



SCHOOL BUSINESS PLAN TO IMPROVE TEACHING & LEARNING

DEDICATED TO STUDENT LEARNING



2018 - 2020

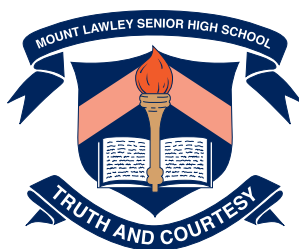
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INSPIRE TO ASPIRE



Mount Lawley is a residential suburb that is located 5kms north of the Perth CBD. In the main it lies within the City of Stirling with the most southern component in the City of Vincent. It is situated adjacent to Edith Cowan University, Mount Lawley Campus.

Mount Lawley Senior High School is one of the premier schools in Western Australia. Founded in 1955, the school has a rich history of student success and achievement. This tradition continues with a commitment to personal best and excellence in all aspects of school life.

Importantly, we are committed to the provision of learning programs that cater for all post-school destinations, including University, Technical and Further Education and employment.

The students of our school are offered a broad and rich learning experience with a focus on academic excellence, personal growth and development and an enriching social experience.

The challenge for students is to take up these opportunities and realise their potential.

Mount Lawley Senior High School provides a comprehensive educational program for students. It is one of two Gifted and Talented Language public schools in the state. The school's specialist programs includes Jazz Music, Special Visual and Performing Arts program (SVAPA), Follow The Dream Outreach Program and Aboriginal Excellence Program. These programs attract students from across the metropolitan area who wish to take advantage of the school's academic reputation.

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 programs.

The school is a professional learning community with all staff committed to ensuring that every student achieves their potential.

Statement of Purpose & Objectives



MOUNT LAWLEY SENIOR HIGH SCHOOL 2018-2020

Mount Lawley Senior High School is 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 needed for a productive life as a member of society.

Mount Lawley Senior High School will continue to offer a variety of pathways to meet the needs of individual 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.

This plan charts the journey for the next three years.

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 optimal alignment of resources.

The school's planning process can be summarised as:

- The plan is a long term strategy to shape improvement and achieve 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 in line with the Mount Lawley Senior High School Pedagogical Framework.
- Teacher performance management is 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.

STRATEGIC PLAN FOR PUBLIC SCHOOLS IN WESTERN AUSTRALIA

The Mount Lawley Senior High School Business Plan is underpinned by the Department of Education's strategic plan, 'High Performance - High Care 2016-2019' and the annual *Focus* documents.

The School Business Plan intrinsically aligns to the Director General's Strategic Plan for WA Public Schools 2016-2019. This strategic plan, *High Performance-High Care* prioritises what we believe we should do over the next three years to make a real difference to the lives of our students. That is why, at the heart of this plan, is a commitment to a culture of 'high performance – high care'.

We must have high expectations for every student to succeed – to accomplish their very best. A good education opens doors of opportunity and we should expect those doors to be open to all. Our teachers, support staff, school leaders, parents and the wider community must not take their eyes off this clear objective. A culture of high performance sees everyone working to achieve their best.

Alongside this, we understand that children and young people are the future and must be nurtured to grow and develop. A culture of high care acknowledges that our staff are very influential at different stages in the lives of students – from early childhood right through to the end of school and, indeed, beyond.

DEPARTMENT PRIORITIES

PRIORITY 1 SUCCESS FOR ALL STUDENTS: High expectations of success for every student in every school.

PRIORITY 2 HIGH QUALITY TEACHING: A renewed and relentless focus on the best possible teaching practices.

PRIORITY 3 EFFECTIVE LEADERSHIP: Strong and empowering leadership in every school and across the whole system.



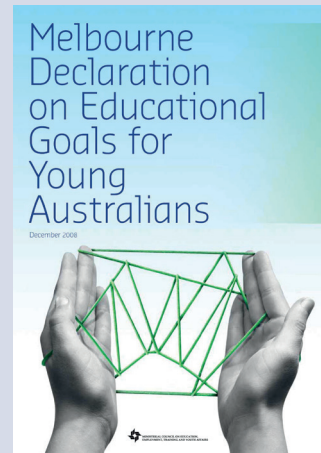
MELBOURNE DECLARATION ON EDUCATIONAL GOALS FOR YOUNG AUSTRALIANS

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.

