



LESMURDIE
SENIOR HIGH SCHOOL

SCHOOL BUSINESS PLAN 2017-2019

WELCOME

PURPOSE

2016 INDEPENDENT
REVIEW: MAJOR FINDINGS

OUR PRIORITIES: 2017-2019

SELF-REVIEW PROCESSES:
OVERVIEW

2017 FOCUS AREAS



SCHOOL BUSINESS PLAN 2017-2019



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Thriving in a nurturing environment



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WELCOME

Welcome to the Lesmurdie Senior High School Business Plan 2017-2019 – our third cycle as an Independent Public School. 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.

As Principal of our school and Chair of the School Board, we are immensely proud of the quality of teaching and learning at Lesmurdie. In the period of school renewal since 2012, each one of our Senior Leadership Team members has worked hard and collaboratively to create a culture of high expectations, to provide clarity about the links between effective instructional design and student engagement and to establish strong professional learning teams to lead efforts to improve teaching practices. Our non-teaching Support Staff have also reviewed all school operations to achieve greater efficiency and effectiveness.

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 our teaching and support staff are committed to providing a distinctive, comprehensive education with strong academic and vocational pathways assisted by effective pastoral care programs and approaches.

This Business Plan outlines the strategies that will be implemented to support our students in the process of defining themselves as they prepare to meet the challenges of the future. Furthermore, this Plan identifies the strategic alliances with its community in order to make learning more relevant, engaging and meaningful through real-world examples and application.

Lesmurdie Senior High School values the involvement and interest of our wider 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. In addition we have partnerships with businesses, Vocational Education Training providers and Curtin University

that facilitate optimum learning opportunities for both our students and staff, linking us to the broader community, the workforce and to the post-secondary sectors.

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.

The Business Plan 2017-19 places an emphasis on quality teaching, curriculum differentiation and enhancing students' interests, confidence and ability to use relevant digital technology.

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

John Stone
Principal

Margaret Knight
Chair School Board

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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.





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2016 INDEPENDENT REVIEW MAJOR FINDINGS

In June 2016 a team of Independent Reviewers spent 2.5 days in our school reviewing performance data, conducting meetings with staff, parents, Board members and students and experienced first hand our learning environment through class visitation. The reviewers confirmed that Lesmurdie Senior High School provides a high quality learning environment and found that we are well-placed to continue this high level of success into the future.

Several quotes from the Review Report:

Student Learning

The school has clearly demonstrated that self-review practices are well-developed, consisting of analysis of a range of data and information to inform conclusions and planning. All aspects of the self-review cycle have a focus on identifying areas for improved and increased data literacy has enabled the informed participation in review of middle managers, teachers and support staff. Evidence-based decisions are used to change the school culture and processes. Reviewers were able to clearly verify the commitment of staff to this process of self-reflection and feedback leading to further capacity building and student learning improvements.

A distributed leadership model has enabled staff to assume leadership roles that support the focus on maximizing student achievement. Deputy Principals, Heads of Learning Areas, Managers and Coordinators are empowered to lead their portfolios and are able to accommodate changes to leadership positions when the need arises. Staff morale is high and is reflected in a commitment at all levels of the school to the Performance Coaching model for staff development and improvement.

Quality of the Learning Environment

Lesmurdie presents as a calm and safe place in which to work. Comments made in interview by members of the Student Council particularly support this observation. Students made reference to the interest and support provided by many teachers who are readily available to give additional assistance when required. Student behaviour is of a high standard and considerable emphasis is placed on maintaining this level with the majority of staff, including many of the non-teaching group, having completed Classroom Management Strategies [CMS] training and 48 teachers completing Instructional Strategies [ISE] professional learning.

Communication

Communication with parents and families is given a high priority with a range of informal approaches, including the school Facebook site, email and text messaging, supporting the more traditional approaches of communicating with home. Parents who were interviewed commented positively on the comprehensive nature of



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reporting to parents at the scheduled times each year and the opportunities given for interviews and indicated appreciation of the fact that the Principal makes a personal comment on every student's report.

