



BYFORD
SECONDARY COLLEGE

Annual Report 2022



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“Working together to provide effective learning experiences where we all grow and students are prepared for a successful life beyond school.”

Ngany kaadadjiny Noongar birdiya maaman, yoka, koolangka koora koora yeyi djoowak. Nidja Noongar boodya-k ngany nyin.

I acknowledge and pay respect to the Noongar Elders, men, women and children past, present and future. This is Noongar country I sit on.

School Overview



Byford Secondary College is a recently established school in Perth's southern suburbs. Located approximately 30 kilometres from the Perth CBD, our college caters for around 1500 students in Year 7 through 12. We offer a unique setting to other metropolitan schools with a blend of urban and semi-rural students which creates a vibrant dynamic culture within our college community.

We work together to provide effective learning experiences where we all grow, and students are prepared for a successful life beyond school. Our college's moral purpose underpins everything we do, and as such, our teachers and allied professionals report a high level of engagement and satisfaction in working with us.

Aspire is our selective academic extension program, delivered in partnership with the University of Western Australia it provides students and staff with access to the university's resources and facilities, enhancing the educational experiences we can deliver. This partnership also provides our teaching staff with access to professional learning opportunities and exposure to the latest research in the field of education.

We support young people across the full spectrum of abilities. Students who require low-level support are welcomed into our mainstream setting, and students with profound or significant physical and educational needs are educated within our Integrated Facility - a purpose built facility including wellbeing, vocational and therapy spaces.

Our college is a contemporary, modern facility offering those who attend the latest in educational design and infrastructure which enhances student learning and wellbeing. We believe that every young person has unique experiences, learning styles and goals. As a result, we provide a broad comprehensive Secondary Education with pathways leading to attainment of a Western Australian Certificate of Education (WACE), the opportunity to achieve an Australian Tertiary Admission Rank (ATAR), and Vocational Education and Training (VET) qualifications for future employment, or study. These programs are delivered in state-of-the-art purpose built learning areas such as technologies workshops, science laboratories and specialised arts facilities.

No matter what your young person's post-school aspiration, Byford Secondary College will help your child achieve their dreams.

Paul Jones
Principal

A handwritten signature in black ink, appearing to read 'Paul Jones', written over a white background.

"Aspire to Excellence"

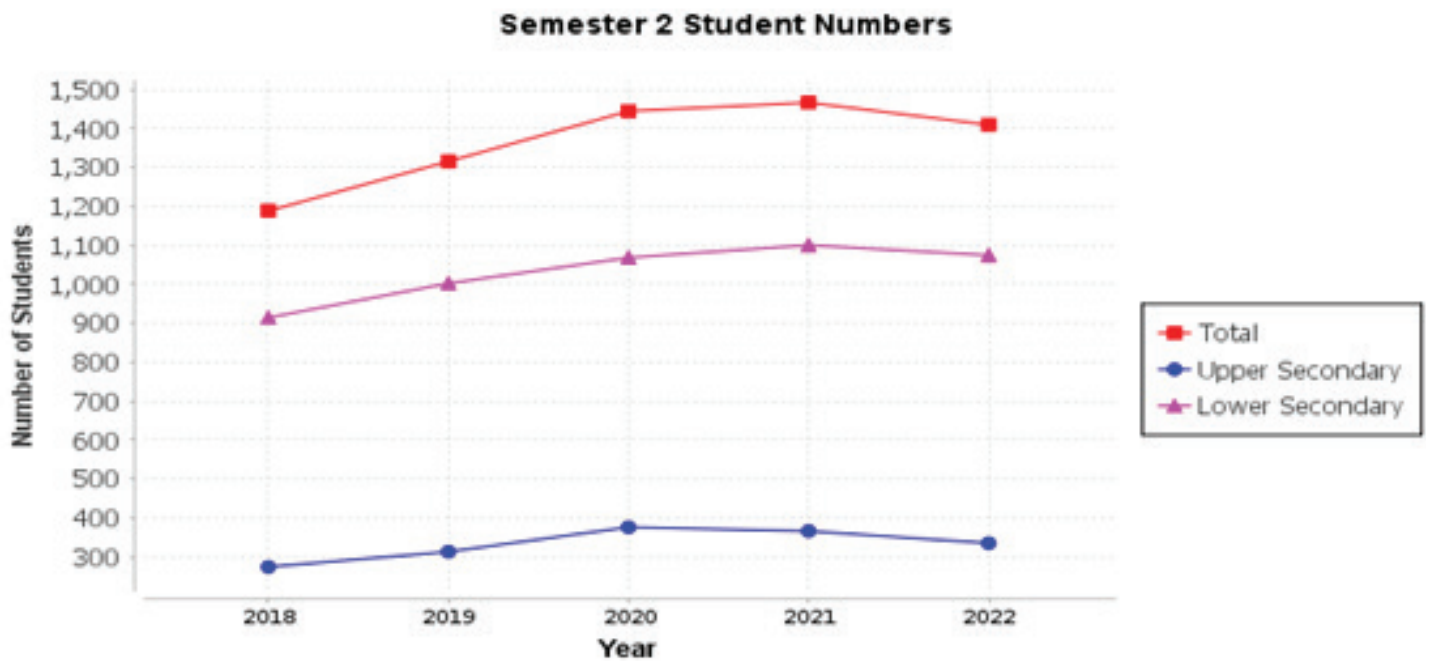
Student Profile



Student Numbers (as at 2022 Semester 2)

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	251	247	291	285	187	148		1409