Through-

- 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 and
- Strengthening accountability and transparency.



DEPARTMENT OF EDUCATION STRATEGIC PLAN FOR WA PUBLIC SCHOOLS 2016-2019

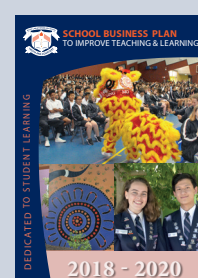
HIGH PERFORMANCE - HIGH CARE

- Success for all students
- High Quality Teaching
- Effective Leadership
- Strong Governance and Support

ANNUAL DOCUMENT FOCUS 2018



MOUNT LAWLEY SENIOR HIGH SCHOOL SCHOOL BUSINESS PLAN 2018 - 2020





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**

SCHOOL VALUES

1. EXCELLENCE

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

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 differences are appreciated.

3. LEARNING

All members of the community develop a great interest in learning, including learning after school and for whole of life.

4. PERSEVERANCE

The school is committed to ensuring students are given the opportunity to challenge themselves to achieve their best.



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

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, implementation of Visible Learning and reflective practices. 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 better placed to develop key learning skills and achieve improved results.

3. ENGAGEMENT AND WELLBEING

Students at Mount Lawley Senior High School 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 Senior High School is an inclusive school where all are welcomed, wellbeing prioritised and staff and students treat each other with courtesy and respect. Staff and students are accepting of differences, demonstrate respect for each other, for personal and school property and for the school environment.

