

SCHOOL BUSINESS PLAN TO IMPROVE TEACHING & LEARNING

DEDICATED TO STUDENT LEARNING



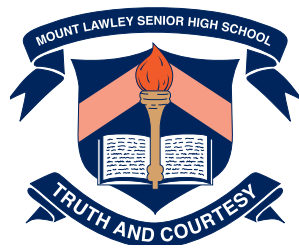
2015
-2017

Dedicated to:

Excellence Respect
Perseverance Learning



INSPIRE TO ASPIRE



TEACHING & LEARNING PRINCIPLES

This School Business Plan is underpinned by the school's vision and values. The Mount Lawley Senior High School Pedagogical Framework informs the development of Teaching and Learning principles. Teaching and Learning programs will reflect the Pedagogical Framework and Learning Areas will develop pedagogies for classroom practice to improve student performance. Staff will engage in the process of collaborative planning and professional conversations as well as classroom observation. Staff will share their ideas of effective pedagogies and Professional Learning Communities will support the ongoing development of classroom practice that has a strong focus on improved teaching and better student results. Evidence based feedback will be utilised to gauge the effectiveness of teaching strategies and learning outcomes.



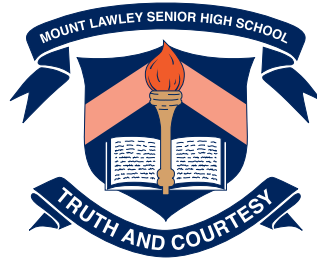
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This school plan for Mount Lawley SHS has been generated through the self-assessment process and the response to the DES review. This process is designed to improve schools and the programs that are offered and hence enhance student learning. The plan for Mount Lawley SHS has been developed through a consultative approach. It has been refined through a number of processes involving staff and community. This is generated through the Principles of Teaching and Learning where teachers take responsibility for improvement in their pedagogies and the development of a positive school culture through the whole-school approach to teaching and learning that drives the improvement strategy. Professional Learning Communities will support teachers in their goal of improving student results.



SCHOOL MOTTO **TRUTH AND COURTESY**

SCHOOL VISION **INSPIRE TO ASPIRE**

SCHOOL MISSION

**Mount Lawley Senior High School
aims to maximise the enjoyment of learning and achievement for all students
within a compassionate and democratic school culture,
encouraging them to be responsible, creative and engaged lifelong learners**

PEDAGOGICAL FRAMEWORK

**We develop higher-level thinking
We develop learning experiences that are engaging and relevant
We cater for individual differences
We reflect on our practice through Professional Learning Communities and Classroom Observation
We align Pedagogy to Curriculum and Assessment**



Statement of Purpose

MOUNT LAWLEY SENIOR HIGH SCHOOL 2015-2017

Mount Lawley Senior High School will be a learning community committed to providing an inclusive, caring and supportive environment where excellence and academic achievement are valued. Students will be challenged to achieve their potential through rigorous programs focused on building the knowledge, skills and values for a productive life as a member of society.

Mount Lawley SHS will continue to offer a variety of pathways to meet the needs of students. It is a school with a long standing reputation for delivering effective teaching and learning and shaping the leaders of tomorrow. The school boasts an impressive alumni and has an enviable reputation in the wider community as one of Western Australia's premier public schools.

The leadership and representational skills of students will be enhanced through academic, creative and sporting pursuits and participation in the student council and school and community forums. Students will be positioned to take their place in a vibrant, cosmopolitan and democratic Australia. Through being part of a diverse school community, students will be understanding and welcoming of difference. They will be able to engage effectively with different cultural groups.

By graduation, students will be well prepared to face the unknown challenges of the future. The school seeks to:

- Engage students in authentic real world learning experiences beyond the classroom with opportunities for students to become leaders and active participants in effecting change. This will mean expanding networks and partnerships.
- Offer opportunities to develop students application of technology and a critical understanding of its use.
- Foster a sense of place, with an appreciation of Australia's traditions and past, including its Indigenous Heritage.
- Develop students' understandings of Australia's relationship with Asia, its place in the global economy and sustainability.