Student Numbers - Trends



Semester 2	2018	2019	2020	2021	2022
Lower Secondary	914	1002	1068	1100	1074
Upper Secondary	274	313	376	366	335
Total	1188	1315	1444	1466	1409

Student Profile

Funded Students	Y07	Y08	Y09	Y10	Y11	Y12	Total
Funded Enrolments - Head Count	249	264	301	295	212	159	1480
Funded Enrolments - FTE	249	264	301	295	212	159	1480
Student Characteristics - FTE							
Aboriginal	16	21	25	18	15	4	99
Disability Allocation Level 1	4	1	1				6
Disability Allocation Level 2	4	3	4	4	4		19
Disability Allocation Level 3	3	1	3	4	3	2	16
Disability Allocation Level 4	1	5	4	4	8	2	24
Disability Allocation Level 5		1	4	1	1		7
Disability Allocation Level 6							
Disability Allocation Level 7							
EALD - Support							
EALD - IEC							
Unfunded Students - FTE							
Fee-Paying Visas (except 457 and 482)	1						1
Duplicate Enrolments							
Participation List					7	17	24
Census Not Counted	1	2	5	9	12	11	40
3 Year Old Students							
Ungraded							
Unfunded Enrolments - Head Count	2	2	5	9	19	28	65
Unfunded Students - FTE	2	2	5	9	19	28	65

- In general, enrolments and the profile of our students remains relatively stable.
- Longitudinally, it is worth noting that the number of students in Year 11 and 12, compared to that cohort in the previous year, has declined. This is largely due to the number of students securing employment and training opportunities during the current skill shortage.
- The number of Aboriginal students in our college continues to grow steadily.
- The number of students with a funded disability continues to grow.
- The number of unfunded students has grown since the previous year but this remains proportionate to the total population.



Staff Profile – Teaching and Non-Teaching

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	4	4.0	0
Heads of Departments and Learning Areas	6	6.0	0
Program Coordinators	8	7.7	0
Total Administration Staff	19	18.7	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	88	79.9	0
Total Teaching Staff	89	80.9	0
Allied Professionals			
Clerical / Administrative	33	24.3	2
Gardening / Maintenance	2	1.6	0
Instructional	2	1.2	2
Other Allied Professionals	52	41.5	0
Total Allied Professionals	89	68.6	4
Total	197	168.1	4

Whilst the number of staff has increased slightly when enrolments have declined slightly, this can be attributed to the filling of some vacant Program Coordinator positions and an increase in the number of Allied Professionals resulting from an increase in the number of funded students with disability.



Student Attendance



Attendance was severely impacted in 2022 when WA borders were opened and the full influence of COVID-19 was felt in our community resulting in a general decline in attendance across all categories and cohorts. It is worth noting that a significant recovery can already be seen in our 2023 attendance.

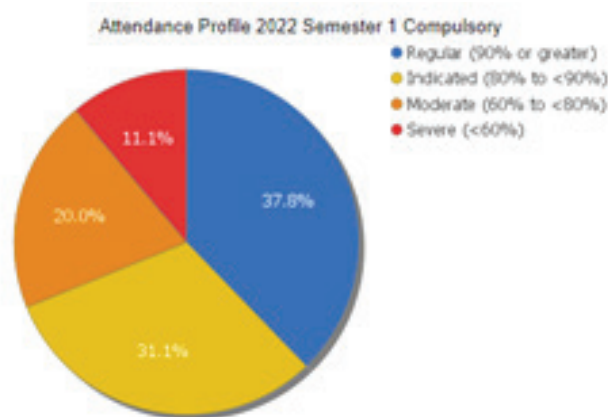
Secondary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	89.3%	87.6%	89.2%	83.9%	72.9%	65.9%	89.0%	86.7%	87.3%
2021	86.7%	84.7%	86.5%	80.8%	70.6%	62.6%	86.3%	83.8%	84.4%
2022	81.3%	82.6%	83.0%	74.6%	66.7%	55.2%	80.8%	81.6%	80.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	65.8%	19.7%	9.4%	5.1%
2021	52.7%	28.3%	13.6%	5.4%
2022	37.8%	31.1%	20.0%	11.1%
Like Schools 2022	38.1%	30.5%	20.5%	10.9%
WA Public Schools 2022	40.0%	29.0%	19.0%	12.0%

	Attendance Category Aboriginal			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	46.8%	26.0%	16.9%	10.4%
2021	41.5%	24.5%	23.4%	10.6%
2022	23.1%	30.6%	29.6%	16.7%
Like Schools 2022	19.5%	20.4%	28.3%	31.9%
WA Public Schools 2022	12.0%	17.0%	25.0%	47.0%

