



BYFORD
SECONDARY COLLEGE

Business Plan 2023 - 2025





*We acknowledge the land on which our College stands. This is Wadjuk Country.
We acknowledge the past and present elders of this land and all who contribute to
the education of our young people.*

College Vision

“We work together to provide effective learning experiences so that we all grow and students are prepared for a successful life beyond school.”



College Values

At Byford Secondary College our community has agreed that:

Respectful - We value and care for ourselves, others and the environment.

Organised - We value being ready to learn, punctual and prepared for learning so that we can make the most of our learning experiences.

Aspirational - We aspire to excellence in an environment where everyone strives to achieve their personal best.

Responsible - Our students, staff and parents recognise the active role we play in making positive choices and taking actions which lead to success.



Our Commitment

Our commitment is that we work together to build the capacity of every student so they meet the academic, social and emotional demands of schooling and they are the best they can be. We will support each student as they grow and develop a multitude of 21st century skills, sound values and resilience so that each young person can make their own valuable contribution to the global community.

We are committed to working with each young person, in partnership with their family, within a supportive environment so that we inspire life-long learning, a strong sense of aspiration, and hope for their future. We celebrate the achievements of every person in all facets of learning to promote excellence and nurture wellbeing. A strong focus in our college is ensuring that every young person accesses opportunities to plan their pathway and then work towards achieving their post-school aspirations.

Our college develops careful and strategic plans in order to deliver high quality education and improve the life outcomes of every person in an environment where everyone can thrive and grow.



College Context

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 7s 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 and breadth of 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 possessing profound or significant physical and educational needs are educated within our Integrated Facility - a purpose built block 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, specialised arts facilities.

No matter what your young person's post-school aspiration, Byford Secondary College will help your child achieve their dreams. Discover more about our amazing school today at www.byfordsc.wa.edu.au.



Excellence in Teaching, Learning and Leadership

EXCELLENCE IN TEACHING

We are committed to and accountable for delivering quality teaching and learning programs to improve outcomes for all our students. We build the capacity of our staff through a strong evidence based focus on coaching. We will continue to build a culture of planning, review, reflection and staff development to achieve improvement.

EXCELLENCE IN LEARNING

At Byford Secondary College we have a positive approach to learning and believe that all students have the capacity to learn. We provide an engaging learning environment where we continually develop the scholarly behaviours of our students and motivate them to achieve their best possible outcomes.

EXCELLENCE IN LEADERSHIP

We recognise and value a broad definition of leadership; fostering a culture of high quality leadership, professional learning aligned with our priorities and an active involvement in system-wide leadership. We are committed to leadership that engages our whole community so that we provide opportunities for growth through the promotion of voice at all levels of our college and a shared role in decision making.



Strategic Directions

HIGH PERFORMANCE IN LITERACY AND NUMERACY

Teachers use evidence based on rigorous data analysis to improve students' literacy and numeracy performance as a building block for future success.