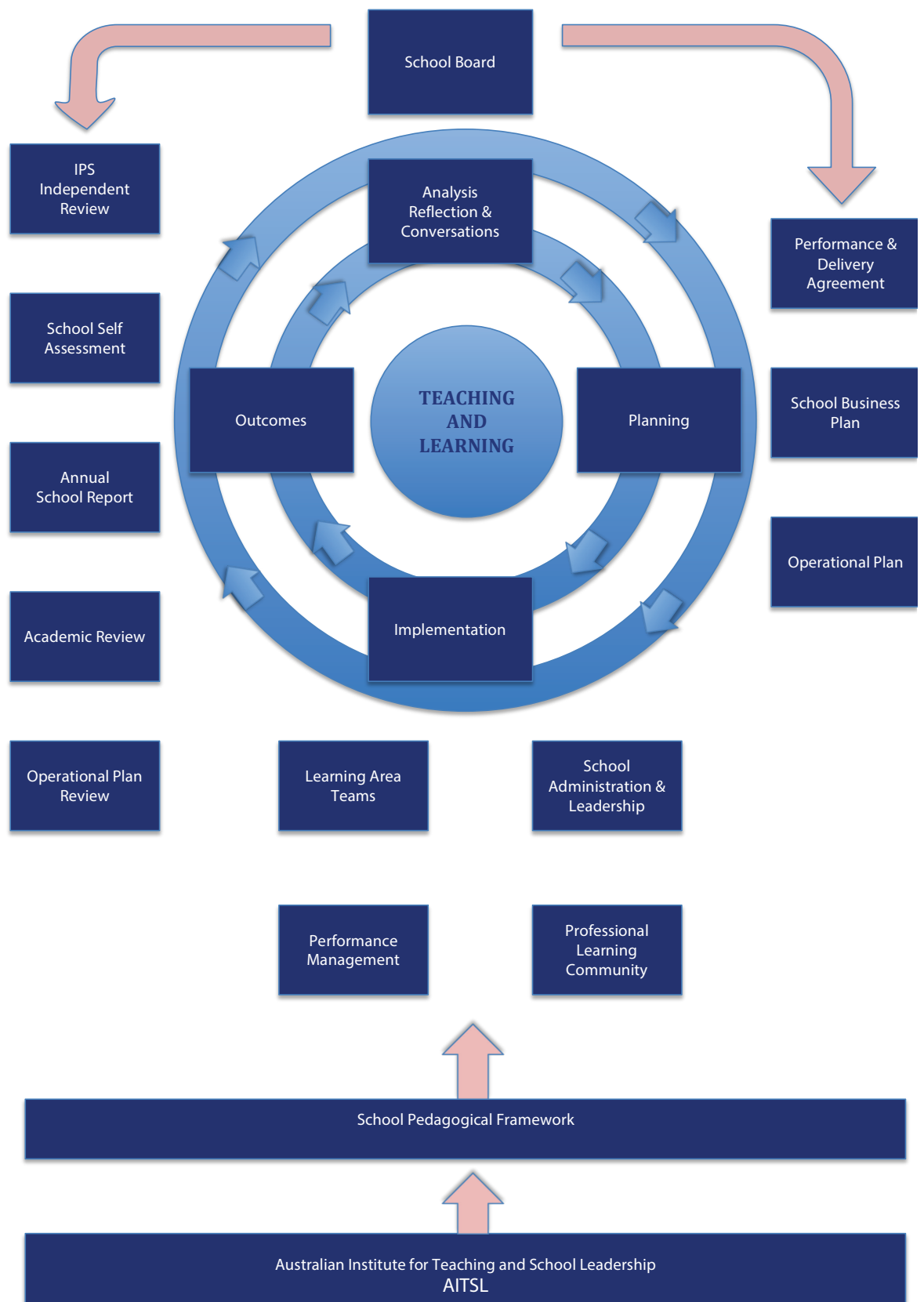
4. PARTNERSHIPS

The school will maintain, enhance and seek out partnerships that add value to the school. These will include service clubs, the business sector, government and not for profit organisations. Parents will be well informed about their child's progress and achievement through regular communication. The school community will seek to develop and nurture mutual obligations with partners. All stakeholders will work to enhance student outcomes.