The school also aims to ensure that students have an awareness of social justice principles and demonstrate respect for others. They will have a social conscience and be provided with the opportunity to assist those less fortunate whether at home or abroad.

The school regards staff, both teaching and support, as the foundation upon which excellence in school programs is built. Staff are enablers to better student results. Staff will be treated with consideration, have access to and pursue relevant professional development and participate in effective performance management. The professional development of staff will inform improved classroom practice and lead to enhanced student outcomes. Teachers within the various teams across the school will be part of a professional learning community and participate in professional conversations about learning and professional growth leading to better student results.

Staff are expected to have high expectations for their students and engage effectively with parents. There should be "no surprises" at reporting times. Parents will be provided with comprehensive advice about student pathways and the opportunity to work with school staff in managing student issues.

Parents will be provided with opportunities to contribute to school forums, including aspects of the school's decision-making processes. The expertise that parents can bring to the school's operations and to the educational process is valued and actively sought. Parents will be encouraged to participate in school forums such as the Parents and Citizens Association and its committees, as well as the School Board and will contribute in other ways that enhance student opportunities.

Mount Lawley Senior High School will continue to strive to create a positive and welcoming school community and form a constructive and important part of its students development into successful adults. It is a good school that strives to be a great school. Mount Lawley Senior High school aims to make a difference for its students. On leaving the school they will be able to reflect on their learning journey with pride.

This plan charts the journey.





STRATEGIC PLAN FOR PUBLIC SCHOOLS IN WESTERN AUSTRALIA

The Mount Lawley SHS Business Plan is underpinned by the Department of Education's strategic plan, "Excellence and Equity 2012-2015" and the annual focus series. The Department's priorities are:

- Success for all students.
- Distinctive schools.
- Improved Student Attendance, Management and Behaviour
- High quality teaching and leadership.
- A capable and responsive organisation.

The School Business Plan is also intrinsically aligned to the Director General's Classroom First Strategy. The goal is a strong public school system – a public school system that earns the respect of the community for the quality of the education it offers. The key features of Classroom First are:

The public school system will be strong if we work at making:

- every public school a good school; We want our schools to provide a safe and welcoming environment with programs that challenge and engage their students.
- every teacher an effective teacher; We want our teachers and support staff to have access to the support they need so they approach their work with confidence, enthusiasm and commitment.
- every student a successful student. We want all our students to leave school well prepared for their future, equipped to prosper economically, be happy and secure in themselves, and ready to contribute to their community.

There are six key elements of the Classroom First Strategy:

1. A focus on student achievement: success for all.

Teachers' attention will be focused on the standards of achievement expected of students and on monitoring the progress of students towards those standards.

2. A classroom orientation: sound teaching.

It is the quality of what goes on between the teacher and their students that counts.

3. Context specific: distinctive schools.

The strategy seeks to put in place distinctive schools each located in a specific context.

4. Practical support: making it possible.

Support resources will be allocated to the school in a flexible form so each school can decide on the particular support it requires.

5. Meaningful accountability: asking the hard questions.

School accountability mechanisms should serve educational purposes.

6. Public confidence: trusting public schools.

This element of the strategy is directed at having our schools highly regarded by the community.

THE INTENT OF THIS PLAN IS TO MAKE A GOOD SCHOOL A GREAT SCHOOL

The school's model for undertaking self-assessment and the ongoing quest to be a great school is outlined below. The intent of the School Business Plan is to improve student outcomes through better teaching and learning and alignment of resources.