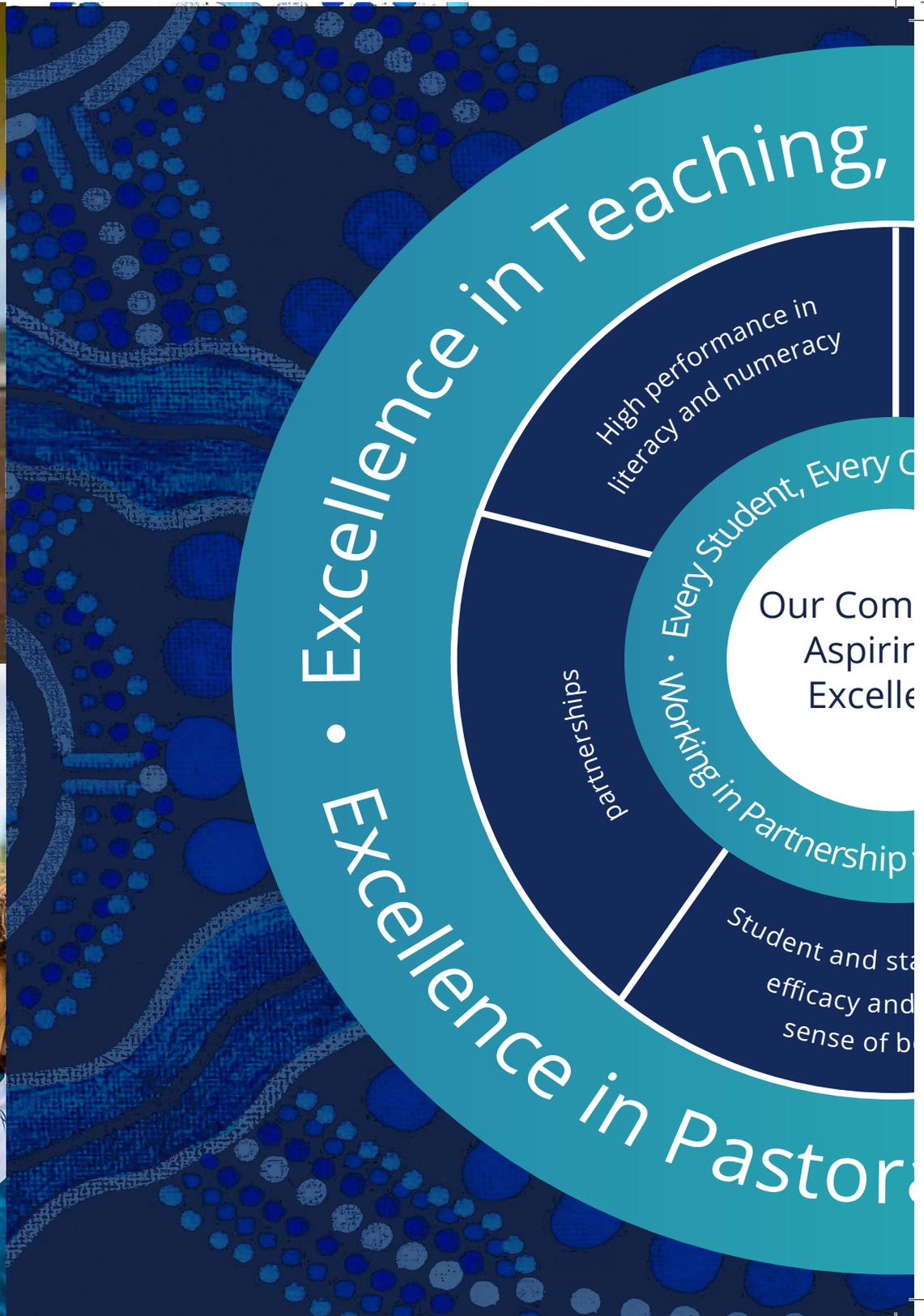
IMPLEMENT A COLLEGE-WIDE INSTRUCTIONAL FRAMEWORK TO ENHANCE STUDENT ENGAGEMENT AND PERFORMANCE THAT DEVELOPS THE NEW WORK CAPABILITIES