Planning and Accountability Model

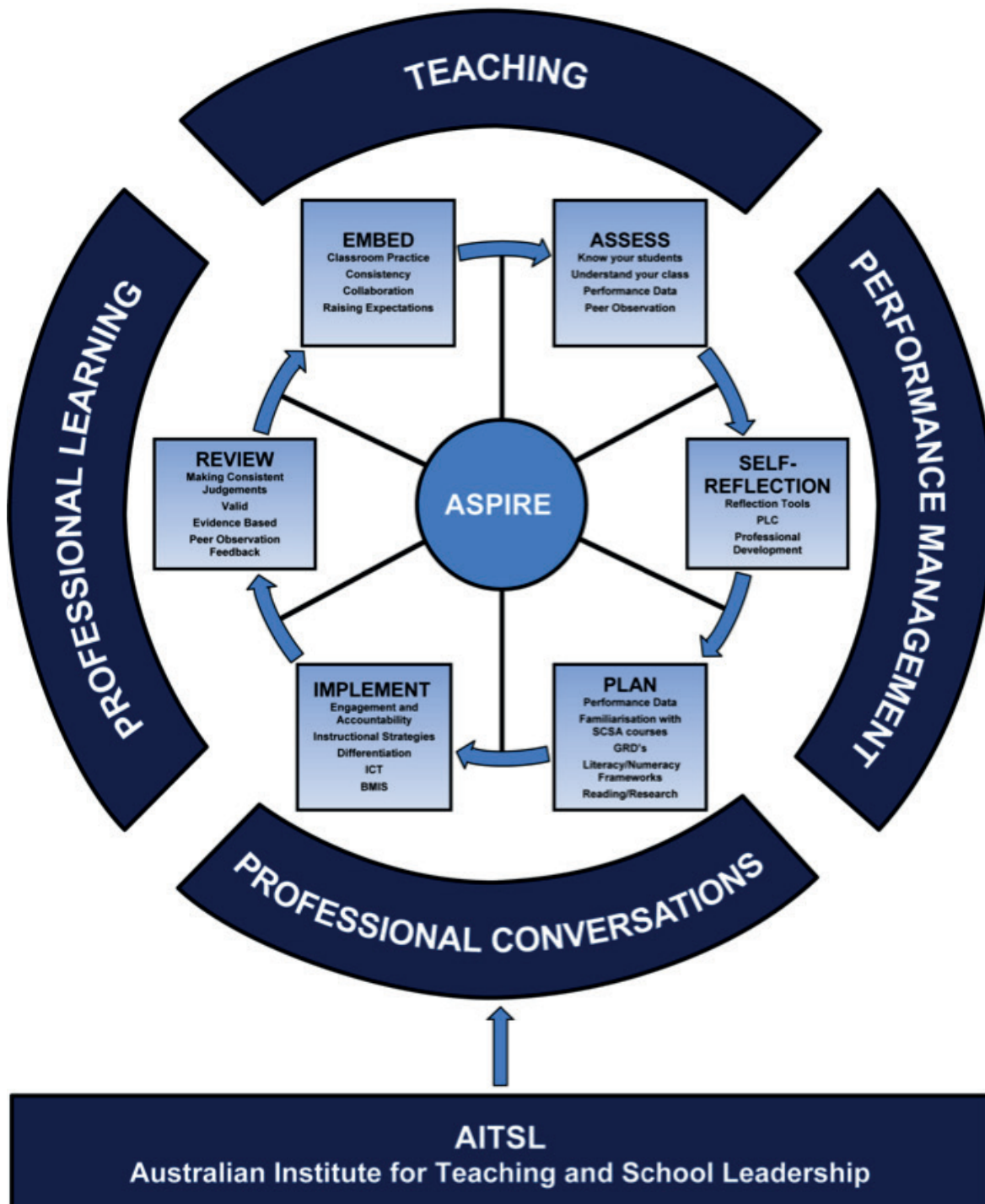


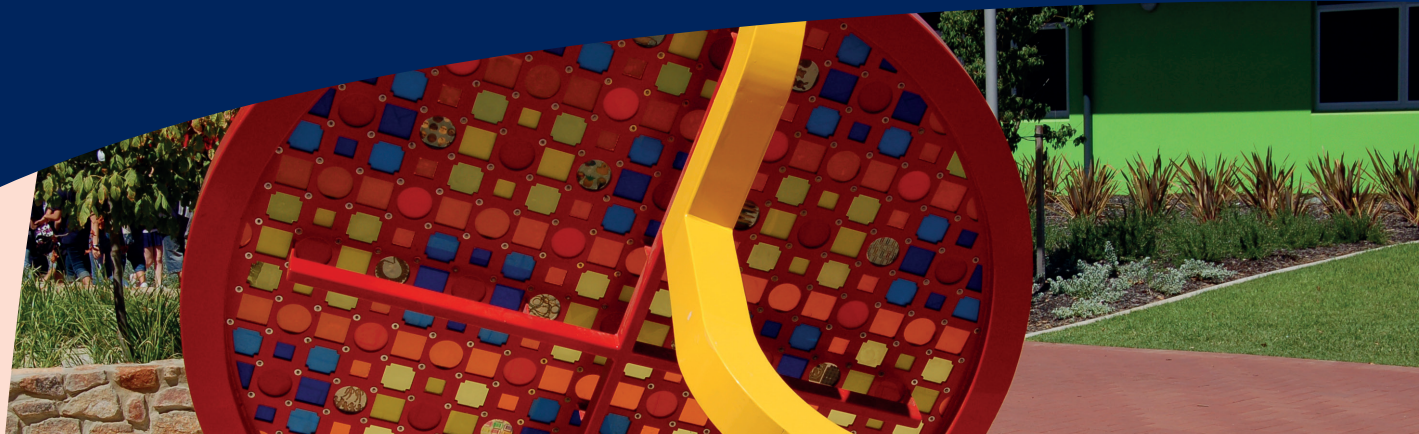
PLANNING AND ACCOUNTABILITY MODEL





PEDAGOGICAL FRAMEWORK - ASPIRE





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 utilise data and evidence based planning through the review processes, professional learning communities and teacher reflection to improve student results.
- School leaders use the National School Improvement Plan as a reflective tool.
- Program Coordinators will lead teachers to implement School Improvement Plans, such as NAPLAN and Year 12 Improvement Plan.
- Participate in a variety of external competitions such as ICAS, debating, Maths Olympiad, Languages Competitions.
- Support student achievement through approaches such as streaming, extension and enrichment.
- Target groups of students for specific learning remediation/intervention to achieve numeracy and literacy standards.
- Implement a variety of exam revision opportunities for students.
- Support the achievement of GAT and SVAPA students through differentiated curriculum and other measures.
- Track the outcomes of different subgroups including GAT, FTD, AEP, SVAPA, EALD.
- Foster the Follow the Dream and Aboriginal Excellence Program.
- Implement the Visible Learning program.