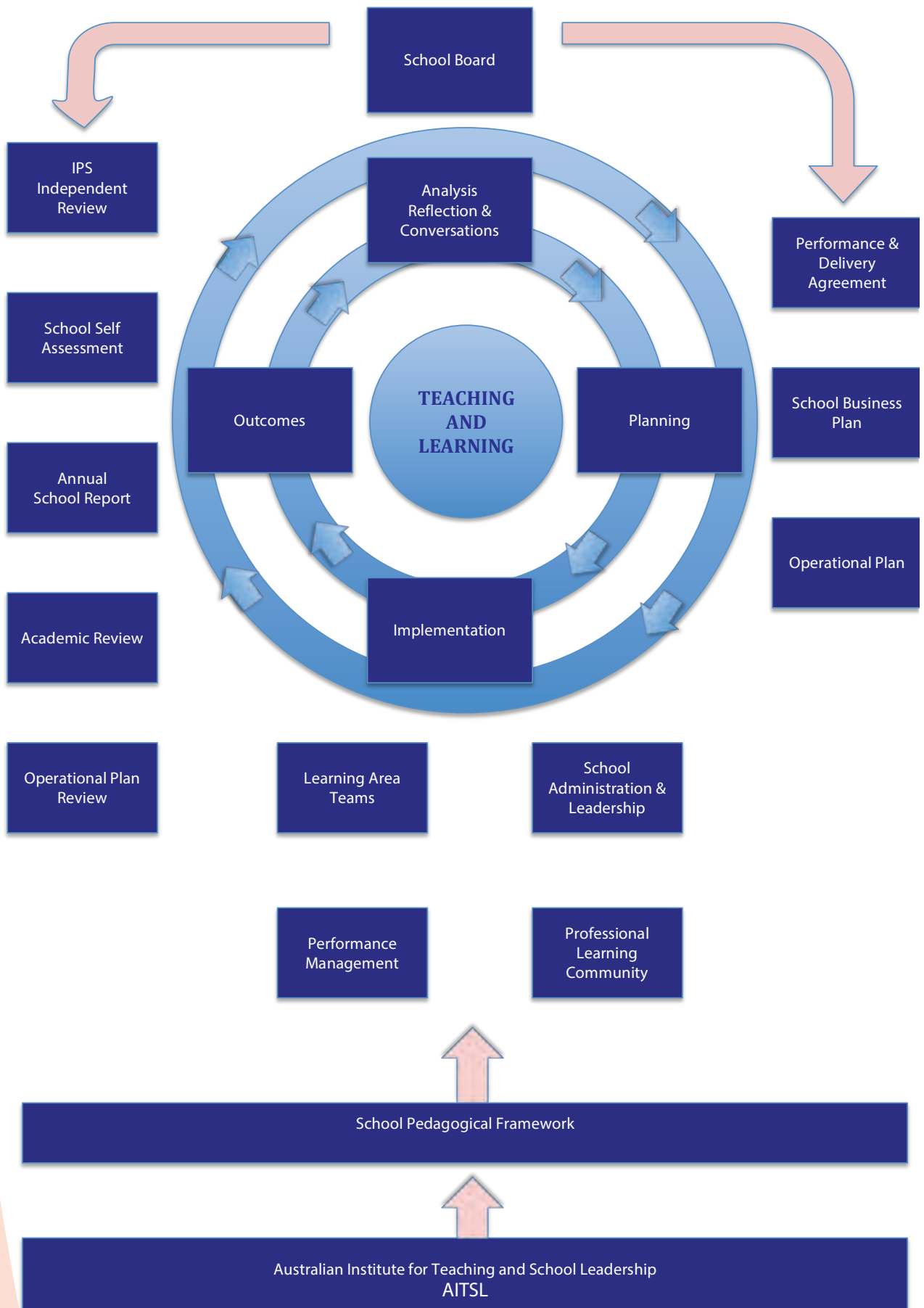
The school's planning process can be summarised as:

- The plan is a long term strategy to shape improvement and cultural change.
- The intent is to deliver high standards of student achievement.
- From the School Business Plan, a series of whole-school operational plans and learning team plans will be developed. There is an expectation that teachers will align classroom planning with the goals of the strategic and operational plans and in line with the Mount Lawley SHS Pedagogical Framework.
- Additionally, teacher performance management is to be linked to the plans.
- The plan is consistent with Departmental policies and procedures associated with accountability, performance management, corporate governance, resource allocation and school improvement.

