



LESMURDIE
SENIOR HIGH SCHOOL

SCHOOL BUSINESS PLAN 2014-2016



Thriving in a nurturing environment





WELCOME

Welcome to the Lesmurdie Senior High School Business Plan 2014-2016. Whether you are already a member of our school community, a prospective parent or simply interested in finding out a little more about the school, we hope you will see what makes Lesmurdie unique and a respected leader in secondary education both in the Perth Hills area and in WA.

We are committed to the intellectual, creative, physical and social growth of our students and we respect them as individuals with different histories, needs, interests, abilities and aptitudes. Our students are friendly, confident and successful and we invite you to share our pride in their achievements.

Lesmurdie Senior High School values the involvement and interest of our school community and we encourage parents to join with us by supporting our many activities and programs and trust that they always feel welcome on our campus. We value that parents are active participants in their children's learning, resulting in a true partnership between the school and the family.

Since being recognised as an Independent Public School late in 2011, Lesmurdie has been on a consistent and exciting path of renewal and can boast some quality achievements. Lesmurdie is a school that values tradition, as well as embracing what is new, contemporary and innovative, to support and enhance our students' journey into the future. Tangibly, this can be seen in our \$3M building program and preparations for the transfer of Year 7s to secondary education in 2015.

At Lesmurdie, teaching and curriculum are responsive to our recognition that our students are members of a dynamic, changing world community. To offer the best opportunities, we seek relevance and excellence in pedagogies, curriculum content and classroom practices, so that through enthusiasm and commitment our students achieve outstanding success. At our school all members of the administrative team – Principal, Deputies, Program Coordinators – teach. This goes such a long way in demonstrating our genuine focus on instructional design.

Lesmurdie is a school of choice both for parents and for staff. Our Specialist Program in Mathematics and Science annually attracts applicants from about 40 primary schools across the state, the percentage of parents who reside in our intake area and who choose our school is at an all time high and for every merit-select teaching and administration position we advertise, we regularly get 50+ applicants.

Lesmurdie is a confident school. We are proud that we sincerely enact our motto and have all members of our school community ***thriving in a nurturing environment.***





PURPOSE

Our Beliefs about Teaching and Learning:

- Every student has the right to a quality education
- Each student is an individual who has a preferred learning style
- Teachers are important role models that help shape young people's lives
- Learning should be an enjoyable and challenging experience that is relevant, meaningful, interactive and engaging
- Learning occurs best where teachers are organised and guide student-centred learning
- Learning occurs best in a safe, stimulating and positive environment that allows collaboration and equity and engenders respect for self and others
- Teaching and learning occurs in many different settings and is a lifelong process
- Positive teacher-student relationships are founded on trust and respect and underpin effective learning

As a Consequence Our Teaching and Learning must be:

• Relevant and Meaningful

The teaching and learning process is most effective when it is applicable to the real world and prepares individuals for life at and beyond school

• Respectful

The teaching and learning environment is most effective when all stakeholders accept responsibility for their own actions and progress and consequently are courteous, cooperative, and non-threatening in their relationships with others

• Engaging

The teaching and learning process is most effective when all stakeholders interact and learn from one another. The technologies and instructional practices must be appropriate for the learners' level of prior knowledge, cognitive abilities, and their learning and thinking strategies

• Organised and Safe

The teaching and learning environment is most effective when all stakeholders have developed and established a structured and trustful learning environment. The sharing of ideas and active participation in the learning process creates the learning community

Our purpose is to ensure that all students leave our school well prepared for their future; have opportunities to develop; and are nurtured in a learning environment that encourages self acceptance and the acceptance of others and their differences. The establishment of quality personal relationships provides stability, trust and care which increases sense of belonging, self respect and respect for others and provides a positive climate for learning.





The 2013 Independent Review Major Findings

In July 2013 a team of Independent Reviewers spend 2.5 days in our school reviewing performance data, conducting meetings with staff, parents, Board members and students and experiencing first hand our learning environment through class visitation. This confirmed Lesmurdie Senior High School provides a high quality learning environment and continues to be a school of choice.

