consolidate an orderly learning environment to enhance effective instruction.
- Students demonstrate a focused and confident attitude towards their learning and achievement.

STRATEGIES

- 3.1: Ensure whole-school behaviour management initiatives are implemented with fidelity
- 3.2: Develop and implement a comprehensive Aboriginal Education program focusing on culture, academic support, mental & physical health and wellbeing.
- 3.3: Develop staff understanding of external factors impacting on student learning.
- 3.4: Embed a systematic approach in developing student confidence in meeting learning goals.
- 3.5: Increase opportunities for student voice in appropriate school decision making processes.
- 3.6: Develop and embed a systematic approach to gathering student feedback about their learning experience.
- 3.7: Continue to develop and embed the Act, Belong and Commit Mentally Healthy Schools framework in supporting student health and wellbeing initiatives.
- 3.8: Refine and embed our Multi-Tiered System of Support: Positive Behaviour Support
- 3.9: Refine and embed our Multi-Tiered System of Support: Sustainability and the Environment.



KEY PERFORMANCE INDICATORS (KPIs)

We strive to integrate our deep understanding of individual student experiences with robust schoolwide data. Our KPIs and measurements are central to our decision-making process, guiding us to understand each cohort and develop tailored pathways that improve individual student outcomes.

ASPIRATION 2025 - 2027

Harvey Senior High School will improve student outcomes in WACE Achievement, Certificate Achievement, NAPLAN, OLN, and improve attendance data from at or above "like schools" to at or above "public school" performance.

- **WACE** graduation rates (WACE eligible) will be above 'Public' Schools (90%) striving to 100%.
- **VET** Completion Rate, for minimum of one certificate, for participating students will be above 90% aspiring to 100%.
- **OLN** Qualification Rate for Year 12 students will be above 'Like' schools aspiring to 90%.
- **Year 9 NAPLAN Performance:** Year 7 NAPLAN Test Scores that are above 'Like' schools for any one category will be maintained for Year 9 NAPLAN Test scores, and Year 7 NAPLAN Test Scores below 'Like' schools will aspire to be above 'Like' schools for each NAPLAN category by Year 9.
- **Regular Attendance (>90%)** will aspire to be equal to or above 'Like' schools and strive to be above WA State Public Schools.





RESOURCES

At Harvey Senior High School, resources are allocated to align with the broad priorities embedded in our strategic plan. These resources include teacher and support time, contingency budgets, professional development opportunities, teacher relief funds, and dedicated meeting time.

By integrating our strategic priorities with every aspect of school operations, we have maximised the efficient use of resources, ensuring that our initiatives are well-funded to support the school's overall strategic goals.



HARVEY SENIOR HIGH SCHOOL

51 South Western Highway, Harvey WA 6220
Phone: 9782 3800

harveyshs.wa.edu.au