Planning and Accountability Model



PLANNING AND ACCOUNTABILITY MODEL





1. EXCELLENCE

The school operates so that all members of the community strive to achieve outstanding academic and non-academic outcomes. The school operates so that all members of the community achieve academic, sporting, cultural, citizenship and social growth as individuals.

2. RESPECT

The school operates so that all members of the community treat each other decently and value communal and individual property. The school operates so that all members of the community are treated with dignity and individual difference is appreciated.

3. LEARNING

The school operates so that all members of the community develop a great interest in learning, including learning after school and for whole of life.

4. PERSEVERANCE

The school operates so that all members of the community never give up and try hard at tasks, even those that are difficult, time consuming or new.

Priorities for Improvement



PRIORITIES FOR IMPROVEMENT



The following priorities have been identified for the triennium.

1. ACADEMIC ACHIEVEMENT
2. CLASSROOM PRACTICE
3. STUDENT ENGAGEMENT AND WELLBEING
4. PARTNERSHIPS





1. ACADEMIC ACHIEVEMENT

Students will value learning and strive to achieve results commensurate with their ability. Staff will set high expectations, encourage students, reward achievements and celebrate success. Families will have access to quality counselling and students provided with appropriate pathways.

2. CLASSROOM PRACTICE

Teachers will participate in professional learning in order to improve teaching in the school. An important strategy is staff engagement in professional learning communities with a focus on classroom observation. Teachers will also enhance their skills in using technology and embed the Western Australian Curriculum and Assessment Outline in curriculum delivery. Through improved teaching, students will be placed better to develop key learning skills and achieve improved results.

3. STUDENT ENGAGEMENT AND WELLBEING

Students at Mount Lawleys SHS will be engaged through relevant learning experiences, effective pedagogies, and by being placed in appropriate pathways designed to ensure success. Attendance at school will be valued and students will appreciate academic achievement as worthwhile. Mount Lawley SHS is a place where all are welcomed and staff and students treat each other with courtesy and respect. Staff and students are accepting of differences, demonstrate respect to each other, personal and school property and to the school environment.

4. PARTNERSHIPS

The school will seek out and nurture mutual obligation partnerships where others can add value to school programs. These networks will include service clubs, the business sector and government agencies. Parents will be well informed about their child's progress and achievement and work with staff as partners.





PRIORITY 1 ACADEMIC ACHIEVEMENT

Students will value learning and strive to achieve results commensurate with their ability. Staff will set high expectations, encourage students, reward achievements and celebrate success. Families will have access to quality counselling and students will be provided with appropriate pathways

STRATEGIES

- School leaders will utilise data and evidence based planning through the review processes, professional learning communities and teacher reflection to improve student results.
- School leaders will consider and implement the National School Improvement Plan.
- Program Coordinators will lead Senior School teachers to implement their Year 12 Improvement Plan.
- Program Coordinators will lead the Middle School teachers to implement their Year 7 and 9 NAPLAN Improvement Plan.
- Track academic profiles of students by leaders across all learning areas from Years 7-12 to inform individual improvement planning e.g. IEPs.
- Support the achievement of GAT and SVAPA students through differentiated curriculum and other measures.
- Participate in external Competitions such as ICAS.
- Continue to operate the Follow the Dream and Aboriginal Excellence Program.
- Support student achievement through approaches such as streaming, extension and enrichment.

KEY PERFORMANCE INDICATORS

- Achieve an attainment rate above the state average.
- Match or better like schools SAIS results in Years 11 and 12 in at least 10 subjects.
- Top 50 school in at least 2 "League Table" measures over the triennium.
- Median ATAR of 80 achieved by 2017.
- 30% of GAT students achieve an ATAR of 90 or better.
- Year 7 and Year 9 NAPLAN mean scores in all tested domains are 3% or more above national mean scores.