The comprehensiveness of the school's curriculum reflects the expectations and career aspirations of the community, embracing tertiary entrance as well as preparation for training and the workforce. At the whole-school level reviewers sighted clear evidence of the school aiming to achieve its vision of fostering trust so that all of our young people can achieve to their full potential – this underpins all aspects of teaching and learning in the school.

The curriculum at Lesmurdie Senior High School is designed to ensure all students are provided with an engaging, relevant and meaningful educational program. Extension and enrichment in a specialised LEAP mathematics and science program caters for students with identified academic excellence, whilst direct instruction intervention programs delivered by selected specialised staff ensure students with learning difficulties are provided with opportunities to make progress and achieve.

The reviewers sighted clear evidence of staff deploying strategies to assist students to actively take responsibility for their learning. The reviewers acknowledge the example set by the Principal and Deputy Principals being timetabled for a teaching load.

The recent restructuring and management by staff in the student services area is adding a real focus on pastoral care, course counseling, transition, orientation and student attendance and participation – all of which are given high priority. The reviewers commend the school on the support of students through a dedicated and committed student services team.

The school executive leadership team – consisting of the Principal, three Deputies and the Business Manager – along with many examples of distributed leadership across the school, has developed and is continuing to drive a climate of improvement in the school. Effective distributed leadership is evident throughout the school and individual leaders are clear as to their particular role and expectations. This was evident to reviewers through documentation, discussion with the executive team, heads of learning areas, education assistants and from visiting teachers in their classrooms.

The Principal and the executive team, with the support from staff, have developed and are continuing to drive a climate of effective teamwork and innovation in the school. As a result of the distributed leadership and the drive to improve learning, the reviewers affirm a high level of morale within the staff and their support of each other and their students.

The reviewers commend the school for the introduction of a number of strategies and programs that have resulted in benefits for staff growth and student learning:

- *Professional Learning strategies to improve staff instructional skills, particularly in the areas of catering for the needs of students who are in the middle band by increasing student engagement.*
- *The strong link between analysing student performance and the teacher's performance coaching program.*
- *The collaborative approach taken by staff to regularly interrogate data to identify students not performing to the best of their ability and to assist them to achieve their potential*

Overall, the school is commended on developing a quality learning environment with a range of courses, programs and strategies that engage the majority of students in learning providing a calm atmosphere that fosters care and well-being to a high level.



The 2013 Independent Review Major Findings

Commendations

- The exemplary work being undertaken with special needs students and students at educational risk
- The strong culture of community in the school through positive interactions between students, staff and parents
- The pastoral care support of students through a dedicated and committed student services team
- The transition processes from primary to secondary
- The strong focus on distributed leadership across the school which is supported by open and transparent communication
- The planning being undertaken in the initiative 'Towards 2015 & Beyond' for the transition of Year 7s into secondary schooling
- The self-review undertaken by the Board and the "360 degree feedback" undertaken by the Principal as modeling good reflective practice to others in the school
- The level of satisfaction of parents in the school as evidenced by the annual responses to the parent satisfaction survey

Affirmations

- The clear linking of Learning Area operational plans to the school's Business Plan
- The ongoing success of the strategies used by the school in developing a positive, calm and purposeful environment
- The initiative of the school to introduce a highly valued students' rewards program
- The strategy being employed, as part of workforce planning, to meet the challenge of a long-serving, stable staff to ensure the quality and sustainability of the teaching and learning into the future
- The leadership's engagement of staff and Board members in the design of the new Business Plan and in setting of focus area, strategies and targets
- The school's direction in performance coaching as the model for the performance management of staff




Recommendations

- **The school explore pathways and strategies to accommodate the needs of students who lack drive and are achieving below their capacity**
- **The school review its use of technology and skill staff in order to improve their confidence in its use**
- **All members of the Board consider the training offered by the Department of Education**
- **The Board develops a communication strategy to ensure the wider community is aware of its function and accountability role in supporting the school**
- **The school explore additional benefits for staff, Board and ultimately the students of linkages with cluster partners – Kalamunda Senior High School and Kalamunda Senior High School Education Support Centre**





OUR PRIORITIES 2014 - 2016

-  Lesmurdie Senior High School students will be successful
-  Lesmurdie Senior High School staff will excel at their jobs
-  Lesmurdie Senior High School will be a relevant learning community that is innovative, responsive and accountable



Focus Area One: Lesmurdie SHS students will be successful

- Students will have access to relevant pathways, value their learning and strive to achieve results commensurate with their ability.
- Staff will have high expectations for student engagement, student behaviour and student attendance with direct connections to standards of student achievement.
- Parents will be provided with opportunities to partner with the school to ensure their children appreciate academic achievement as being worthwhile.
- Our school will be regarded as a place where all are welcomed and staff and students treat each other respectfully.