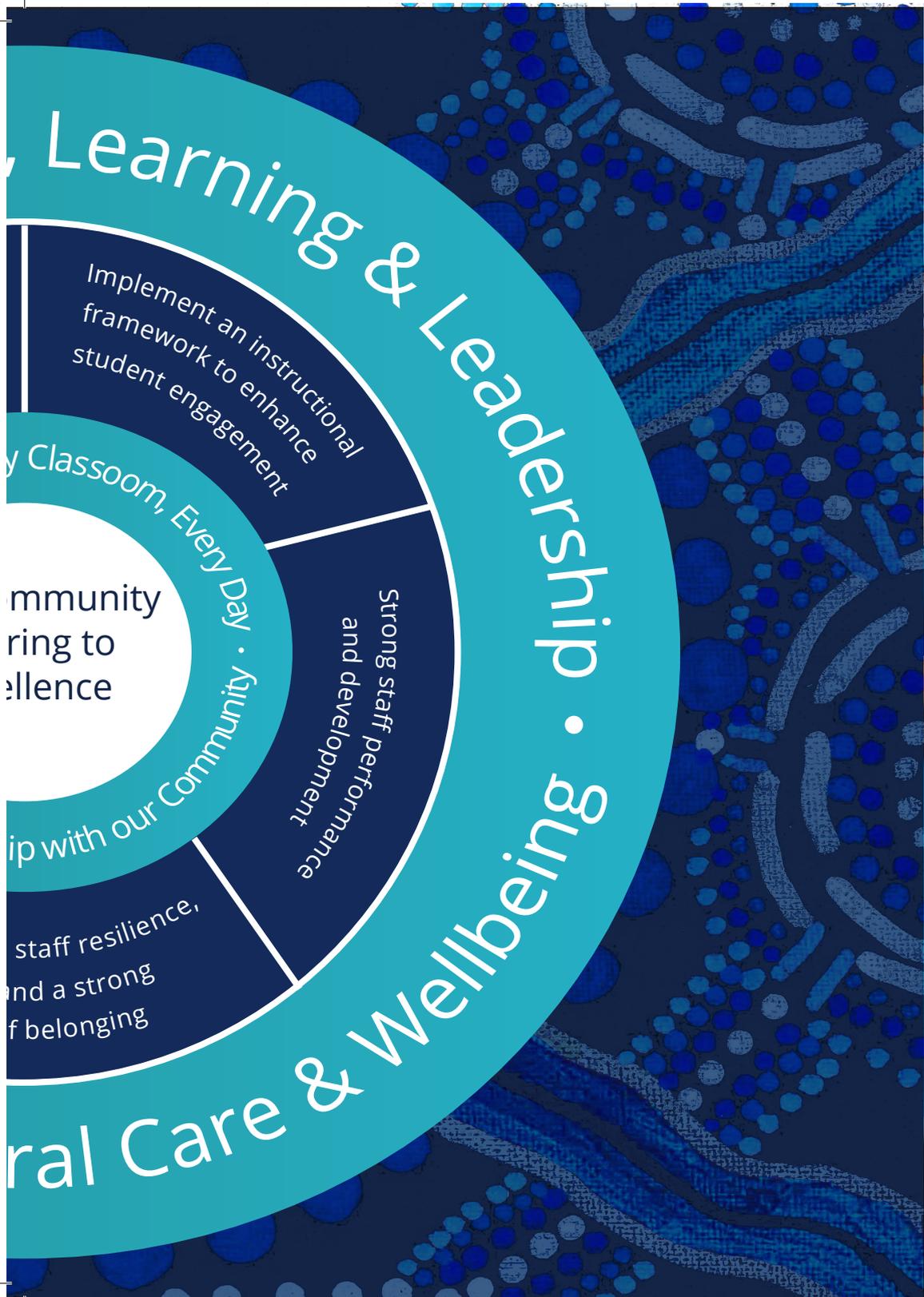
Effective scholarly behaviours, critical thinking, communication, creativity, collaboration, problem-solving and entrepreneurial skills are embedded across the College.

STRONG STAFF PERFORMANCE AND DEVELOPMENT CULTURE BUILT THROUGH COLLECTIVE EFFICACY, SELF-REFLECTION AND SELF-IMPROVEMENT

Develop a culture of collaboration, trust, feedback and reflection, within an embedded coaching approach, to strengthen our staff capacity to deliver quality teaching practices and to lead effectively.