PRIORITY 2 CLASSROOM PRACTICE

Teachers will participate in professional learning in order to improve teaching in the school. An important strategy is staff engagement in professional learning communities with a focus on classroom observation. Teachers will also enhance their skills in using technology and embed the Western Australian Curriculum and Assessment Outline in curriculum delivery. Through improved teaching, students will be placed better to develop key learning skills and achieve improved results.

STRATEGIES

- Professional Learning Communities will operate in all learning area teams and focussed professional learning will be undertaken.
- Learning Areas to implement teacher peer modelling and classroom observation within their faculties and across the school utilising the school's Pedagogical Framework.
- The Teaching and Learning Coordinator will provide opportunities for teacher development and coaching across the school.
- Teachers will select teaching strategies that best suit their class and the curriculum to be delivered.
- Teachers will develop a student's capacity to think creatively and critically.
- Teachers will provide support to students through differentiated learning opportunities.
- Teachers are enabled to utilise technology as part of their pedagogy.
- Teachers are enabled to utilise the literacy and numeracy frameworks of the school.
- Teachers will identify alternative programs and utilise differentiated approaches to cater for student interests and individual differences.

KEY PERFORMANCE INDICATORS

- Professional Learning Communities operate in all learning teams and at least 20 minutes per meeting is devoted to professional conversations.
- All teachers through their performance management agreement identify at least one aspect of the School Pedagogical Framework to improve their performance.
- All teachers engage in peer observation as part of their performance management arrangements.

Student Engagement & Wellbeing



PRIORITY 3



PRIORITY 3 STUDENT ENGAGEMENT AND WELLBEING

Students at Mount Lawleys SHS will be engaged through relevant learning experiences, effective pedagogies, and by being placed in appropriate pathways designed to ensure success. Attendance at school will be valued and students will appreciate academic achievement as worthwhile. Mount Lawley SHS is a place where all are welcomed and staff and students treat each other with courtesy and respect. Staff and students are accepting of differences, demonstrate respect to each other, personal and school property and to the school environment.

STRATEGIES

- Establish a focus on regular attendance for all students.
- Continue programs to support the school and the social environment eg. role of Cadets, school as carbon neutral, Act Now, Clean Environment etc
- Promote the concept of community service and citizenship.
- Support the "Colours" program which recognises individual commitment in a number of areas including Academic, Arts, Music and House.
- Continue with programs to meet the ongoing needs of at risk students through appropriate pathways.
- Continue with counselling of students to establish a relevant post school pathway.
- Support the school's dress and behaviour codes as a component of school culture and pride.
- Deliver effective anti bullying programs.
- Respond to the annual analysis of the National School Opinion Survey.

KEY PERFORMANCE INDICATORS

- The School attendance rate exceeds 90%.
- Attendance rates exceed 90% in all year groups.
- Each year at least twenty students will gain "colours", which recognises individual commitment, engagement, and achievement.
- The school scores a minimum of 3.5 on student safety in the National School Opinion Survey.
- 20% of the graduating class achieve 20 hours of community service.



PRIORITY 4 PARTNERSHIPS

The school will seek out and nurture mutual obligation partnerships where others can add value to school programs. These networks will include service clubs, the business sector and government agencies. Parents will be well informed about their child's progress and achievement and work with staff as partners.

STRATEGIES

- Strengthen partnerships and relationships with ECU, TAFE, CCI , TISC, VET providers, WA Police, Rotary and other providers in resourcing, support, expertise and facilities.
- Offer pathways such as Career Link, Work Placement and individual counselling for students.
- Promote the development of Languages and cultural understandings with local primary schools.
- Strengthen links with the Rotary Club of Mount Lawley.
- Conduct the Interact Club of Mount Lawley.
- Work with universities to include alternative pathways and enable school students to study a university unit.
- The school will work with its Alumni to deliver programs which benefit students.
- Cooperate with sister schools in terms of partnership agreements.