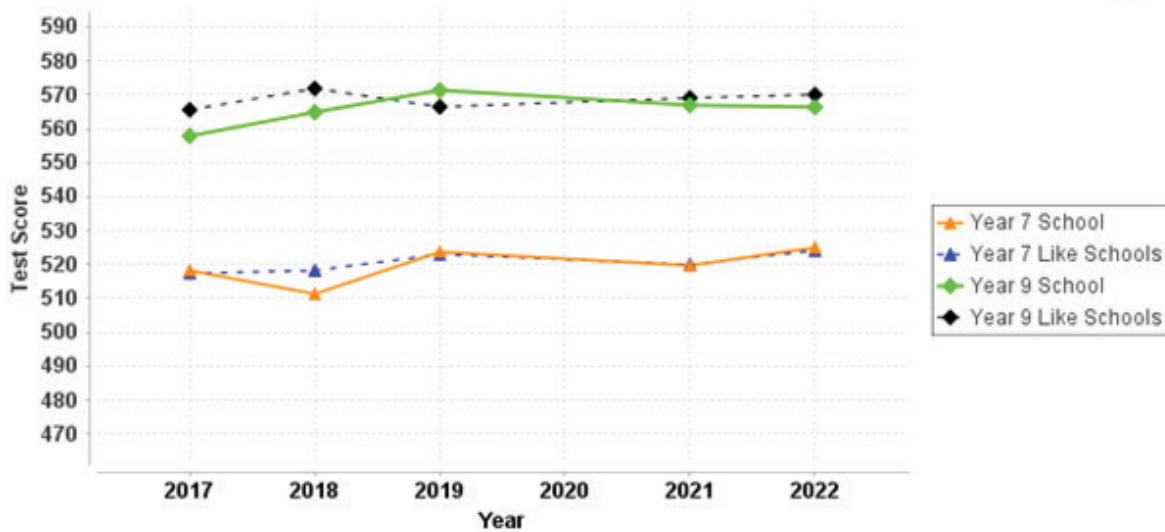
- Incentives are provided for students with good attendance.
- Targets and KPIs are established and resources allocated to support good attendance.
- Parents are provided with a letter each fortnight which gives information about attendance rate for their child.
- Parents are provided with a letter on the alternate fortnight which asks parents to explain absences.
- Attendance improvement strategies are implemented with students and their families to mitigate reasons for absence and a sequence of letters and phone calls support families engaging with our college to improve attendance.
- Where needed, home visits are arranged to support re-engagement of students.



Student Achievement and Progress - NAPLAN

Band	NAPLAN Score Range	Reading							
		Year 7				Year 9			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above					1%	3%	3%	3%
9	634 - 685	4%	4%	1%	4%	8%	13%	13%	13%
8	582 - 633	15%	14%	11%	13%	35%	27%	23%	29%
7	530 - 581	25%	28%	39%	29%	32%	31%	34%	31%
6	478 - 529	32%	31%	31%	33%	15%	17%	17%	16%
5	426 - 477	16%	15%	13%	13%	8%	9%	9%	8%
4	374 - 425	9%	9%	5%	7%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

Average Reading Score



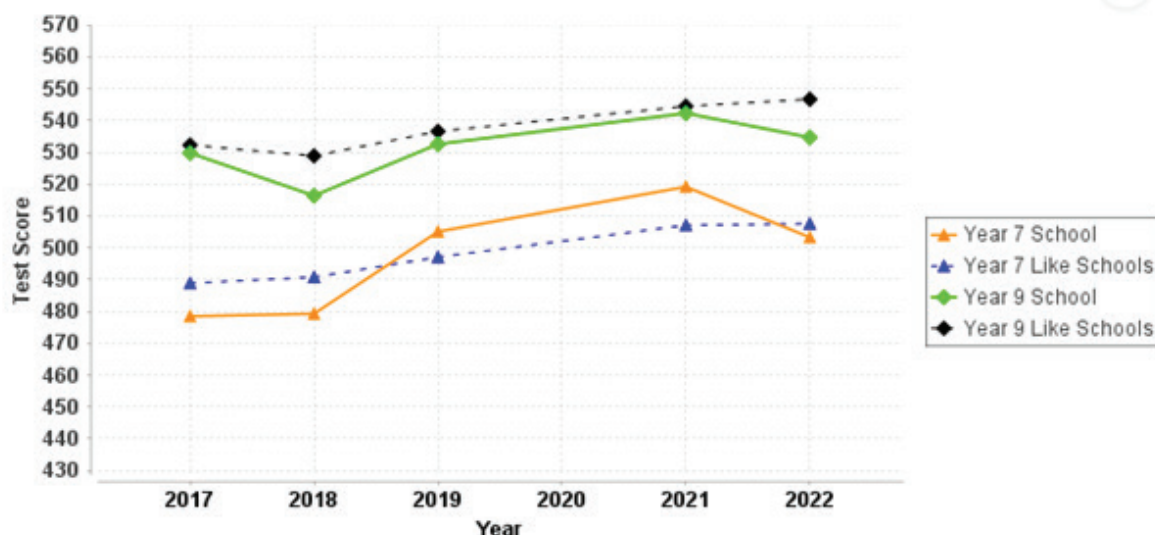
Our college continues to perform similarly to like-schools in each of the Reading proficiency bands of NAPLAN. Our Reading proficiency performance in 2022 is stable compared to 2021.

On average, we continue to perform in comparison to like-schools over a six year period.

Student Achievement and Progress - NAPLAN

Band	NAPLAN Score Range	Writing							
		Year 7				Year 9			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above					1%	3%	2%	3%
9	634 - 685	4%	3%	3%	4%	7%	6%	6%	7%
8	582 - 633	17%	12%	10%	11%	25%	24%	24%	23%
7	530 - 581	23%	24%	20%	25%	28%	30%	29%	29%
6	478 - 529	29%	32%	39%	30%	24%	24%	22%	24%
5	426 - 477	19%	20%	18%	20%	16%	14%	18%	13%
4	374 - 425	8%	10%	11%	11%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

Average Writing Score



Our college continues to perform similarly to like-schools in each of the Writing proficiency bands of NAPLAN although we have a slight over representation of students performing in Band 5 (below minimum standard) in Year 9 in 2022. Our proficiency performance in 2022 is stable compared to 2021 except in Year 9 (2022).