MEASURES OF SUCCESS

- Match or better like schools results in Year 12 in at least 10 subjects.
- Achieve 'Top 50' school ranking in at least 2 "League Table" measures over the triennium.
- Achieve a Median ATAR of 81.
- Achieve 'Top 50' school ranking for VET students.
- 50% 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.
- 96% of students achieve numeracy and literacy standard (OLNA).
- 5% of competing students attain High Distinction or Distinction in School Competitions.
- 80% of students in Year 12 ATAR courses attend organised revision programs.
- Track students in special programs and other subgroups through to Year 12.
- Improve student results in FTD and AEP.
- Establish a methodology for the tracking of results in Specialist Programs.
- Survey use of students implementing Learning Goals, Success Criteria and the 5 Dispositions of the Visible Learning Program.
- Survey levels of student satisfaction in FTD and AEP programs.



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, implementation of Visible Learning and reflective practices. 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 better placed to develop key learning skills and achieve improved results.

STRATEGIES

- Teachers will employ ideas and strategies in their classrooms in line with the Visible Learning Program.
- Teachers will undertake Reflective Practices within their Learning Areas and across the school including peer observation, impact coaching, classroom climate monitoring and SWIVL.
- Staff will be provided with opportunities for targeted professional learning.
- Teachers will use technology as part of their pedagogy.
- Teachers will use the school's literacy and numeracy frameworks and plans within their classrooms.
- Teachers will support students through differentiated learning opportunities and the provision of alternative programs to cater for varying abilities and differences within their classrooms.
- The Teaching & Learning committee will comprise members from each learning area who will share and implement effective Teaching and Learning practices with their colleagues.
- Teachers will focus on STEM to provide cross curricular learning opportunities.
- Teachers will apply the Aboriginal Cultural Framework as part of their practice.

MEASURES OF SUCCESS

- 95% of classroom teachers will undertake professional learning and implement the Visible Learning Program.
- Professional Learning Communities will operate in all learning teams and time will be devoted to professional conversations about classroom practice.
- All teachers, through their Performance Management agreement, will identify and apply at least one aspect from Standards 3, 4, 5 and 7 from the AITSL Standards.
- 95% of teachers can produce evidence to support their professional learning in Teaching & Learning.
- Annual Classroom Climate surveys will be conducted and findings actioned.
- Teachers progress with the use of Aboriginal Cultural Framework within their programs.
- Survey progress of Learning Areas use of Aboriginal Cultural Framework.

Engagement & Wellbeing



PRIORITY 3



PRIORITY 3 ENGAGEMENT AND WELLBEING

Students at Mount Lawley Senior High School 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 Senior High School is an inclusive school where all are welcomed, wellbeing is prioritised and staff and students treat each other with courtesy and respect. Staff and students are accepting of differences, demonstrate respect for each other, personal and school property and to the school environment.

STRATEGIES	MEASURES OF SUCCESS
<ul style="list-style-type: none"> Continue programs to support the school and the environment through the role of the Cadets, the carbon neutral school policy and the Sustainability Committee. Continue to focus on regular attendance for all students. Review and enhance the "Colours" program which recognises individual commitment in a number of areas including Academic, Arts, Service, Sports and House. Continue with counselling of students to establish suitable Senior School pathways. Continue with programs to meet the ongoing needs of 'at risk' students. Support the school's dress and behaviour codes as a component of school culture and pride. Engage with appropriate programs to target specified needs (eg., Act Belong Commit, Mind Matters, Anti-Bullying, Student Resilience/Mental Health). Analyse and respond to the annual analysis of the National School Opinion Survey. Increase the current profile of community service and citizenship. Maintain teachers industry currency in order to deliver VET qualifications. 	<ul style="list-style-type: none"> The school scores a minimum of 3.5 in the National School Opinion Survey relating to student wellbeing and engagement. The school scores a minimum of 3.5 in the National School Opinion Survey relating to staff feedback. 14% of the graduating class achieve 20 hours of community service. Attendance rates across all sub groups meet or exceed 'like schools' data. 30 students in Years 9-12 gain school colours. Survey on Mental Health Programs delivers ratings of 4 out of 5 and above. Evaluation of effectiveness of IEPs



