



BOB HAWKE  
COLLEGE



# Business Plan

2021-2023

Extraordinary Together



## ACKNOWLEDGEMENT OF WHADJUK NOONGAR BOODJA

We acknowledge the traditional owners past and present and emerging leaders of Whadjuk Noongar country.

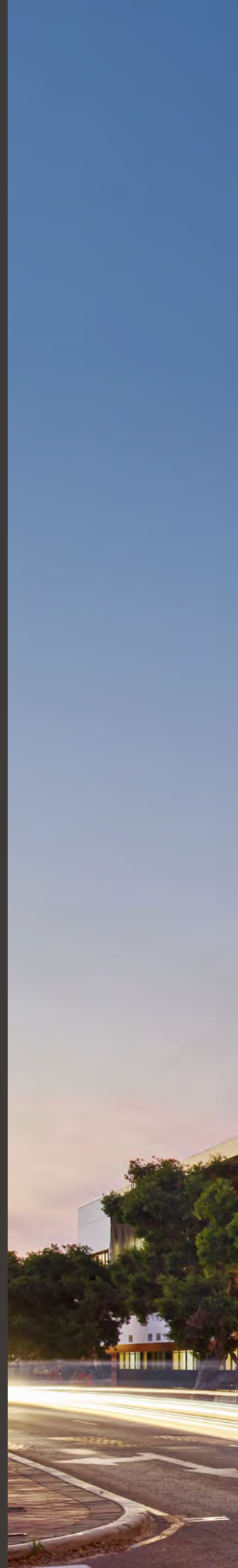
We acknowledge that Bob Hawke College is situated on Whadjuk Noongar land in a place of great cultural and spiritual significance. The country in this area is known as Wandaraguttagurru. The lakes around this area, including Lake Jualbup, Jolimont Swamp, Lake Monger, Hyde Park Lake, Blackadder Lake and Lake Herdsman were all hunting and gathering places and some remained camps well into the twentieth 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.