Systemic Links

- Strategic Plan for Public Schools 2012 – 2015 – Priority 1
- National Education Agreement – Attainment rate of 90% by 2015
- IPS Independent Review [2013] – Recommendation 1


We will:

1.1 Improve standards of student achievement

Key Whole School Strategies	Key Performance Indicators
<ul style="list-style-type: none"> ▪ Establish collective accountability and capacity of staff for obtaining and using data for improvement ▪ All staff effectively use student achievement evidence to inform teaching and learning ▪ All Learning Areas complete backwards mapping to establish scope and sequence for skills and processes ▪ All staff track progress of students ▪ Explore and implement templates to increase the specificity of teacher feedback on written assessment tasks ▪ All students will be enrolled in an appropriate pathway that meets their individual needs ▪ Develop the professional ability of staff to deliver all appropriate courses and curriculum ▪ Evaluate and review current moderation processes in all Learning Areas and implement effective practices ▪ Enhancement of our LEAP Specialist Program through differentiated pedagogy ▪ Teachers make explicit their expectations for work standards <p>Literacy</p> <ul style="list-style-type: none"> ▪ Special Projects Manager to coordinate whole-school literacy ▪ Whole school literacy plan developed ▪ Establish whole school approaches and strategies to Literacy – especially with an emphasis on <i>Guided Reading</i> ▪ Learning Areas Plans will incorporate Achievement Standards of the Australian Curriculum for <i>Reading</i> ▪ Increase opportunities for Year 9-10 students to practise reading for literal, inferential and evaluative understandings of text ▪ Implement a NAPLAN preparation program ▪ Professional Learning for all teachers to enhance reading and writing instruction 	<p>Senior School</p> <ul style="list-style-type: none"> ▪ WACE Graduation 100% ▪ Aspire to have a Median ATAR trends upwards from 75 and be higher than like-schools ▪ The number of students with an ATAR of 70 or greater trends towards 65% ▪ The number of students who attain a scaled score of 75 or above in one or more courses trends upwards from 18% ▪ Increase to 90% or more the number of students meeting the National Attainment Standard <p>Lower School</p> <ul style="list-style-type: none"> ▪ Establish positive upward trends in NAPLAN Year 7 & 9 of: <ul style="list-style-type: none"> - the number of students achieving above the state mean in NAPLAN national benchmarks - the number of students in the top 20% for all NAPLAN tests - the number of students making progress Year 7 to 9 in all NAPLAN tests ▪ Maintain the upwards trend of the number of students achieving an A grade in MESS subjects in Years 8-10, with a focus on cohort progress from year to year. ▪ Decrease to 20% <or less the number of students achieving D and E grades in subjects in Years 8-10 ▪ All teachers trained to deliver reading literacy strategies



1.2 Improve levels of student engagement

Key Whole School Strategies	Key Performance Indicators
<ul style="list-style-type: none"> ▪ Continue to increase the credibility of our rewards program – Bounty Points, Student of the Month, Letters of Commendation to foster student engagement and raise aspirations for academic achievement ▪ Implement Lower School Good Standing as an incentive to increase student engagement ▪ Lower School and Senior School Good Standing will reflect an increase in the accumulation of points ▪ Align the formal report attributes for attitude, behaviour and effort with our rewards program and Letters of Commendation/Concern ▪ Present professional learning for staff on <i>On Task, Off Task and In Task</i> behaviours ▪ Teachers make explicit their expectations for engagement aligned to formal report attitude and effort attribute descriptors 	<ul style="list-style-type: none"> ▪ Formal reports reflect upward trend in the ratings for attitude, behaviour and effort ▪ Establish positive upward trend in the % of students in Years 7-12: <ul style="list-style-type: none"> - who maintain Good Standing - who achieve Advanced Standing ▪ All teachers complete professional learning in Instructional Strategies by 2016 

