



NORTHAM
SENIOR HIGH SCHOOL



Business Plan

2025 - 2027

Our Context

Northam Senior High School stands on the bank of the Avon River on Ballardong Boodja and has a proud and rich history of providing a comprehensive curriculum from Year 7-12 in the Wheatbelt region. We work in partnership with students, staff, parents/carers and wider community agencies to build capacity in our students and achieve progress for all. Northam Senior High School is a school where everyone matters and where pathways and opportunities for success are a priority.

We are working hard to become a culturally responsive school, we value our strong relationship with the local Ballardong Aboriginal community from the Noongar nation, in particular the Elders, and through our partnership programs such as the Clontarf Academy, Waalitj Deadly Sister Girlz and Follow the Dream Partnerships for Success.

Northam Senior High School also encompasses state-of-the-art facilities in the Performing Arts, STEM and Hospitality. We are fortunate to have a dedicated Hospitality Trade Training Centre which is home to SILO, an industry standard cafe work simulation environment, operated by students undertaking Certificate II in Cookery and Certificate II in Hospitality.

Northam Senior High School is home to a Big Picture Learning Academy that works to engage students in individualised learning plans that direct head, heart and hand work in areas of student interest. With opportunities to prepare students for tertiary study at TAFE or University, we also provide ATAR, General, Vocational Education pathways that can also lead to apprenticeship, traineeship or employment. Northam Senior High School aims to engage students in life long learning and ignite a passion for aspiration..



Our Vision

We work together as a community building positive, honest and connected relationships that ensure all students grow to become contributing members of their present and future communities.



Our Values

COURAGE

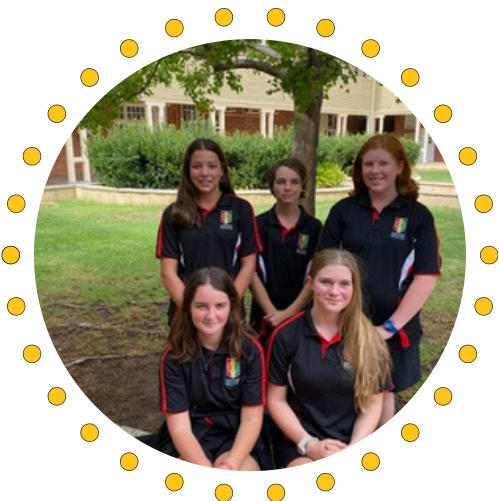
COLLABORATION

CONNECTION

COMMUNICATION

Our Motto

We cultivate a sense of achievement through progress and mastery of learning inside and outside of the classroom.



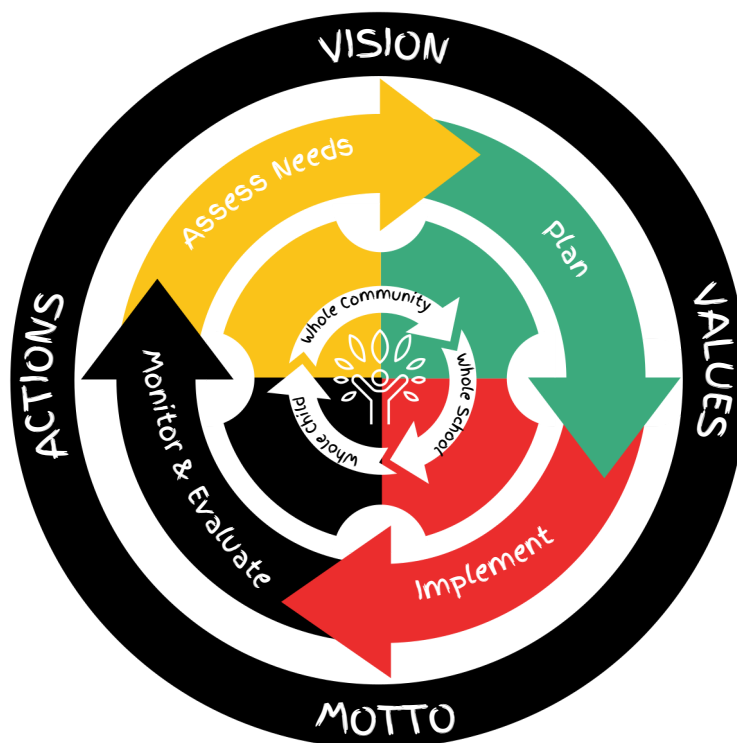
Our Why

Continuous Improvement

Ultimately our purpose is to embed a school culture that supports the development of successful students. We aim to enable students to progress and achieve with year on year growth ensuring that each student leaves Northam SHS with a range of pathways into their future.