KEY PERFORMANCE INDICATORS

- Maintain an Alumni registry in order to identify potential partners.
- All student requests for work placement are met by sufficient employer involvement.
- Maintain relationships with at least six external partners.
- The school board will engage with other school boards.

AUSTRALIAN CURRICULUM STATEMENT

Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of skills, behaviours and disposition, or general capabilities that apply across discipline content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich and globalised world.

The Australian Curriculum includes a focus on seven general capabilities :

- Literacy,
- Numeracy,
- Information and Communication Technology Competence,
- Critical and Creative Thinking,
- Ethical Behaviour,
- Personal and Social Competence and
- Intercultural Understanding

and three cross curriculum priorities (Aboriginal and Torres Strait Islanders histories and cultures, Asia and Australia's engagement with Asia and Sustainability). These have been embedded where relevant and appropriate in each learning area and can be viewed explicitly in the curriculum online.

Aboriginal and Torres Strait Islander Histories and Culture

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

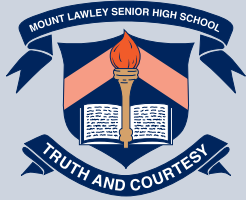
Asia and Australia's engagement with Asia

China, India and other Asian nations are growing rapidly and the power and influence they have in all areas of global endeavour is extensive. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia's social, intellectual and creative capital.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. It is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through action that recognises the relevance and interdependence of environmental, social, cultural and economic considerations.



SCHOOL PRIORITIES

- Academic Achievement
- Improved Classroom Practice
- Student Engagement & Wellbeing
- Partnerships

DEPARTMENT OF EDUCATION STRATEGIC PLAN FOR WA PUBLIC SCHOOLS 2012-2015

EXCELLENCE AND EQUITY

- Success for all students
- Distinctive schools
- High quality teaching and leadership
- A capable and responsive organisation



CLASSROOM FIRST STRATEGY



MELBOURNE DECLARATION ON EDUCATIONAL GOALS FOR YOUNG AUSTRALIANS

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens

- A Commitment to Action Developing Stronger Partnerships
- Supporting quality teaching and school leadership
- Strengthening early childhood education
- Enhancing middle years development
- Supporting senior years of schooling and youth transitions
- Promoting world-class curriculum and assessment
- Improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds .
- Strengthening accountability and transparency.



Glossary

The following glossary is presented in order to assist stake holders understand the meaning of terms used in the School Business Plan or in educational literature.

AE	Academic Extension
AEP	Aboriginal Excellence Program
ATAR	Australian Tertiary Admission Rank
BMiS	Behaviour Management in Schools
CCI	Chamber of Commerce and Industry
CoS	Course of Study
DoE	Department of Education
DLP	Documented Learning Plan
EALD	English as an Additional Language/Dialect
ECU	Edith Cowan University
ESL	English as a Second Language
ES	Education Support
FtD	Follow the Dream
GAT	Gifted and Talented Education
IBP	Individual Behaviour Plan
ICAS	International Competitions and Assessments for Schools
IEP	Individual Education Plan
ILP	Individual Learning Plan
IT	Information Technology
ITC	Information Technology and Communication
MIS	Management Information System
NAPLAN	National Assessment Program – Literacy and Numeracy
NSOS	National School Opinion Survey
PLC	Professional Learning Community
RTO	Registered Training Organisation
SAER	Students at Educational Risk
SAIS	Student Achievement Information System
SBP	School Business Plan
SCSA	School Curriculum and Standards Authority
SIS	School Information System
SVAPA	Special Visual and Performing Arts
TAFE	Technical and Further Education
TISC	Tertiary Institutions Service Centre
VET	Vocational Education and Training
VETIS	Vocational Education and Training in Schools
WPL	Workplace Learning
WACE	Western Australian Certificate of Education





Promoting a culture of continuous learning and personal growth and development for students and staff, excellence in achievement and performance, and rich learning opportunities and experiences.



MOUNT LAWLEY SENIOR HIGH SCHOOL

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