1.3 Improve student attendance levels

<ul style="list-style-type: none"> ▪ Implement a whole school approach to attendance ▪ Maintain a regular attendance incentive program via 100% and improvement letters and certificates ▪ Maintain 90% attendance as the minimum for invitation only reward activities ▪ Maintain and improve our communications strategy with parents about the need for the highest possible levels of attendance ▪ Maintain SAER emphasis on intervention strategies for students in the <i>at risk</i> attendance category ▪ Establish a mentor system within a case management portfolio for students who do not reach <i>regular</i> status 	<ul style="list-style-type: none"> ▪ Maintain attendance rates for all year groups at a minimum of 3% above the state median ▪ Trend upwards from 83% the students in the 90% and above category ▪ Maintain the trend of reducing the percentage of unauthorised absences across all year groups to 5% or less ▪ Trend downwards the number of students who do not reach <i>regular</i> status and who require special case management
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1.4 Improve levels of student behaviour

<ul style="list-style-type: none"> ▪ Teachers make explicit their expectations for behaviour standards aligned to formal report behaviour attribute descriptors ▪ Continue to focus on engaging students through relevant instructional design to minimise inappropriate behaviour ▪ Continue to increase the credibility of our rewards program – Bounty Points, Student of the Month, Letters of Commendation ▪ Continue to ensure that Good Standing has currency with students 	<ul style="list-style-type: none"> ▪ Percentage of behaviour referrals per year cohort to trend downwards ▪ Percentage of student suspensions to remain below 7% of student population ▪ Trend upwards the ratio of positive SIS behaviour entries compared to negative behaviour entries ▪ Behaviour referrals to Deputy Principals trend downwards ▪ Decrease the number of students who require special case management
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1.5 Improve students' positive well being and sense of belonging

Key Whole School Strategies

- Implement a comprehensive and integrated student Pastoral Care plan that includes emphasis on our core school value of respect and the building of student resilience
- Increase recognition of positive contributions within our school community
- Consistent focus on mental health and well-being with targeted emphasis on bullying, self harm and self image
- Develop and use student surveys to ascertain factors influencing well being, mental health and sense of belonging

Key Performance Indicators

- Individual referrals to the School Psychologist trend downwards
- Referrals for bullying trend downwards
- The number of incidences of bullying as identified in student surveys trend downwards
- Referrals for self-harm and relapse trend downwards



1.6 Prepare students for full participation in the workforce and society

- Build on existing processes that support and inform students to access appropriate and successful academic and vocational pathways from Year 7 to post-schooling
- Monitor Year 12 destination data with a focus to trend upwards in the number of students' uptake of TAFE and university placements
- Provide quality student and parent information sessions
- Implement counseling processes across our school that support career development at key transition points
- Monitor and evaluate exit information for post-schooling pathways
- Develop teacher awareness of career goals and aspirations of students
- Explore opportunities for volunteer citizenship and community links projects for students especially targeting Year 11 students in Term 4

- Trend downwards the number of Senior School students that change courses following the start of the academic year
- Positive upwards trend in parent and student satisfaction surveys concerning information, counseling, subject selection processes



Focus Area Two: Lesmurdie SHS staff will excel at their jobs


- Research is clear that the most significant school impact on student learning is the teacher. In order to improve the quality of teaching and learning at our school, we must adopt the framework of a Professional Learning Community, ensuring that all we have high expectations for all staff – teaching and non-teaching, that all staff are provided with opportunities for professional growth and that relevant and timely feedback on performance is provided.
- High quality, innovative teaching, assessment and reporting practice will be the core of the professional learning for staff alongside the Department’s CMIS strategy.
- The Australian Curriculum and WACE 2016 will be a focus of professional learning.
- Teachers will be prepared through professional development to expand the use of technology to enhance student engagement and learning

Systemic Links


- Strategic Plan for Public Schools 2012 – 2015 – Priority 3 and 4
- Public School Leadership - DoE 2012
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- AITSL Australian Professional Standards for Principals – Standard 1-4
- AITSL Australian Professional Standards for Teachers – Standard 1-7
- IPS Independent Review [2013] – Recommendation 2