The Continuous Improvement Cycle provides us with a framework to work from that is dedicated to our purpose - GROWTH -.

The Continuous Improvement Cycle supports school self assessment cycles of review , strategic planning, operational planning and regular cycles of inquiry. It provides a common understanding and approach for school improvement, focusing on the specific decisions and actions that will make a real difference for student learning and wellbeing



In assessing our community needs, our school needs and our student needs we are able to effectively plan for progress, implement strategies for improvement and use specific measures to evaluate our gains.

Our Why

Positive Impact



**WE BELIEVE IN
PREPARING STUDENTS TO
BECOME THEIR OWN TEACHERS
AND SUCCESSFUL LIFE-LONG
LEARNERS**





Our What

Strategic Objectives

1

Connection and Belonging

- Establish processes and strategies that support building respectful, inclusive, and purposeful relationships between staff, students, families, and the wider community.
- Develop strategies to ensure staff and students feel well-known, supported, and have a sense of belonging and pride in the school.

2

Culture of Learning

- Establish clear school-wide routines and practices that focus on effective, innovative and culturally responsive pedagogies for teaching and learning.
- Embed meaningful collaboration focussed on developing a clear understanding of what students can do and should be able to do/know throughout a learning sequence.

3

Responsive Learning Environment

- Foster and facilitate the building of a culture that models and supports individual and collective responsibility, practices and behaviours.
- Shift the learning environment to effectively meet the needs of all students.

4

Learning Success

- Shape curriculum innovation and relevance to prioritise cross-curricular skills and attributes.
- Develop a sense of mastery in student learning.

Our What

Strategies of Impact

1

Connection and Belonging

Establish processes and strategies that support building respectful, inclusive, and purposeful relationships between staff, students, families, and the wider community.

- 1.1 Review and refine ways of engaging parents in the school (eg. Change to parent interview opportunities, Open Day or Learning Journey).
- 1.2 Bring parents into our decision-making processes (eg. Reporting to Parents structure)
- 1.3 Establish a marketing and publication strategy to promote positives and student success (review/determine if what we are doing is working, other methods of communication eg. videos, Tik Tok, Instagram, Northam Advertiser submissions, Radio).
- 1.4 Embed Elders in Residence and Cultural Advisory programs into our way of doing.
- 1.5 Roll out Compass Parent App to enhance parent communication.
- 1.6 Continue and enhance Positive Relationships learning through the Health Curriculum.
- 1.7 Review, evaluate and refine delivery of Social Emotional Curriculum.
- 1.8 Promote positive relationships and behaviours with school signage.
- 1.9 Partner with Real Schools to support restorative approaches for relationship building.

Develop strategies to ensure staff and students feel well-known, supported, and have a sense of belonging and pride in the school.

- 1.10 Develop, implement, and embed a 'House System' supported by House Leaders, House Captains and a program of building House identity and belonging.
- 1.11 Investigate and support development of a 'Staff Association' group to drive avenues to increase staff belonging.
- 1.12 Capitalise on student leadership opportunities in harnessing student voice to determine avenues for student belonging and support.
- 1.13 Develop and embed enhanced and sustainable induction processes.
- 1.14 Develop and embed a Circle of Courage system of acknowledging, sharing and celebrating staff and student strengths, identity and culture.

2

Culture of Learning

Establish clear school-wide routines and practices that focus on effective, innovative and culturally responsive pedagogies for teaching and learning.

- 2.1 Develop school structures with a focus on increasing opportunities for staff collaboration (eg. common DOTT).
- 2.2 Engage in purposeful staff collaboration (eg. Learning Teams collaborate to develop sequenced classroom plans).
- 2.3 Review and refine use of 5hrs meeting time to increase opportunities for collaboration.
- 2.4 Develop a shared understanding of Teaching for Impact strategies for effective planning and assessment cycles.

Embed meaningful collaboration focussed on developing a clear understanding of what students can do and should be able to do/know throughout a learning sequence.

- 2.5 Develop and embed a shared approach and common frameworks for teaching and learning.
- 2.6 Develop and embed consistent, evidence-based teaching practices and multiple methods of learning to consolidate student understanding and skill development through Impact for Teaching strategies.
- 2.7 Embed classroom observation and feedback as a school-wide routine for improving learning.
- 2.8 Invest in Leading Culturally Responsive Pedagogies PL and implement learning across the school.
- 2.9 Embed culturally responsive pedagogies into teaching practices (ie. power is shared, culture counts, learning is interactive and through dialogue, connectedness is fundamental and there is a common vision of excellence for NSHS education).

Our What

Strategies of Impact



Responsive Learning Environment

Foster and facilitate the building of a culture that models and supports individual and collective responsibility, practices and behaviours.