Sustainability

It was clear to the reviewers that the Principal and Senior Leadership Team have over the period of the 2014-16 IPS Delivery Performance Agreement facilitated change and led the school in a positive direction. The review demonstrated that the school has established processes and systems that provide confidence it will be able to sustain and effectively address improvement in student learning outcomes and achievement in the next Business Plan cycle of the Delivery Performance Agreement.

Commendations

- The School Board, which has focused strongly on meeting the requirements of the Delivery Performance Agreement [DPA]
- The role of the Principal in strategically leading the rejuvenation of the school's learning culture
- The role of the Executive Leadership Team in managing the change process during the period of the present Business Plan
- The comprehensive approach taken to the school review process
- Staff engagement in the clear culture of school improvement
- Improved Year 12 WACE results and the number of students achieving highly in ATAR courses
- The successful implementation of the Performance Coaching model for performance management across the school

- The focus on developing an effective workforce that includes additional opportunities for leadership and a willingness to employ recently graduated teachers
- The establishment of successful engagement classes to cater for disengaged students in the Senior School.

Areas for improvement

- Learning Areas to be more explicit with improved target setting
- Make more purposeful use of a range of data to inform Learning Area and Student Services planning
- Develop a strategic approach to using staff in support services roles across all year groups
- Develop a priority for the Hills Learning Precinct to support collaborative practice between member schools supported by planning and monitoring to formalise the objectives of the Cluster – Kalamunda and Lesmurdie Senior High Schools and Kalamunda Ed Support School.

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OUR PRIORITIES 2017-2019



-  **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

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OVERVIEW SELF-REVIEW PROCESSES

Our 2017-19 School Business Plan will continue the emphasis on measurable accountability from all stakeholders in ensuring that everything we do as a school is directed at maximising student achievement.

This will build on the cultural shifts achieved thus far as an Independent Public School:

- Increased data literacy – especially changing beliefs from chore mentality to real understandings of the stories and trends that data can tell
- More regular self-assessment processes utilising agreed-upon templates
- Shifting and widening the onus of self-review from just admin to middle managers to teachers and non-teaching staff
- Building a school-wide culture of the benefits of feedback – seeking it, giving it, responding to it
- Shifting the view of self-review from inspectorial accountability to a keenness that it is just what we do = common practice.

The main aspects of our school self-review:

- We hold to the mantra that nothing is set in stone – that our School Business Plan is a living, workable document that guides our school operations and that it can be added to and modified at any time if it is not working for us to focus energy on maximising student achievement.

The table overleaf represents the main steps in our cycle of self-review

This does not reflect the ongoing review processes:

- Attendance Officer reviewing attendance in collaboration with relevant DPs, SAER meetings
- The tracking and monitoring of every student's academic progress by both Lower and Senior School Managers.



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OVERVIEW: SELF-REVIEW PROCESSES (CONTINUED)

2016	NOV	Full SMT	Senior Management Team [SMT] Planning day – all 19 school leaders meet to review the year. Basically using traffic light approaches; what has worked well/not; what do we need more of/less of; what do we need to start doing – Action plans for improvement
	EARLY DEC	All teachers	Teachers reflect on the efficacy of their teaching and learning programs, assessment structure, what worked well/not, suggest modifications for the following year
Attendance Officer		Complete analysis of attendance data	
2017	JAN	Senior School Manager, DP, Principal	Analysis of WACE data and results – production of information booklets for all Senior Management Team members
	EARLY FEB	All staff	Overview and explanation of WACE results to all staff on Term One SDD – congratulations where appropriate, broad areas where improvement is needed Learning Area staff meet to discuss in finer detail and to align explicit improvement agendas to Learning Area [LA] Operational Plans
		Consultant, HoLAs, TiCs, Senior School Manager	The Consultant Teaching & Learning Services [DoE] comes to our school for two days to meet initially with our Senior School Deputy Principal, Senior School Manager and then HoLAs [Heads of Learning Areas] and TiCs [Teachers-in-charge] to work through all WACE data interpreting where needed, affirming leaders' explanations, questioning action plans for improvement, providing wider contextual explanations
	LATE FEB - EARLY MAR	All HoLAs/TiCs, Senior School Manager & DP	Each leader plus any relevant Learning Area staff present a 60 minute review of Learning Area achievements and data analysis from the previous year to the full Senior Exec team and the Senior School Manager. Principal records, ascertains trends
			Individual teachers and Course Coordinators must be involved in the analysis/explanations Changes to Course Outlines /Assessment Outlines made to address "identified gaps" Year 10-12 students are taken through Action Plans for Improvement – reflecting on their previous year's report, trend identification, goal setting
	EARLY MAR	Principal	Principal presents an overview of all Learning Area presentations to the SMT especially focusing on consistent/repeated trends that need attention, planning, resourcing
APR	HoLAs/TiCs	Based on their Learning Area [LA] presentations, leaders make necessary adjustments to LA Operational Plans, targets, strategies and importantly purchase new resources to augment these changes	
	Principal	Completion of Annual Report involving review of all previous year data – results, attributes, attendance, behaviour data, Satisfaction & Opinion Surveys, Business Plan targets	