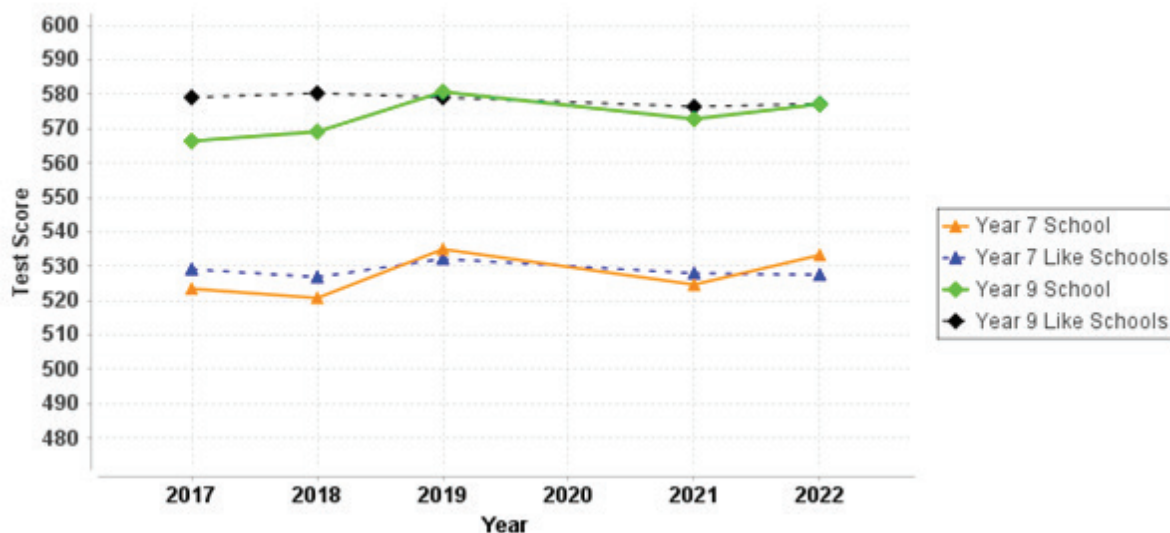
On average, we have experienced a decline in Writing performance at both Year 7 and 9 both in absolute terms and in comparison to like-schools.

Student Achievement and Progress - NAPLAN



Band	NAPLAN Score Range	Numeracy							
		Year 7				Year 9			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above					1%	3%	4%	3%
9	634 - 685	9%	6%	9%	7%	13%	12%	13%	11%
8	582 - 633	15%	17%	12%	15%	25%	30%	27%	29%
7	530 - 581	19%	28%	32%	28%	42%	34%	35%	38%
6	478 - 529	32%	26%	28%	25%	17%	18%	19%	16%
5	426 - 477	16%	15%	15%	16%	3%	3%	3%	2%
4	374 - 425	9%	9%	5%	8%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

Average Numeracy Score



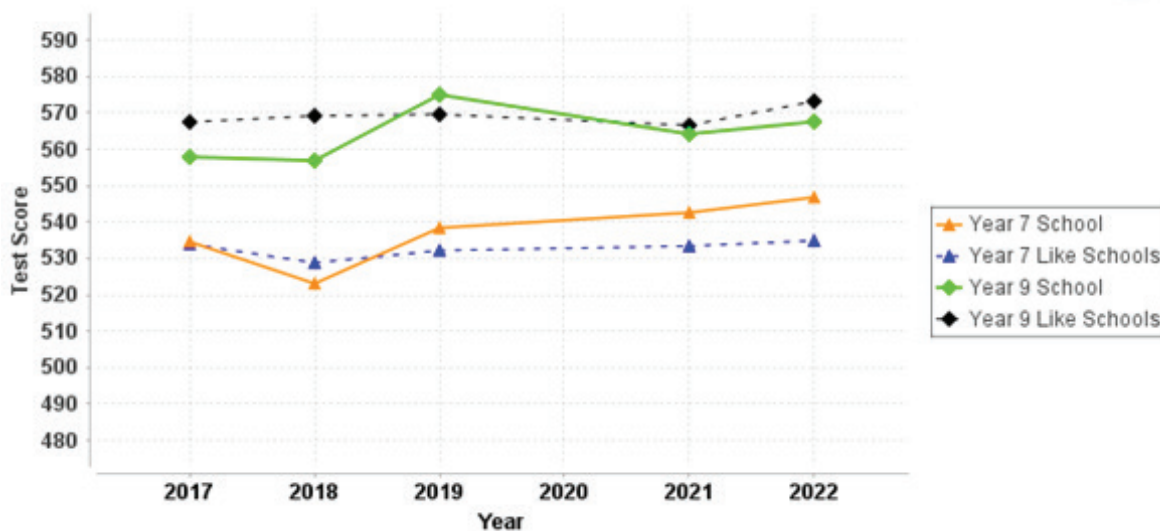
Our college continues to perform similarly to like-schools in each of the Numeracy proficiency bands of NAPLAN. Our proficiency performance in 2022 is stable compared to 2021.

On average, we continue to perform in comparison to like-schools over a six year period although the slight improvement in average Numeracy performance in Year 7 (2022) should be noted.