PRIORITY 4 PARTNERSHIPS

The school will maintain, enhance and seek out partnerships that add value to the school. These will include service clubs, the business sector and government agencies. Parents will be well informed about their child's progress and achievement through regular communication with parents. The school community will seek to develop and nurture mutual obligations with partners. All stakeholders will work to enhance student outcomes.

STRATEGIES

- Strengthen partnerships and relationships with TAFE, CCI, TISC, VET providers, WA Police, Rotary/Interact, Bush Rangers/Cadets, local primary schools, mental health and other providers.
- Offer pathways such as Career Link, Work Placement and individual counselling for students.
- Promote the development of languages and cultural understandings within the school and with local primary schools.
- Promote Aboriginal Cultural Understandings through programs such as FTD and AEP.
- Collaborate and work with universities to enhance student opportunities.
- Maintain sister schools relationships.
- Promote partnerships to enhance the teaching and learning of STEM in schools.
- Improve communications with Alumni.
- The school will actively support the School Board and parent groups and inform them regularly on school matters.
- Enhance parent communication.

MEASURES OF SUCCESS

- Identify the collaborative partnerships and outcomes gained.
- Continue enhancement of Mount Lawley SHS Alumni database to improve communication and identify potential partners.
- Regular web updates and publication of one edition of 'Alumni News' every year.
- Increase number of Mount Lawley SHS Alumni accessing website and Facebook.
- Meet student requests for work placement.
- Maintain relationships with new partners and create enhanced opportunities for students.
- Teacher Industry Placements are completed by teachers to maintain VET currency.
- Ensure thirty staff members complete Aboriginal Cultural Framework professional learning.
- Increased STEM opportunities provided for students.



WESTERN AUSTRALIAN CURRICULUM AND ASSESSMENT OUTLINE

The Western Australian syllabuses remain broadly consistent with the Australian curriculum but have been contextualised to make them more suitable for Western Australian students and teachers in Years K-10.

The Western Australian Curriculum and Assessment Outline sets out 'the knowledge, understanding, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement'. The Outline is for all Western Australian schools - government and non-government schools.

The Western Australian Curriculum currently encompasses ACARA's Australian Curriculum English, Mathematics, and Science. The School Curriculum and Standards Authority (SCSA) has adopted and adapted ACARA's curriculum content and developed year-level syllabuses for Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages.

The Western Australian Curriculum for Humanities and Social Sciences has a generic set of skills that apply to the four subjects of Civics and Citizenship, Economics and Business, Geography and History. In addition, key concepts have been developed for Civics and Citizenship and Economics and Business to complement the concepts developed by ACARA for History and Geography.

The Western Australian Curriculum for Technologies has a single creating solutions process that applies to both Design and Technologies and Digital Technologies. In Digital Technologies, Digital Implementation has been created as a content organiser, within processes and production skills to ensure the specific digital content integrity related to creating solutions was maintained.

Students in Years 11 & 12 are required to complete WACE requirements. The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE, although the School Curriculum and Standards Authority allows students to meet the WACE requirements over a lifetime.

The WACE is recognised by universities, industry and other training providers.

Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.



Students from the Aboriginal Excellence Program

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.

ACARA	Australian Curriculum, Assessment and Reporting Authority
AE	Academic Enrichment
AEP	Aboriginal Excellence Program
ATAR	Australian Tertiary Admission Rank
BMIS	Behaviour Management in Schools (School Positive Behaviour Policy)
CCI	Chamber of Commerce and Industry
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
ICT	Information and Communications Technology
MIS	Management Information System
NAPLAN	National Assessment Program – Literacy and Numeracy
OLNA	Online Literacy and Numeracy Test
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
STEM	The learning of Science, Technology, Engineering & Mathematics in an integrated approach.
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



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