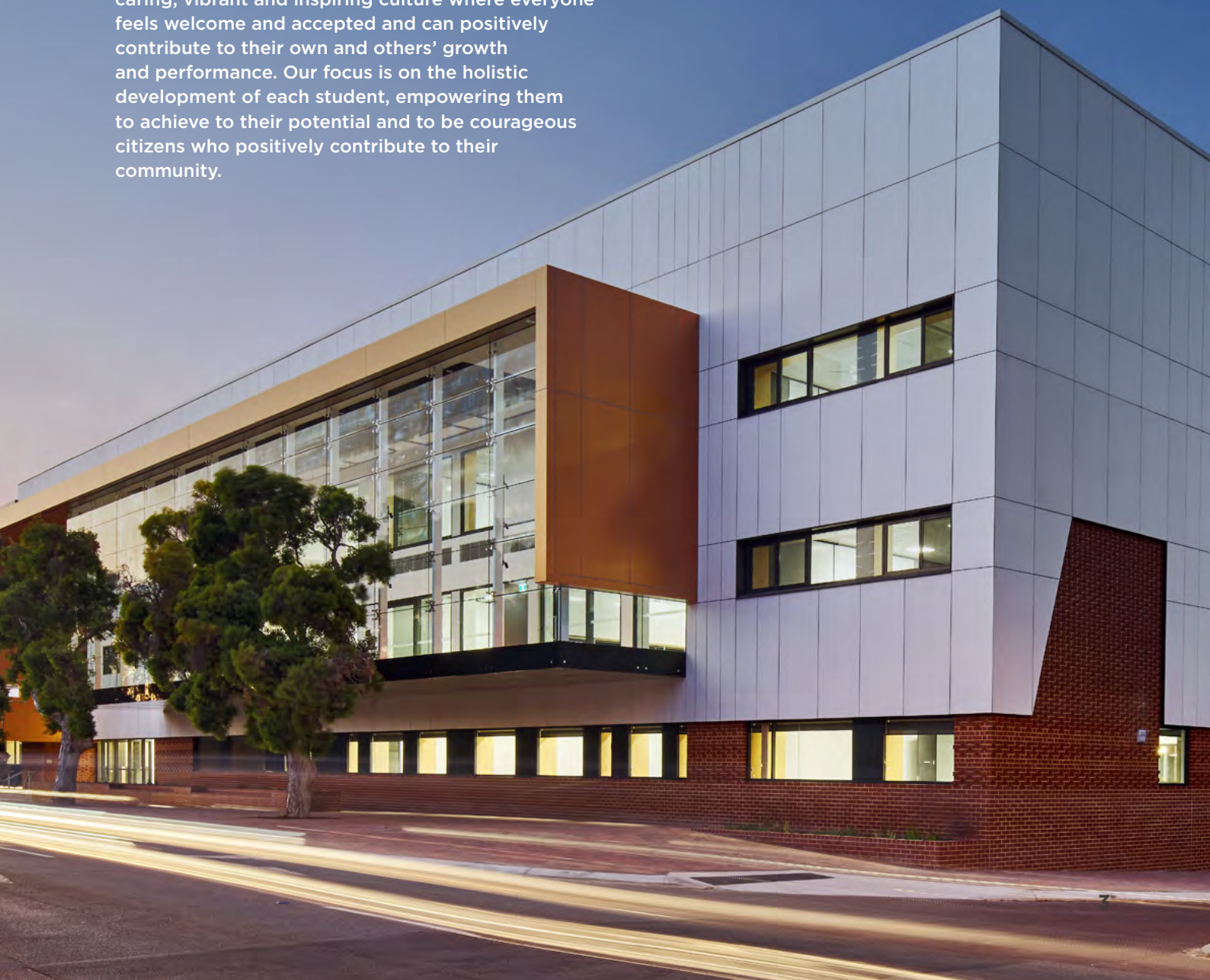




Bob Hawke College opened in February 2020 as a unique inner-city college in Subiaco, sitting in the heart of a remarkable local community that has been home to renowned places of learning, care, sport, recreation, business and endeavour.

Our aim is to become an important part of the Subiaco community by acknowledging this history and contributing to the future of the community.

We are committed to supporting the health and wellbeing of everyone within our College community. We aspire to create an inviting, safe, caring, vibrant and inspiring culture where everyone feels welcome and accepted and can positively contribute to their own and others' growth and performance. Our focus is on the holistic development of each student, empowering them to achieve to their potential and to be courageous citizens who positively contribute to their community.





## PURPOSE OF THIS PLAN

This Business Plan (Plan) sets the future directions of our College over the next three years (2021 - 2023) and has been developed with our staff, the Board and the Parents and Citizens Association. It is our statement of high-level strategic priorities that inform our objectives, actions and targets.

The Business Plan is supported by operational plans in all learning areas, as well as our Positive Behaviour Support Plan, Inclusion planning and the College Information Communications Technologies Plan. In addition, timelines for actions and milestones are outlined in our Self-Assessment Schedule. These documents provide the essential link between the strategic direction of the Business Plan and the Plan's impact on the classroom at the College.

- Through the life of this Plan, we will see our College grow from 280 Year 7 students (in 2020) to nearly 1,200 students across Years 7 - 10 (in 2023).
- Eventually the College will grow to be a 2,000-student Year 7 - 12 campus.
- This Plan provides a road map for the first three years for embracing this growth and creating the conditions for sustainable success













## ACKNOWLEDGEMENT

Our 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 Plan also aligns with the Department of Education strategic directions for public schools 2020 – 2024. The aspiration of this Plan is for every student to:

- Unlock and fulfil their learning potential
- Be equipped with contemporary and emerging work capabilities
- Develop the personal and social attributes that form the basis for future wellbeing
- Achieve year on year growth in their learning throughout their schooling
- Be well prepared to take the step beyond school into further education, training or work.

## OUR COMMUNITY

In developing the Plan, our consultation process indicated that our emerging 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 family support and 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 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 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.