Student Achievement and Progress - NAPLAN

Band	NAPLAN Score Range	Spelling							
		Year 7				Year 9			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above					1%	2%	2%	2%
9	634 - 685	5%	4%	11%	7%	12%	11%	12%	12%
8	582 - 633	24%	20%	24%	22%	30%	30%	31%	33%
7	530 - 581	34%	34%	26%	27%	32%	29%	32%	33%
6	478 - 529	20%	23%	23%	23%	19%	19%	12%	13%
5	426 - 477	10%	12%	11%	13%	7%	8%	11%	7%
4	374 - 425	6%	8%	5%	8%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

Average Spelling Score



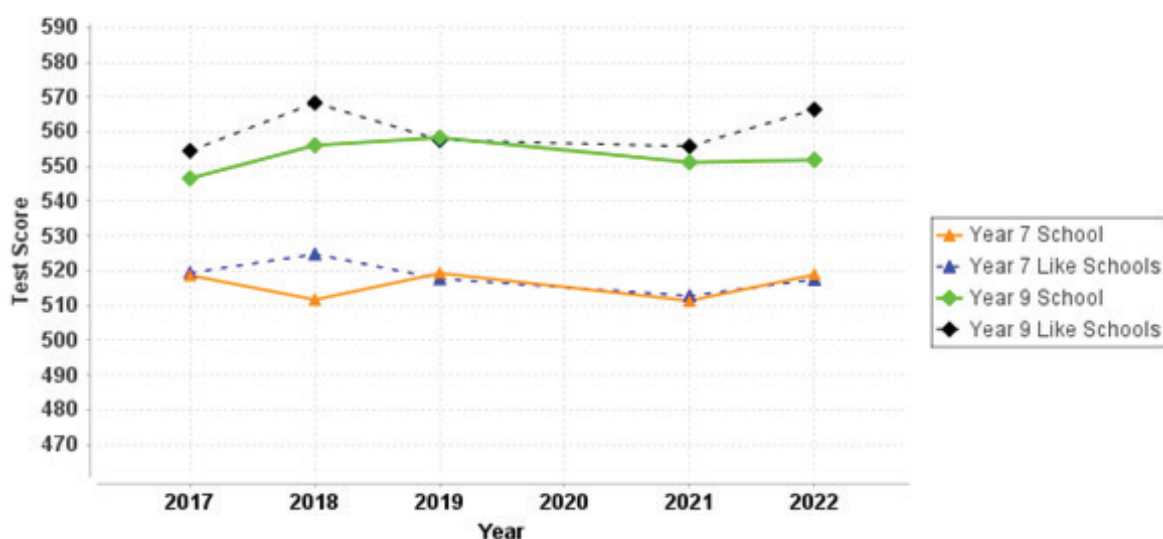
Our college continues to perform similarly to like-schools in each of the Spelling proficiency bands of NAPLAN although the increase in the number of Year 9 students performing at Band 5 (below minimum standard) is noted. The improvement in Year 7 (2022) Spelling proficiency compared to like-schools is also noted. Our Spelling proficiency performance in 2022 is stable compared to 2021 with the increased proportion of Year 9 students at Band 5 noted.

On average, we continue to perform significantly higher in Year 7 in comparison to like-schools over a four-year period. Whilst our Year 9 Spelling performance, on average, is stable we have fallen a little behind like-schools in 2022.

Student Achievement and Progress - NAPLAN

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 7				Year 9			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above					2%	4%	4%	6%
9	634 - 685	6%	6%	3%	6%	7%	10%	11%	13%
8	582 - 633	11%	14%	14%	13%	26%	22%	18%	22%
7	530 - 581	21%	21%	27%	24%	30%	30%	28%	29%
6	478 - 529	31%	28%	28%	30%	20%	19%	22%	18%
5	426 - 477	17%	18%	21%	18%	15%	14%	16%	12%
4	374 - 425	14%	13%	7%	10%				
3	322 - 373								
2	270 - 321								
1	Up to 269								

Average Grammar & Punctuation Score



Our college continues to perform similarly to like-schools in each of the Grammar and Punctuation proficiency bands of NAPLAN although we are slightly over-represented in the lower bands compared to like-schools, particularly in Year 9 (2022). Our proficiency performance in 2022 is stable compared to 2021.

On average, we continue to perform similarly in Year 7 in comparison to like-schools over a four-year period. Whilst our Year 9 Grammar and Punctuation performance, on average, is stable we have fallen a little behind like-schools in 2022.

Student Achievement and Progress - Year 12 & VET



We have seen a decline in the proportion of students engaging with ATAR as a pathway which is a trend that is being seen across the state. However, we have maintained median ATAR performance above the college low of 60 in 2019 although we experienced a slight decline in 2022. We continue to plan for improvement so that our median ATAR performance is similar to like-schools. The impact of this planning for improvement can be seen in the significant reduction in the proportion of our ATAR students who performed in the bottom trile of ATAR scores across WA.

Nine of 15 (60%) of General Courses demonstrated higher proportions of students achieving the minimum expected standard than WA Public Schools.

VET engagement continues to grow in our college with good rates of qualification completion. It is now a requirement of all Senior School students at our college that they include a Cert II or higher in their Senior School program.