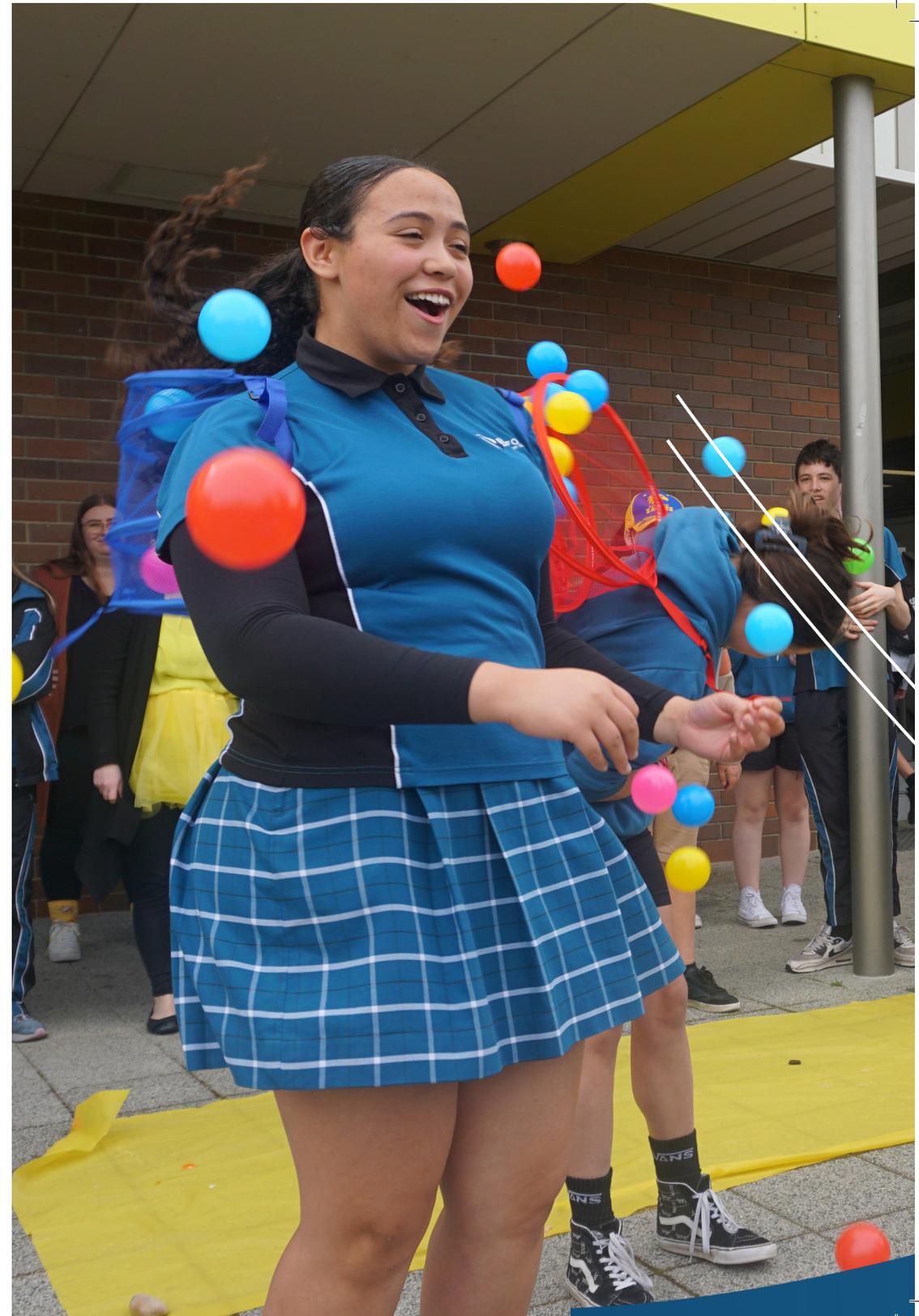
Excellence in Pastoral Care and Wellbeing

EXCELLENCE IN PASTORAL CARE AND WELLBEING.

We provide a sense of connectedness and belonging across our college community which promotes physical and mental wellbeing, and supports personal growth.

We believe that by building and strengthening partnerships with our community we can successfully provide a diverse range of opportunities and pathways for our students.

We treat all people with unconditional positive regard. Our relationships are based on care, trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with the families of our students as well as the wider community so that we can all work together to provide a high quality education for our young people.



Strategic Directions

BUILD AND MAINTAIN STRONG SUSTAINABLE PARTNERSHIPS TO SUPPORT THE EDUCATIONAL ENGAGEMENT OF EVERY STUDENT.

Strong family and community partnerships support the success of our students. By working together we demonstrate the value of community to our young people whilst providing a wider range of vibrant opportunities.

BUILD STUDENT AND STAFF RESILIENCE, COLLECTIVE EFFICACY AND A STRONG SENSE OF BELONGING IN AN ENVIRONMENT WHERE EVERYONE THRIVES.

Staff and students are valued, supported and empowered to succeed. They are actively connected to their teaching and learning, have respectful and inclusive relationships and experience a sense of belonging.



Excellence in Teaching, Learning and Leadership Milestones

- Review and implement the agreed whole school instructional model to ensure consistency in quality teaching.
- Re-design or enhance targeted teaching of literacy and numeracy for all students.
- Re-establish a range of classroom observation, coaching and feedback practices that support the development of a shared understanding and capacity in teaching and learning.
- Establish a clear Moral Purpose which relates directly to quality teaching and learning practice.
- Establish consistent induction processes aimed at ensuring shared classroom management practices.
- Provide frameworks for the development of leadership and professional engagement.
- Improve our Median ATAR on a three-year average.
- Improve the proportion of students achieving an appropriate post-school destination as described in the Secondary School Metric.
- Increase the percentage of students studying STEM in Senior School.