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OVERVIEW: SELF-REVIEW PROCESSES (CONTINUED)

2017	MAY	Performance Coaches * From 2016	<p>All Senior Exec Performance Coaches meet with their coaches [HoLAs/TiCs/Managers] to discuss and get clarity on the types of influence needed from them as leaders to achieve the identified improvements in their Learning Areas or roles</p> <p>All HoLAs/TiCs as Performance Coaches build into their coaching conversations with teachers the influence needed from them as teachers to maximise student achievement</p>
	END OF SEMESTER ONE		<p>Detailed analysis of Year 10-12 examination data – by DPs and Managers, HoLAs and TiCs</p> <p>Detailed analysis of grade distributions and attribute data initially by DPs and then discussed with HoLAs/TiCs</p> <p>Teachers complete reflection exercise for each class to identify gaps, changes needed</p> <p>Principal reads, personally comments on all Semester One reports stressing improvements needed, affirming effective attributes*. This review process although time-intensive gives the Principal a first-hand snapshot of Learning Area trends, issues for particular teachers, attribute and attendance data etc.</p> <p>Year 10-12 Semester One achievement and engagement reflection</p> <p>Reorganisation of Year 10 MESH classes to align with selected Year 11 Pathway</p>
	JUL - AUG	Principal	<p>Principal conducts mid-cycle review of Business Plan, utilising other leaders where needed = rates level of progress against all Key Performance Indicators – presents to Senior Exec then to Senior Management Team [SMT]</p> <p>Each HoLA/TiC presents progress on their Learning Area Explicit Improvement Agenda</p> <p>Necessary changes, inclusions of strategies, additional resources discussed</p>
	OCT	DPs & Lower School Manager	Analysis of NAPLAN results – identification of students below benchmark that may require differentiation, class changes for that year or next. Discussion with relevant stakeholders
			<p>Principal meets with HoLAs/TiCs to ascertain progress against LA Operational Plans – especially the salient points included as a result of their LA presentations from early Term One</p> <p>Analysis by HoLAs/TiCs and teachers of Year 12 Semester Two results</p>
	NOV		All SMT members begin to identify agenda items for the December SMT Planning Day
	SEMESTER TWO REPORTS		<p>Principal reads, personally comments on all Year 7-11 reports commenting on what students will need to do differently the next year to achieve improvement or sustain existing high levels of achievement</p> <p>Analysis of grade and attribute data distributions initially by DPs and Managers then discussions with HoLAs/TiCs</p>

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FOCUS AREA ONE:

LESMURDIE SHS STUDENTS WILL BE SUCCESSFUL

THIS WILL BE INDICATED BY:

- 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.

WE WILL:

1.1 IMPROVE STANDARDS OF STUDENT ACHIEVEMENT

Key Whole School Strategies

- Increase collective accountability and capacity for:
 - Establishing more purposeful use of range of data to inform Learning Area Planning
 - Learning Areas being more explicit with improved target setting
 - All staff effectively using student achievement evidence to inform teaching and learning
 - All Learning Areas completing backwards mapping to establish scope and sequence for skills and processes
 - All teaching staff tracking progress of students within each school year
 - Implementing templates to increase the specificity of teacher feedback on written assessment tasks
 - Ensuring all relevant data is diagnosed so that all students will be enrolled in an appropriate pathway that meets their individual needs
- Develop the professional ability of teachers to deliver all appropriate courses and curriculum
- Extend moderation processes and effective practices to ensure realistic grading
- Extend use of differentiated pedagogy to meet a wider range of student needs
- Extend the culture of self-reflection and goal setting with all students and staff