We will:

2.1 Develop a culture of high expectations and high quality leadership through performance improvement

Key Whole School Strategies	Key Performance Indicators
<ul style="list-style-type: none"> ▪ Implement a Performance Coaching model for continuous improvement ▪ Prioritise increasing Senior Executive members’ capacity to effectively lead change ▪ Prioritise increasing the capacity of the Senior Management Team as curriculum, instructional and transformational leaders ▪ Develop a culture of leadership across our school to improve and provide more opportunities for teacher leadership ▪ All Senior Management Team members identify one aspect of leadership to improve on in their Performance Coaching Agreement ▪ Engage with outside agencies to support leadership strategies and growth ▪ Continual review of Executive structures and roles to develop capacity and ensure succession planning ▪ Highlight and celebrate staff achievements through recognition for awards, certificates, thanks and well done notes and feedback in Performance Coaching 	<ul style="list-style-type: none"> ▪ Increased numbers of L3 Classroom Teachers ▪ Positive upwards trend in level of satisfaction with school leaders from teacher and parent surveys ▪ Increased numbers of staff being nominated for statewide awards ▪ All members of the Senior Management Team achieve accreditation as Growth Coaches ▪ 100% of Senior Management Team identify one area of leadership to improve in their Performance Coaching Agreement 

2.2 Develop a culture of high expectations and high quality teaching through performance improvement

Key Whole School Strategies	Key Performance Indicators
<ul style="list-style-type: none"> ▪ Clear alignment of professional learning, curriculum delivery and performance coaching for all teachers ▪ All teachers will be supported in working toward their performance improvement goals including access to high quality professional learning ▪ Develop an effective Performance Coaching process that reflects AITSL standards, DoE guidelines and our School AAIC program ▪ Develop processes for discussion on evidence-based pedagogies during Learning Area time that support student learning ▪ Use of all available student achievement data to allow teachers to develop differentiated teaching programs ▪ Work to decrease level of discrepancies in teacher judgment of student performance ▪ Work to achieve that no teacher is isolated in their teaching through opportunities for lesson observation ▪ Provision of opportunities for LEAP teachers to upskill in differentiated pedagogy ▪ Learning Area plans to reflect Australian Curriculum implementation where appropriate and WACE 2016 	<ul style="list-style-type: none"> ▪ All teachers mapped to National Teaching Standards ▪ All teachers have been trained in CMS Foundation and/or in Instructional Strategies ▪ Minimum of 4 teachers trained at CAT Conferencer level ▪ Australian Curriculum Phase 1 implemented in all relevant learning areas ▪ 100% of teachers identify one area of instructional design to improve in their Performance Coaching Agreement 

2.3 Develop a culture of high expectations and high quality support through performance improvement with non-teaching staff

<ul style="list-style-type: none"> ▪ Implement a Performance Coaching model for continuous improvement ▪ Evaluate the effectiveness of all support staff roles in terms of their impact on improved student achievement ▪ Improve the efficiency of all support staff roles ▪ Continual review of all support roles to develop capacity and ensure succession planning ▪ Engage with outside agencies to achieve improved strategies and growth ▪ Extend capacity building through rotation of roles 	<ul style="list-style-type: none"> ▪ All Education Assistants trained to minimum Certificate IV ▪ 100% of non-teaching staff identify one area of job effectiveness and or efficiency to improve in their Performance Coaching Agreement ▪ Increased effectiveness and efficiency in non-teaching roles
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2.4 Expand the use of technology to enhance learning

<ul style="list-style-type: none"> ▪ Provide planned opportunities for staff to develop innovative instructional design appropriate for a digital society. ▪ ICT improvement incorporated in each Learning Area Plan ▪ Staff will increase their use of appropriate IT 	<ul style="list-style-type: none"> ▪ 100% of teachers identify one area of ICT to improve in their Performance Coaching Agreement ▪ All staff trained in the delivery of ICT curriculum ▪ Provide teachers and students with the appropriate hardware and software to effectively deliver subject and course content
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- Maintain and enhance IT infrastructure [hardware, software, technical support] to support and enhance ICT implementation
- Utilise students' strengths to assist staff
- Encourage and support staff to regularly share explanations of valuable IT use in staff meetings
- Introduce all students to a digital citizenship course