WACE Examination Participation

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2020	149	33	22%
2021	175	39	22%
2022	139	20	14%

Overall ATAR Performance

	Relative Performance
2020	-0.2
2021	-0.2
2022	-0.4

WACE Achievement

	Eligible Year 12 Students	Percentage achieving WACE
2020	149	84%
2021	175	87%
2022	139	89%

Median Australian Tertiary Admissions Rank

	School	Like-Schools	WA Public Schools
2020	68.0	68.3	79.3
2021	68.7	72.4	80.3
2022	66.9	76.2	81.9

Percentages of students in the top, middle and bottom thirds of the State

State	ATAR Students					
	School			Like-Schools		
	2020	2021	2022	2020	2021	2022
Top 33%	6%	5%	10%	17%	15%	18%
Middle 33%	30%	18%	30%	27%	29%	33%
Bottom 33%	64%	77%	60%	56%	55%	49%

Year 12 Pathways

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other Verified	Other Unverified
2020	163	24 (14.7%)	9 (5.5%)	112 (68.7%)	17 (10.4%)	1 (0.6%)
2021	192	31 (16.1%)	8 (4.2%)	106 (55.2%)	47 (24.5%)	0 (0.0%)
2022	162	18 (11.1%)	2 (1.2%)	90 (55.6%)	49 (30.2%)	3 (1.9%)

Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Certificate I		Certificate II		Certificate III or higher	
	Number	Percentage	Number	Percentage	Number	Percentage
2020	0	0.0%	95	78.5%	26	21.5%
2021	0	0.0%	83	72.8%	31	27.2%
2022	0	0.0%	58	63.0%	34	37.0%

Student Performance - General Courses - Grade Distribution

Course	School Percentages					WA Public Schools Percentages				
	A	B	C	D	E	A	B	C	D	E
Biology	14	21	50	7	7	3	24	59	6	8
Business Management and Enterprise (List B 2010 only)	7	43	36	14	0	16	25	46	7	7
Career and Enterprise	19	35	42	2	2	15	25	42	8	10
Children, Family and Community	23	31	38	0	8	17	29	42	5	7
English	4	23	64	4	4	11	27	48	7	8
Food Science and Technology	19	24	49	3	5	16	30	39	7	8
Human Biology	16	22	47	16	0	17	30	41	7	5
Health Studies	5	44	35	16	0	17	25	40	8	10
Ancient History	21	36	29	7	7	17	17	43	8	15
Integrated Science	24	33	33	10	0	18	26	41	8	7
Mathematics Essential	9	23	59	8	1	12	24	41	12	11
Materials, Design and Technology	9	22	59	3	6	10	24	48	9	10
Politics and Law	17	17	42	25	0	12	25	43	14	6
Physical Education Studies	3	39	54	4	0	8	29	48	9	6
Psychology	3	29	46	17	6	14	23	40	12	10

Post School Destination & Parent/student/teacher satisfaction with the school



Our students continue to aspire for employment and apprenticeships rather than university entrance. This trend to enter employment primarily has continued to grow particularly in the last year with an extremely buoyant employment market and the reported skills shortage in WA.

Our college is strategically planning to increase the rate at which students aspire to university particular given the likely capacity of our students shown in other datasets such as NAPLAN. Extensive work has been undertaken in career education and pathway planning to support students and their families making informed choices about post-school destination.

	Intention 2021 School	Intention 2021 State	Destination 2022 School	Destination 2022 State	Variation School	Variation State
Return To School		0.3%		0.1%		-0.2%
University	38.5%	50.5%	17.0%	35.6%	-21.4%	-15.0%
Uni Offer - No Placement		0.0%	3.5%	6.8%		6.8%
TAFE	15.4%	17.9%	16.3%	11.7%	0.9%	-6.2%
Apprenticeship	20.5%	11.3%	3.5%	3.5%	-17.0%	-7.8%
Traineeship	0.9%	2.6%	0.7%	1.8%	-0.1%	-0.8%
Other Training	4.3%	2.9%	1.4%	1.1%	-2.9%	-1.7%
Employment - Full-time	15.4%	9.2%	8.5%	7.8%	-6.9%	-1.4%
Employment - Part-time	0.9%	1.3%	20.6%	14.2%	19.7%	12.9%
Employment						
Employment Assistance		0.0%	3.5%	4.2%		4.2%
Other	4.3%	3.9%	2.8%	1.8%	-1.4%	-2.1%
Deferred Study/Training		0.0%	22.0%	11.4%		11.4%
Total	100%	100%	100%	100%	-	-
% of students responding	79%	0.0%	95%	0.0%	-	-

Our college collects satisfaction and organisational health data from a number of sources including:

- The McKinsey Organisation Health Index which measures the health of our organisations leadership and strategic development practices and outcomes. We have demonstrated a significant improvement in all outcomes and practices since 2022.
- The Tell Them From Me surveys of staff, students and families. The staff responses reflect the improvement indicated in the McKinsey Organisational Health Index. Student responses reflect other data sets, including the Mission Australia survey, and shows the key challenges facing young people is meaningful engagement in education, aspiration and feeling a strong sense of belonging and wellbeing. These findings reflect data for young people across Western Australia. Parents responded in very low numbers to the Tell Them From Me survey which reduces our capacity to draw meaningful conclusions from the data.
- The National School Opinion Survey was conducted in 2021 and results were previously reported. Overall, 42% of students ‘agree’ or ‘strongly agree’ with a range of affirmations about our college which are measured in the survey. Similarly, 47% of parents ‘agree’ or ‘strongly agree’ with a range of affirmations about our college which are measured in the survey and 62% of staff ‘agree’ or ‘strongly agree’ with a range of affirmations about our college which are measured in the survey. Our college has committed to a significant review to improve community opinion which has included the use of the Tell Them from Me surveys of students, families and staff and the use of the McKinsey – Organisational Health Index to review staff opinion about college culture. All surveys used have triangulated well and have provided valuable insights into our college improvement planning which is currently underway to support the achievement of outcomes to be established in the new College Business Plan 2023-2025.