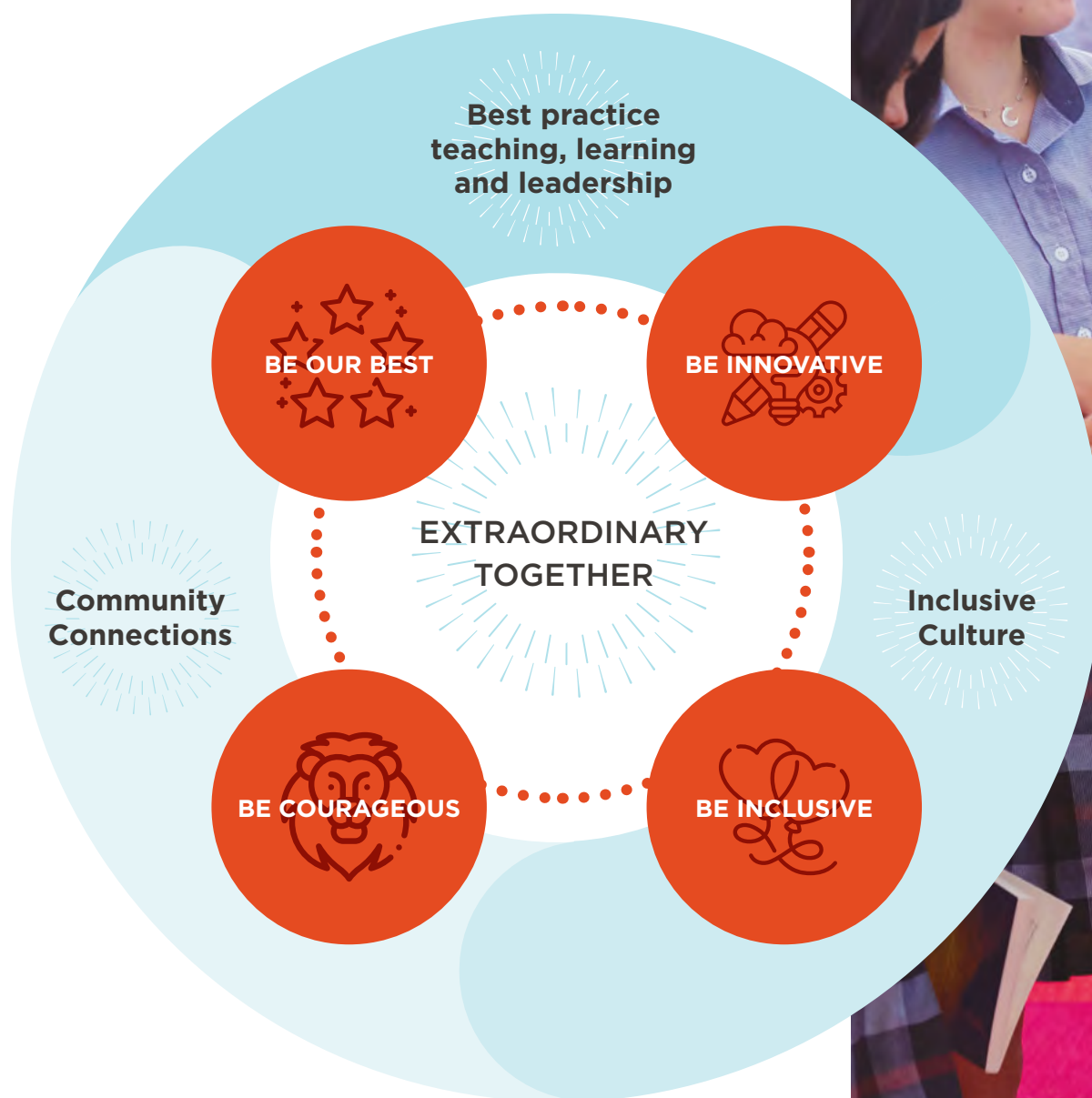
**Our staff** have diverse skills, experience and backgrounds. They are selected on merit and are highly skilled, creative and knowledgeable role models. They act with integrity and are motivated and driven to provide the best educational experiences to the students of the College. They respond to the 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.



# Our vision

To be 'Extraordinary Together' through a commitment to be our best and to be courageous, innovative and inclusive.

Our core values are the fundamental beliefs of Bob Hawke College. Our behaviour is characterised by these guiding beliefs and they underpin all that we do.









# Our values



## 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 health and wellbeing of all in our College community
- Proactive and responsible 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
- Challenging the status quo
- Committing to doing 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.





## BE INNOVATIVE

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

This will be evident by demonstrating we are:

- Creative
- Curious
- Adaptive
- Resourceful
- Intrinsically motivated
- Problem solving
- Future focussed
- Cognisant that failure can lead to learning.

## 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 that we are:

- Empathetic, respectful of difference and diversity and understanding of others
- Cooperative and collaborative
- Dependable and trustworthy
- Caring towards self and others
- Encouraging of a strong student voice
- Responsible for our actions
- Honest and acting with fairness and integrity
- Engaged locally, regionally and globally.



OUR MOTTO

# Extraordinary Together

## Our strategic priorities

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

- 1. Best practice teaching, learning and leadership**
- 2. Inclusive culture**
- 3. Community connections.**





## Priority 1

### BEST PRACTICE TEACHING, LEARNING AND LEADERSHIP

**We will support and empower our staff to deliver best practice teaching and learning that ensures high student performance and effective pathways beyond College. In our context, we apply teaching practice demonstrated by master teachers, teaching strategies that have a strong evidence base, and practice that reflects what is known about cognitive science.**

**We will foster student engagement through motivating, authentic and relevant learning programs and activities that are based on evidence, identified needs and individual abilities.**

**We will employ the principles of universal design to the creation of the learning environment, and implement quality instructional adjustments in the delivery of teaching and learning to ensure all students have the opportunity to participate in education on an equitable basis.**

**We are committed to positive, supportive and visible leadership to ensure we achieve success in all that we do.**

**We aim to develop leadership in both our staff and our students to make an effective contribution to our community.**

- Develop a College-wide approach to instruction that is informed by research in cognitive science, the practice of master teachers, and evidence-based approaches
- Apply the principles of universal design in the planning for and support of all students
- Develop best practice, selective music and visual arts programs
- Develop an exceptional program to support students who are identified as talented and gifted
- Establish an innovative approach to the integration of emerging technologies to enhance learning, College culture and communication
- Align a workforce plan to ensure the attraction and development of highly capable staff who embrace and adapt to modern educational approaches and innovation
- Establish a College-funded post-graduate tertiary pathway to support the development of the College as a learning organisation
- Create a pathway for formal and informal student leadership
- Develop a strategy to identify staff leaders and ensure all current and future leaders are continually supported to grow professionally
- Create an outstanding library that meets the learning, research and literary needs of students and provides a safe social-emotional space.