Focus Area Three: Lesmurdie SHS will be a relevant learning community that is innovative, responsive and accountable


- We need to ensure that our school's vision and values are reflected in all school communication
- We will protect our reputation as a distinctive school of choice giving all parents the confidence that we can meet the needs, aspirations and interests of their children
- Our school will work to involve parents and the community more in the life of our school
- At all levels, our school will use resources wisely and focus on making open and transparent decisions

Systemic Links

- Strategic Plan for Public Schools 2012 – 2015 – Priority 2 and 4
- IPS Independent Review [2013] – Recommendation 3, 4 and 5

We will:

3.1 Improve school governance

Key Whole School Strategies	Key Performance Indicators
<ul style="list-style-type: none"> ▪ Extend increased IPS decision-making authority to develop innovative strategies and programs that respond to the needs of students and our community ▪ All School Board members will participate in training ▪ Ensure the composition of our School Board includes parents, staff and representatives from business, community, tertiary education institutions ▪ Develop an approach to capacity build School Board members' understanding of relevant school and student achievement data ▪ Implement a communications strategy to ensure the wider community is aware of the School Board's function and accountability ▪ Meet with other School Boards and continue to have guest speakers to enrich understandings of governance ▪ Develop and implement strategic workforce plans 	<ul style="list-style-type: none"> ▪ The additional benefits for Board members and ultimately our school of more developed links with cluster partners – Kalamunda SHS and Kalamunda Ed Support Centre ▪ Balanced Board composition ▪ Satisfaction Survey results indicate majority of respondents are aware of Board purpose and Board members ▪ Board Survey results indicate a trend upwards in Board members' level of confidence with school performance and student achievement data ▪ Enhanced effectiveness of the one-line budget 

3.2 Extend school self assessment processes

<ul style="list-style-type: none"> ▪ Explore and implement avenues for student feedback in all Learning Areas ▪ Encourage and implement use of 360 degree feedback ▪ Develop a culture in our school where all school community members seek constructive feedback, give constructive feedback and respond to feedback ▪ Survey ex-students to ascertain feedback 	<ul style="list-style-type: none"> ▪ Student, parent and staff satisfaction ratings towards the learning and working environment as indicated through annual survey data trend upwards ▪ Members of the Senior Management Team will have modeled 360 degree feedback ▪ Positive feedback from all staff concerning Performance Coaching
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3.3 Respond effectively to organisational change

- Fully implement Australian Curriculum Phase 1 subjects by 2015
- Complete a curriculum audit of Senior School courses in line with WACE 2016
- Fully implement WACE 2016
- Improve communication links across our school targeting dissemination of information from Senior Management Team meetings to Learning Area Meetings
- Maintain the *Towards 2015 and Beyond* committee initiative

- **Staff satisfaction with improved systems and processes to facilitate communication and feedback on future initiatives and trends**
- **The improvements to school operations resulting from improved communication**
- **The degree of implementation of recommendations from the *Towards 2015 and Beyond* committee**



3.4 Demonstrate that we are a future-focused school

- Build the capacity of the Senior Management Team to become future focused
- Provide support for teachers to apply for Senior Teacher, Level 3 Classroom Teacher and promotion to higher levels.
- Trend towards having a minimum 10% of teaching staff as beginning teachers to ensure the quality and sustainability of teaching and learning into the future
- Implement new school uniform in line with contemporary re-branding
- Develop a comprehensive School Building, Facilities and Grounds Improvement Program that services the ongoing needs of our school
- Expand our formal partnerships with
 - Karratha SHS
 - Local businesses and employers
 - Wider community
 - Industry
 - Universities

- **The inclusion of future-focused agenda items in Senior Management Team meetings**
- **Achieve being a Registered Training School for pre-service teachers**
- **Development of a comprehensive School Building, Facilities and Grounds Improvement Program that services the ongoing needs of our school**
- **Partnerships with universities, industry, community and our sister school Karratha SHS that will allow for new ideas and effective educational links to be forged**