School Income by Funding Source



Our college continues to strategically deploy resources to best support the planned outcomes outlined in our Business Plan 2020-2022. In particular, since 2020 we have carefully reviewed the use of 'targeted initiative' funding to ensure that we are meeting the needs of students and families who require more focussed support. Particularly, this has resulted in our college investing heavily in our support of students with diagnosed and imputed disability who access education either in our Integrated Facility or in the mainstream setting. We have also continued to invest heavily in ensuring that our support of first nations students is of the highest quality. The success of our approach can be seen in the Aboriginal attendance data presented previously and the fact that our Aboriginal students continue to academically perform alongside their non-Aboriginal peers.

Income

	Actual YTD
Carry Forward (Cash)	\$169,926.00
Carry Forward (Salary)	\$1,086,857.50
Student-Centred Funding (including School Transfers & Department Adjustments)	\$18,910,363.77
Per Student	\$13,961,872.00
School and Student Characteristics	\$3,544,078.31
Disability Adjustments	\$162,476.41
Targeted Initiatives	\$593,378.15
Operational Response Allocation	\$697,789.06
Regional Allocation	\$20,379.05
Transition Adjustment	\$0.00
School Transfers – Salary	\$-1,342,239.70
School Transfers - Cash	\$1,380,003.79
Department Adjustments	\$-107,373.30
Locally Raised Funds (Revenue)	\$766,906.94
Voluntary Contributions	\$94,221.52
Charges and Fees	\$383,155.05
Fees from Facilities Hire	\$63,734.63
Fundraising/Donations/Sponsorships	\$101,563.93
Commonwealth Govt Revenues	\$0.00
Other State Govt/Local Govt Revenues	\$1,650.00
Revenue from CO, Regional Office and Other schools	\$0.00
Other Revenues	\$122,581.81
Transfer from Reserve or DGR	\$0.00
Residential Accommodation	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00
Camp School Fees (Camp Schools only)	\$0.00
Total	\$20,934,054.21

Expenditure

	Actual YTD
Salaries	\$16,954,526.79
Appointed Staff	\$15,806,566.29
New Appointments	\$0.00
Casual Payments	\$1,033,585.61
Other Salary Expenditure	\$114,374.89
Goods and Services (Cash Expenditure)	\$2,185,376.70
Administration	\$84,784.40
Lease Payments	\$73,310.24
Utilities, Facilities and Maintenance	\$618,810.51
Buildings, Property and Equipment	\$354,420.20
Curriculum and Student Services	\$697,268.31
Professional Development	\$93,733.85
Transfer to Reserve	\$188,132.00
Other Expenditure	\$74,917.19
Payment to CO, Regional Office and Other schools	\$0.00
Residential Operations	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00
Total	\$19,139,903.49

Business Plan 2020-2022



Excellence in Teaching, Learning and Leadership		
Identified school priority	Progress against priority	Planned actions
Set an upward trend in the percentage of students with moderate, high and very high progress in NAPLAN Reading, Writing and Numeracy.	This has been achieved and we continue to work towards improving our performance so that year on year we demonstrate high progress and achievement compared to like schools.	We are currently working on a review of our college-wide literacy and numeracy plan within the context of our involvement in the Fogarty Edvance school transformation program.
Increase percentage of students with good and excellent achievement in NAPLAN Reading, Writing and Numeracy from Year 7 to Year 9 stable cohort.	We have increased the percentage of Year 7 students demonstrating good or excellent achievement in NAPLAN Numeracy and Writing. Similarly, we have increased the percentage of Year 9 students demonstrating good or excellent achievement in NAPLAN Reading and Writing with Numeracy being stable.	We are currently working on a review of our college-wide literacy and numeracy plan within the context of our involvement in the Fogarty Edvance school transformation program.
Improvement in median ATAR on a 3-year average.	Our median ATAR for the period 2019-2021 is 65.6 compared to 64.8 for the period 2018-2020.	Implementation of our Good Standing Policy and process along with the establishment of a comprehensive 'Pathways Team' who support our Senior School students alongside our Student Services Team.
Increase the number of students who are successful in gaining placement in future education, training or employment.	This measure remains relatively stable in our college.	Review and implementation of a revised career education program and Individual Pathway Planning process led by our new college Career Practitioner.
Whole school Literacy and Numeracy plans developed and embedded in all teaching programs.	Underway	A comprehensive review of our Literacy and Numeracy work within the context of our Fogarty Edvance College Transformation program is underway in conjunction with our network partner Primary Schools.
Increase in the percentage of students studying STEM courses in Senior School.	Underway	Review of our STEM delivery in the context of a \$21.4 million Stage Four building program with a STEM focus. We are also undertaking a review of our VET delivery and how this supports increased student engagement in the STEM domain.

Business Plan 2020-2022



Excellence in Teaching, Learning and Leadership (continued...)		
Identified school priority	Progress against priority	Planned actions
A school-wide instructional framework is implemented and embedded across the curriculum to enhance student outcomes and progress.	This work commenced in 2021 when a research phase was undertaken. An instructional principles document has been developed in consultation with teaching staff and professional learning about high impact teaching has commenced.	Continue this work within the context of our college transformation within the Fogarty Edvance Program.
Review and refinement of assessment tasks based on the principle of 'Assessment for Learning'.	This work is complete and implemented.	Monitor.
Effective moderation processes are embedded in each Learning Area.	A Moderation Practices and Procedures document has been developed and implemented in consultation with teaching staff.	Monitor.
Evidence of a curriculum focus on the seven General Capabilities in the Western Australian Curriculum, the new Work Capabilities and active pathway planning to ensure that our students are successful learners, confident and creative individuals, and active and informed citizens.	Review of Year 10 and 12 Pathways Program is underway to strengthen our focus on career education and Individual Pathway Planning.	Consolidate the Year 10 and 12 Pathways Program and commence review of Year 7, 8, 9 and 11 Pathways Program.
Clear articulation of roles and responsibilities for all College staff.	Implementation of the Intent documents in 2021 and 2022 to support staff understanding of their roles and responsibilities in relation to the College Business Plan.	Commencing work with teaching staff in relation to the AITSL Teacher Standards.
Percentage of staff retention rate over 5-year cycle is increased.	Workforce Plan reviewed in 2021 and 2022. Implementation of the Tell Them from Me and McKinsey – Organisational Health Index survey to particularly review our organisational health and culture. The results of this survey program have been shared with all staff.	Continue to integrate the findings of the Tell Them from Me and McKinsey – Organisational Health Index surveys in our college transformation planning within the context of the Fogarty Edvance Program over the next three years. Detailed strategic planning for improvement is underway.