- 3.1 Continue to re-boot positive behaviour support and implement with fidelity, increasing awareness and practise of positive behaviour support routines and best practice.
- 3.2 Embed classroom strategies, practices and behaviours supported by CMS, Berry Street and Real Schools professional learning.
- 3.3 Employ a coaching model to support and improve individual and collective responsibility, practices and behaviours (CMS, Restorative Practice 2.0, BSEM)

Shift the learning environment to effectively meet the needs of all students.

- 3.4 Embed the use of Multi-Tiered Systems of Support (MTSS) for highly responsive and targeted support of learning, wellbeing, attendance and engagement.
- 3.5 Further the use of the MTSS Ecosystem tool to identify and plan for student need.
- 3.6 Structure Learning Support Coordination to include disability and imputed disability support and to facilitate small group intervention.
- 3.7 Develop and implement discrete trials (eg. Yr 7 model etc.) to meet the identified needs of students.
- 3.8 Develop and implement frameworks for supporting students to be ready to learn.
- 3.9 Use student voice data to make improvements to the physical learning environment.



Learning Success

Shape curriculum innovation and relevance to prioritise cross-curricular skills and attributes.

- 4.1 Harness learning from DSD project to drive consideration of curriculum structures.
- 4.2 Empower students to have a democratic voice in the running of the communities in which they learn.
- 4.3 Develop and implement co-design opportunities for students to exercise authentic agency in their own learning.
- 4.4 Explicitly teach collaborative learning skills where students actively participate in negotiating roles, responsibilities and outcomes.
- 4.5 Adopt enquiry-based learning strategies that support students to explore real world topics deeply.
- 4.6 Provide students with peer learning opportunities through which they become mentors of other students.
- 4.7 Invest in ICT Infrastructure to support curriculum innovation.

Develop a sense of mastery in student learning.

- 4.8 Implement systems and process to determine current student levels (pre-assess before planning learning sequences).
- 4.9 Develop staff understanding of learning progress evidence and moderation of professional judgments to inform impactful classroom planning decisions.
- 4.10 Develop and implement processes to increase student understanding of their learning progress (eg. employ mastery learning structures).
- 4.11 Develop skills and competencies that assist students to set their own goals and direct their own day to-day learning.
- 4.12 Develop and implement robust student feedback cycles.
- 4.13 Drive capacity of data-informed disciplined dialogue that embeds responsive teaching for individual student and whole cohort improvement (eg. classroom improvement plans from data review cycles).

Our How

Comittments

We are individually and collectively responsible for;

Unlocking the learning potential for every student in every classroom, everyday

Evaluating the impact of our teaching practices and seeking improvement in those practices.