Literacy & Numeracy

- Extend NAPLAN & OLNA preparation courses
 - To improve online typing skills
 - Emphasis on Tactical Reading
 - Increase opportunities for students to practise reading for literal, inferential and evaluative understandings of text
 - To increase the % of students achieving Band 8 or higher for Numeracy and Reading
- Learning Areas Operational Plans will incorporate Achievement Standards of the Australian Curriculum for Reading

Key Performance Targets

Senior School

- Aspire to equal or exceed state and like schools:
 - WACE Achievement Rate
 - Year 12 Attainment Rate
 - Median ATAR
 - % of students with an ATAR of 70 or greater
 - % of students who attain a scaled score of 75 or above in one or more courses
 - % of students meeting the National Attainment Standard (NAPLAN or OLNA)
- ATAR Participation Rate at or exceeding the expected level as determined by DoE from Year 9 NAPLAN data
- All Year 12 VET students achieve attainment at Certificate II level
- Clear alignment of high performing students from NAPLAN 9 with tertiary pathways including students from LEAP

Lower School

- Differential between Year 7 and 9 English and Maths grading to be within 3% of NAPLAN Component distribution
- Increase the % of students achieving C grades or higher to equal or exceed like schools
- Improvement in individual student achievement through Years 7-10 as judged against student grade data summary
- 100% teachers trained to deliver reading literacy strategies by 2018
- Progress achieved in NAPLAN by the stable cohort will equal or exceed like schools in each test area
- Percentage of stable cohort Year 9 below National minimum standard in NAPLAN will be reduced from Year 7 results
- The % of students achieving Band 8 NAPLAN Reading and Writing increases from 2016 results

Both

- Comparative data is used more consistently over time to demonstrate improvement in student learning and achievement

SYSTEMIC LINKS

- Strategic Plan for Public Schools 2016-2019 – Priority 1
- IPS Independent Review [2016] Areas for Improvement 1 and 2



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WE WILL:

1.2 IMPROVE LEVELS OF STUDENT ENGAGEMENT

Key Whole School Strategies

- Teachers make explicit their expectations for engagement aligned to formal report attitude and effort attribute descriptors
- Continue to increase the credibility of our rewards program – VIVO, Student of the Month, Letters of Commendation to foster student engagement and raise aspirations for academic achievement
- Continue to build the credibility of the Good Standing Policies as an incentive to increase student engagement

Key Performance Targets

- Formal reports reflect upward trend in the ratings and consistency for attitude, behaviour and effort across all Learning Areas
- Establish positive upward trend in the % of students in Years 7-12:
 - Who maintain Good Standing
 - Who achieve Advanced Standing
 - Who receive incentives
- All teachers complete professional learning in Instructional Strategies and Tactical Reading by 2018

WE WILL:

1.3 IMPROVE STUDENT ATTENDANCE LEVELS

Key Whole School Strategies

- Implement a whole school approach to attendance
- Maintain 90% attendance as the minimum for Good Standing
- 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 at risk attendance category
- Establish a mentor system within a case management portfolio for students who do not reach regular status.

Key Performance Targets

- Whole school Attendance Rate will exceed like schools
- Attendance Rates for all year groups to be a minimum of 3% above the state median
- Positive impact of relevant Individual Behaviour Plans and Individual Education Plans on at-risk students' attendance.

WE WILL:

1.4 IMPROVE LEVELS OF STUDENT BEHAVIOUR

Key Whole School Strategies

- 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 – VIVO, Student of the Month, Letters of Commendation
- Continue to ensure that Good Standing has currency with students
- Implement formal Positive Behaviour School [PBS] approaches
- Implement a triage-based model for high needs, difficult to manage students to more effectively monitor readiness to engage in learning.

Key Performance Targets

- Percentage of behaviour referrals to HoLAs and Deputy Principals per year cohort to trend downwards
- Student, parent and staff National Survey reflect positive satisfaction with the safety of students and behaviour management
- Approaches to high needs difficult to manage students are deemed effective by teachers and leaders.