Excellence in Pastoral Care and Wellbeing Milestones

- Develop our practices relating to Universal Designs for Learning and effective differentiation for all students.
- Continue to establish and develop our WAPBS (West Australia Positive Behaviour Support) School practices with fidelity.
- Implement strategies for increasing community voice (Student, Staff and Family Voice).
- Investigate and develop strategies for increasing the sense of belonging and inclusivity experienced by all students and staff.
- College attendance will equal or exceed Secondary State, Like School and 'aspirational' averages.
- Develop a guaranteed and viable curriculum through a fine-grained scope and sequence to reflect the 'critical' content and whole school instructional model.
- Maintain or increase the retention of students from our Partner Primary Schools to build and maintain a K-12 environment.
- Continue to develop learning opportunities for families so we support their role in building empathetic and resilient young people.



How do we Plan and Measure our Success?

Our College Business Plan 2023-2025 is informed by the 2019 Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians with its twin goals of promoting excellence and equity, and that all young Australians become confident and creative individuals, successful lifelong learners and active and informed members of the community. This in conjunction with the Department of Education Strategic Plan: Building on Strength, Focus 2023 and the Western Australian Public Schools Leadership Strategy 2020-2024 documents have driven our focus on:

- Excellence in Teaching, Learning and Leading; and
- Excellence in Pastoral Care and Wellbeing.

SELF-ASSESSMENT CYCLE

Byford Secondary College's school improvement cycle contains four essential components:

- Timely review of data and other evidence related to student achievement and school operations.
- Collaborative planning to improve student achievement.
- Acting to implement evidence-based strategies and then monitoring these for impact.
- Engagement of our College Board and the wider community in the process of reviewing and planning for improvement.

College self-assessment is an integral part of maintaining and improving our performance. The College's planning and self-review cycle is rigorous, and documentation is explicit. Self-assessment focuses on gathering and evaluating relevant data from a variety of sources throughout the year. Focused data analysis on student performance and the effectiveness of school processes and operations are reviewed at every level, from the Executive Team to the classroom teacher.

These findings inform our planning and provide targets for improvement. We actively engage our community in the discussions about our performance. Our three-year Business Plan is data driven and guided by our self-review cycle. The Business Plan is then translated into Learning Area and Key Area Operational Plans which are monitored and reviewed each semester.

RELATED DOCUMENTS

- BSC Annual Report
- BSC Workforce Management Plan
- BSC Public Relations Management Plan
- DOE Strategic Directions Documents
- DOE Focus Documents
- College Intent 2023, 2024, 2025
- School Directions Document
- Learning Area and Focus Area Operational Plans

Key Performance Indicators

- To perform above Like Schools in all metrics including:
 - National Assessment Program–Literacy and Numeracy (NAPLAN)
 - Progress and achievement between Year 7 to Year 9
 - Online Literacy and Numeracy Assessment (OLNA)
 - Percentage of students who achieve OLNA prior to Year 11
 - 100% achievement of OLNA by Year 12
 - WACE attainment
 - Median ATAR
 - VET engagement & completion rate
- Improve progress and achievement so that our NAPLAN Reading, Writing and Numeracy results continue to move into the top right quadrant in a Year 9 like schools' comparison.
- Engage 80% of staff in Classroom Management Strategies (CMS) Foundations and International Standard for Education.
- Increase the number of CAT Trainers on staff at BSC so that we can internally meet our need for CAT Conferencing in our college.
- Reduction in number of low-level behaviour referrals to Learning Area Leaders (LALs) by increasing the capacity of staff to use CMS within a revised Behaviour Management Framework.
- Improve all organisational health outcomes and practices in Organisational Health Index (OHI) to be at least in the 1st quartile (excluding Financial Incentives).
- Reduction in whole school suspension and recidivism rate to achieve a maximum of 10% of our students being suspended by the end of 2024.
- To improve the sense of belonging indicated by students and subsets of students (ATSI, gender, Cultural groups) in the annual Tell Them From Me survey to be above Cohort Mean in all measures by 2024.
- Implement peer observation and coaching protocols in classrooms to support teacher confidence and achieve collective efficacy through consistent high quality teaching practice across our college.
- To meet or exceed the performance of 'like schools' so that 90% of our students are attending for at least 80% of the time.





57 Abernethy Road, Byford WA 6122
P: 9526 7700
E: Byford.sc@education.wa.edu.au
W: www.byfordsc.wa.edu.au