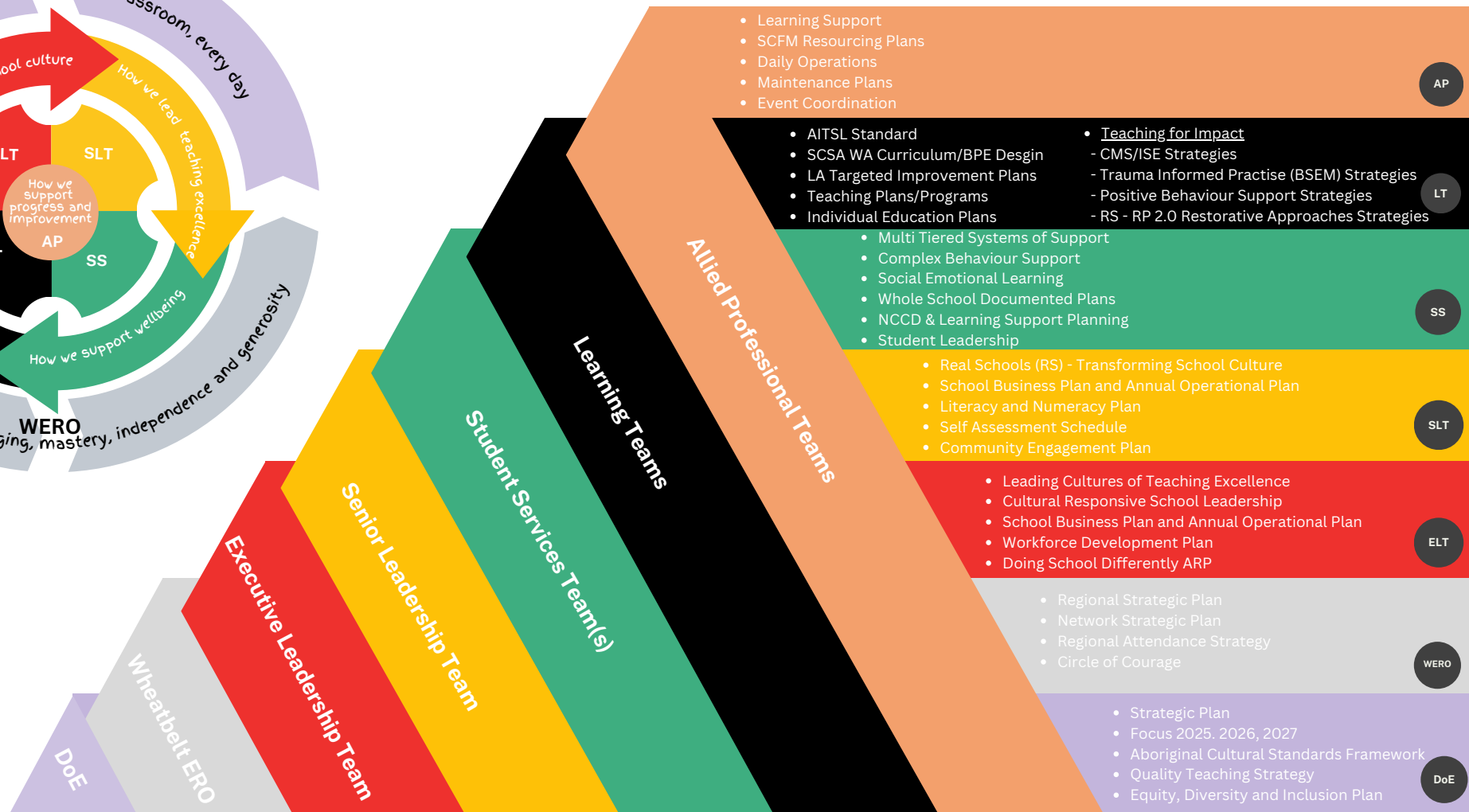
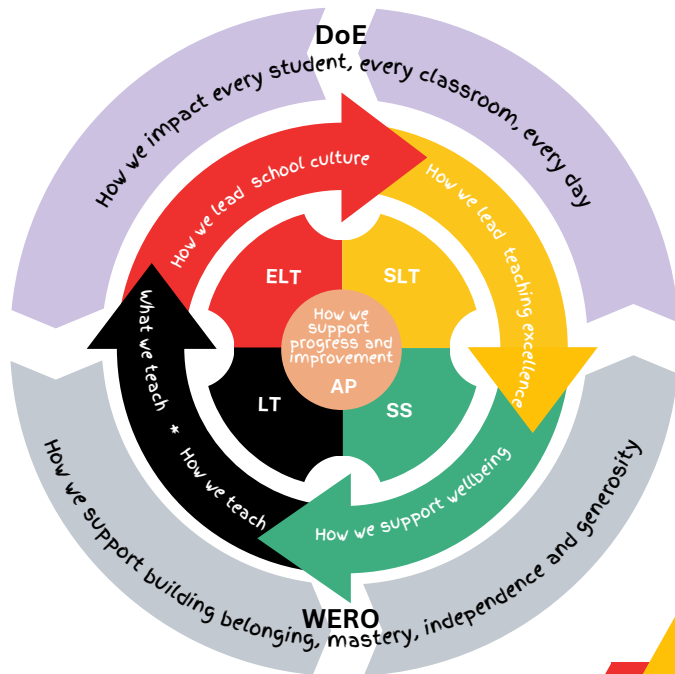
Student engagement and achievement, and for supporting student wellbeing.

Our leadership of student outcomes - whole school, learning team and classroom.



Our How

Accountability Structures and Responsibilities



Our Metrics

Student Achievement and Progress

Milestone

2025

Milestone

2026

Target

2027

Connection and Belonging

Parent explanation of student absence has increased.

Student on-site truancy has decreased.

Achieve and sustain a positive trend increase in the average student attendance rate over the plan cycle.

Culture of Learning

Common frameworks for teaching and learning have been fully implemented.

Classroom observation systems empower teachers to make adjustments and improvements.

Narratives of student progress & success have increased over the plan cycle.
(eg Secondary Metric/IBPL Credential/SEN Objectives)

Responsive Learning Environment

Increase in student engagement, evidenced by data collected through 5C methodology.

Increase in positive behaviour data as evidenced in Pulse.

Decrease in student suspension rate has been sustained over the plan cycle.

Learning Success

Structures to support curriculum co-design have been implemented.

Students can communicate the next steps in learning, to progress their achievement.

SAIS Dashboard grade progression dataflow has become more uniform across each learning area.





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