Business Plan 2020-2022



Excellence in Teaching, Learning and Leadership (continued...)		
Identified school priority	Progress against priority	Planned actions
Teacher judgement data has a strong correlation to system assessment data in both the NAPLAN and WACE.	Ongoing review of this information undertaken at the Learning Area level.	Monitor in 2022.
Workforce Development Plan will show an increase in the number of staff engaging in career progression opportunities.	This work is underway as outlined above.	Implementation of the Future Leaders Framework to support aspirational leader development. This work will occur in conjunction with our network partner Primary Schools.
A rigorous self-assessment cycle is established and supported by targeted professional learning on effective data analysis to inform practice and improvement plans.	Strategic Planning, including assessment cycles, has been undertaken as a part of our college transformation within the context of the Fogarty Advance Program. Revised 'End of Year' and 'Mid-Year Performance Summit' arrangements were implemented in 2021.	Monitor in 2022.
Embed a comprehensive staff development framework that supports exceptional teaching, learning and leadership.	Work on the development of a College Instructional Framework was commenced in 2021. This work continues within the context of the Fogarty Advance Program.	Implementation of our professional learning plan which supports the implementation of high impact teaching practices and the reduction of teacher variance across our college.

Business Plan 2020-2022



Excellence in Pastoral Care and Wellbeing.		
Identified school priority	Progress against priority	Planned actions
Develop school structures that promote participative decision making, support delegation and distributive leadership, and encourage teacher decision making autonomy.	Staff feedback sought during 2021 and 2022 on these matters using the School Climate, Tell Them from Me surveys and the McKinsey – Organisational Health Index. Evidence collected about decision making, leadership and college culture has been shared.	Continue to take an evidence based approach to improving college culture over the next three years as a part of our involvement in the Fogarty Evdance Program.
Maintain or increase the retention of students from our Partner Primary Schools to build and maintain a K-12 environment.	We continue to be the school of choice in our community. We have established a strong Network with our partner Primary Schools. Network Strategic Planning has been undertaken with an initial focus on improving Reading and Transition to Secondary School.	Ongoing.
Mapped provision of learning opportunities for parents, connected to their role in building empathetic and resilient adolescents.	We continue to work with our network partner Primary schools and the Youth Community Resilience Network on the development of Parent Support and Development Program.	Ongoing.
Parent and community surveys show increased satisfaction with the communication and opportunities for engagement offered by the College.	We continue to use a range of survey tools to measure community satisfaction and engagement with our college. This information is being used in our school improvement planning through the Fogarty Evdance Program.	Ongoing over the next three years.
The whole College attendance will equal or exceed Secondary State, like and aspirational school averages.	Whilst we continue to outperform both like schools and WA State Schools in all measures of attendance, including the engagement of Aboriginal students, we have experienced a decline in attendance rates since the pandemic started in 2020.	Complete a review of our Attendance Policy and Procedures to ensure that we do everything possible to reengage all students after the pandemic.

Business Plan 2020-2022



Excellence in Pastoral Care and Wellbeing (continued...)		
Identified school priority	Progress against priority	Planned actions
All levels of our community are engaged in the development of a comprehensive positive behaviours strategy which builds everyone's relational capacity.	<p>We have established our College Values and Attributes and our Behaviour Matrix across the college in consultation with staff, students and families.</p> <p>We have established a college rewards program to recognise those students exhibiting desired behaviours and attributes.</p>	<p>Final review of WAPBS Behaviour Matrix by end of Semester One 2022 (completed).</p> <p>Development of our college WAPBS artefacts to be used in classrooms and around the grounds.</p> <p>Establishment of the ROAR Store for students to redeem reward points.</p> <p>Development of explicit teaching of behaviours and attributes.</p>
There is an increase in the number of students involved in leadership across the College.	The Student Leader Coordinator has been integrated in to the two fulltime Year Coordinator roles from the start of 2022.	Develop and implement a program of student leadership development by the end of 2022.
Students report that they learn in a supportive environment.	<p>Pivot data from students indicates that they believe they learn in a supportive environment. Student identified strengths include:</p> <ul style="list-style-type: none"> • This teacher is knowledgeable about the topics in this subject. • This teacher is clear about the behaviour they expect from us. • This teacher treats me with respect. 	<p>Continue to develop college culture through WAPBS, Fogarty Edvance and the implementation of high impact teaching strategies to particularly support student learning.</p>
There is an increase in the number of students who maintain Good Standing.	The Good Standing Policy and Tool have been implemented with every student receiving a Good Standing statement at the end of each semester. The measure of Good Standing includes academic performance, engagement, behaviour and attendance.	Continue to monitor the impact the Good Standing Process on the overall achievement and engagement of students in each year level.

Graduating class of 2022



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