*We will:*

- Prioritise student voice in decision-making processes and whole-of-College direction
- Implement a system of reporting student achievement to parents that includes student goals, academic progress and achievement, and social-emotional development
- Develop a diverse range of co-curricular learning and personal development opportunities for students
- Integrate science, technology, engineering, the Arts and mathematics (STEAM) authentically across learning areas
- Identify a range of innovative and contemporary curriculum pathways and opportunities for all students





## Priority 2

### INCLUSIVE CULTURE

**We will envision, develop, deliver and champion a positive, caring, inclusive and cohesive College culture, creating a sense of belonging and collective wellbeing.**

*We will:*

- Develop a whole-of-College positive behaviour approach framework to support the health and wellbeing of all students
- Develop integrated and comprehensive support for staff and student care and wellbeing
- Develop a social-emotional learning program from Years 7 - 10 that supports the development of a positive College culture
- Develop a sustainable and effective CREW structure
- Develop and implement an indigenous reconciliation statement
- Become being a culturally inclusive school with reference to the Aboriginal Cultural Standards Framework
- Embed a culture of inclusive governance and decision making between the College, the College Board and the Parents and Citizens Association
- Develop and implement a diversity and equity statement.



## Priority 3

### COMMUNITY CONNECTIONS

**We are committed to creating positive, collaborative and mutually beneficial relationships with all stakeholders within our College and across the community.**

**We will support the educational and social aspirations of our students by working in partnership with parents, families, education institutions and local business to deliver unique opportunities for learning and growth.**

**We will encourage our students to be responsible and engaged citizens.**

**We will challenge and inspire all within our College community to embrace sustainable approaches to their everyday lives.**

*We will:*

- Create and develop the parent/community 'Cloud' expertise program
- Develop strong relationships with vocational and business organisations
- Establish a sustainability framework (environmentally, socially and economically) to support the establishment of a sustainable College community
- Develop authentic partnerships with the broader education community, including primary partner schools, secondary networks and the tertiary sector
- Engage students in positive citizenship activities including community service and volunteering (e.g., Subiaco Youth Council).



# Our targets

Our targets are directly interrelated: We believe that by creating a supportive environment that develops a culture of belonging and connection, we are more likely to promote and support academic achievement.

## **We aspire to demonstrate that results in NAPLAN numeracy, reading and writing in 2022 and 2023 show:**

- A decrease in the number of students in the 'satisfactory' and 'limited' achievement categories making 'low' and 'very low' progress between Year 7 and 9
- An increase in the percentage of students achieving Band 8 and above in Year 9 numeracy, reading and writing compared to 'like' schools
- Progress for the Year 7 - 9 stable cohort exceeds that of 'like' schools
- A decrease in the percentage of Band 6 and Band 7 students (from Year 9 testing) needing to sit OLNA in Year 11 compared to 'like' schools.

### **DATA SOURCES**

Schools online  
OLNA and NAPLAN data

## **In addition, on an annual basis our students will:**

- Report positive trends relating to school climate
- Report an increase in the College average in reporting to parents; and attitude, behaviour and efforts domains in regard to:
  - > Being inclusive of others
  - > Actively engaging in learning
  - > Being respectful of peers, staff and the environment
  - > Demonstrating effective habits of learning
  - > Demonstrating critical and creative thinking
  - > Reflecting on thinking and behaviour
  - > Using strengths to overcome challenges
  - > Attend the College on average greater than 95%
  - > Report greater levels of wellbeing when compared to normed data;
  - > Attend the College at a rate greater than 'like' schools
  - > Attend 'regularly' greater than 'like' schools.

Importantly, we will close the gap between Indigenous and non-Indigenous school attendance and graduation rates.

## **Annually our staff will:**

- Report strengths and positive trends in the school's climate

## **Annually our parents and community will:**

- Sustain a high level of satisfaction with the College

### **DATA SOURCES**

Reporting to Parents  
National School Opinion Survey  
Attendance Data  
CCQ Survey  
School Organisational Climate Survey  
Aboriginal Cultural Standards Framework







## REFERENCES

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