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WE WILL: 1.5 IMPROVE STUDENTS' POSITIVE WELL BEING AND SENSE OF BELONGING

Key Whole School Strategies

- Increase collective accountability and capacity for:
 - Staff making more purposeful use of a range of data to inform Student Services planning
 - Implementing a comprehensive and integrated student Pastoral Care Plan that includes emphasis on our core school value of respect and the building of student resilience
 - Incorporating a Student Services Team Plan in Lower and Senior School Operational Plans outlining the role of key personnel
 - Developing a strategic plan to effectively using staff in support services roles across all years
- Continue to build a culture of community-mindedness through connections with charities, projects
- Extend on our culture in which every student experiences a sense of belonging to our school community, of being known and understood as an individual
- 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 Targets

- Student and parent National Survey reflect positive satisfaction regarding safety, care and feeling valued
- The number of incidences of bullying as identified in student Opinion & Satisfaction surveys trend downwards
- Referrals to Student Services for self-harm relapse trend downwards from 2016
- Staff survey results indicate increased understanding of teaching students with mental health issues
- Implementation of a whole school approach to mental health and well-being encompassed in the Student Services Operational Plan to ensure staff and students have the necessary skills and knowledge to make good decisions

WE WILL: 1.6 PREPARE STUDENTS FOR FULL PARTICIPATION IN THE WORKFORCE AND SOCIETY

Key Whole School Strategies

- Build on existing processes that support and inform students to access appropriate and successful academic and vocational pathways from Year 7 to post-schooling
- Provide quality student and parent information sessions
- Build on counselling 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
- Staff will effectively use identified and relevant ICT and online learning strategies and tools to improve learning, communication and reporting
- Continue to place emphasis on VET pathways, teacher qualifications to run Certificate Courses and relevant industry experience

Key Performance Targets

- Positive upwards trend in parent and student satisfaction surveys concerning information, counselling, subject selection processes
- Year 12 destination data will reflect upwards trend in the number of students' uptake of TAFE and university placements

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FOCUS AREA TWO:

LESMURDIE SHS STAFF WILL EXCEL AT THEIR JOBS

THIS WILL BE INDICATED BY:

- High quality, innovative teaching, assessment and reporting practice being the core of the professional learning for staff alongside the Department's CMIS and IS strategies
- Teachers will engage in relevant Professional Learning to enhance student success
- Regular, meaningful feedback on job performance and effectiveness for all staff through Coaching.

WE WILL:

2.1 DEVELOP A CULTURE OF HIGH EXPECTATIONS AND HIGH QUALITY LEADERSHIP THROUGH PERFORMANCE IMPROVEMENT

Key Whole School Strategies

- Clear alignment of professional learning in curriculum and leadership and Performance Coaching for all leaders
 - Ensure all school leaders focus on staff well-being including implementing sustainable approaches that support the physical, mental and social welfare of staff
 - 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
 - Engage with outside agencies to support leadership strategies and growth
 - Support school leaders to lead self-reflective practices that are owned by staff as a necessary part of school improvement
- Extend the culture of leadership across our school to improve and provide more opportunities for teacher leadership
- Continual review of Executive structures and roles to develop capacity and ensure succession planning
- Highlight and celebrate staff achievements through specific recognition for awards, certificates, thanks and well done notes and feedback in Performance Coaching

Key Performance Targets

- Evidence of collaborative leadership processes used in establishing responses to data
 - Evidence of sharing responsibility by designated leaders and staff to enhance staff capacity to analyse data and implement improvement strategies
 - Increased numbers of L3 Classroom Teachers
- Positive upwards trend in level of satisfaction with school leaders from teacher and parent surveys
- All members of the Senior Management Team achieve accreditation as Growth Coaches by 2018
- Positive level of satisfaction with Performance Coaching [PC] through PC survey responses

WE WILL:

2.2 DEVELOP A CULTURE OF HIGH EXPECTATIONS AND HIGH QUALITY TEACHING THROUGH PERFORMANCE IMPROVEMENT

Key Whole School Strategies

- Clear alignment of professional learning, curriculum delivery and Performance Coaching for all teachers
 - Build on the current effective Performance Coaching process that reflects AITSL standards, DoE guidelines and our School AAIC [Advance Accredited Instructional Coaching] program
 - All teachers will be supported in working toward their performance improvement goals including access to high quality professional learning
- All teaching staff will demonstrate ongoing professional learning and reflective practice with a focus around classroom observation and feedback
- Achieve school-wide agreement on strategies to increase consistency in teaching quality and effectiveness
- The school will continue to refine instructional design structures across all year groups to maximise student achievement
- Extend processes for discussion on evidence-based pedagogies during Learning Area time that support student learning
- Use of all available relevant student achievement data to allow teachers to develop differentiated teaching programs
- Continue to work to decrease level of discrepancies in teacher judgment of student performance
- Ensure all teachers who attend professional learning are provided with opportunities for specific and targeted feedback to other staff

Key Performance Targets

- All teachers mapped to National Teaching Standards
- All teachers have been trained in CMS Foundation and/ or in Instructional Strategies Education [ISE] by 2018
- Minimum of 4 teachers trained at CAT Conferencer level
- All teachers have participated in effective Lesson Observation with a minimum of two formal visits per year and follow-up feedback
- Positive level of satisfaction with Performance Coaching [PC] through [PC] survey responses
- Anecdotal feedback from Learning Areas concerning the degree of differentiated teaching programs implemented
- School Performance Data reflects improvement in teachers making consistent judgments of student performance.



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WE WILL: 2.3 DEVELOP A CULTURE OF HIGH EXPECTATIONS AND HIGH QUALITY SUPPORT THROUGH PERFORMANCE IMPROVEMENT WITH NON-TEACHING STAFF

Key Whole School Strategies

- Clear alignment of professional learning, job effectiveness and Performance Coaching for all non-teaching staff
 - Build on the existing Performance Coaching model for continuous improvement
 - Evaluate the effectiveness of all support staff roles in terms of their impact on improved student achievement
 - Continue focus on improving 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 and Watching Others Work [WOW]
- Create a comprehensive Operational Plan and approach across all year groups to student well-being and support services to meet the growing demand for mental health, pastoral care and learning support

Key Performance Targets

- All Education Assistants trained to minimum Certificate IV
- All 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 as determined by relevant Line Managers
- Student Services Operational Plan implemented

WE WILL: 2.4 EXPAND THE USE OF TECHNOLOGY TO ENHANCE LEARNING

Key Whole School Strategies

- Provide planned opportunities for staff to develop innovative instructional design appropriate for a digital society
- ICT improvement goals incorporated in each Learning Area Operational Plan
- Maintain and enhance IT infrastructure [hardware, software, technical support] to support and enhance ICT implementation
- Encourage and support staff to regularly share explanations of valuable IT use in staff meetings
- Introduce all students to a digital citizenship course

Key Performance Targets

- All teachers incorporate ICT improvement in their Performance Coaching Agreement
- Digital citizenship course introduced to Year 7 TEAMS in 2017
- The number of instructional ICT strategies to improve learning has increased since 2016 as determined by HoLAs and TiCs



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to navigate between articles*



LESMURDIE
SENIOR HIGH SCHOOL

SCHOOL BUSINESS PLAN 2017-2019

WELCOME

PURPOSE

2016 INDEPENDENT
REVIEW: MAJOR FINDINGS

OUR PRIORITIES: 2017-2019

SELF-REVIEW PROCESSES:
OVERVIEW

2017 FOCUS AREAS

FOCUS AREA THREE: LESMURDIE SHS WILL BE A RELEVANT LEARNING COMMUNITY THAT IS INNOVATIVE, RESPONSIVE AND ACCOUNTABLE

THIS WILL BE INDICATED BY:

- The school's vision and values are reflected in all school communication
- LSHS is a distinctive school of choice giving all parents the confidence that we can meet the needs, aspirations and interests of their children
- LSHS will work to involve parents and the community more in the life of our school
- LSHS will use resources wisely and focus on making open and transparent decisions

SYSTEMIC LINKS:

- Strategic Plan for Public Schools 2016-2019 – Priority 3 & 4
- IPS Independent Review [2016] – Area for Improvement 4

WE WILL:

3.1 IMPROVE SCHOOL GOVERNANCE

Key Whole School Strategies

- 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 official IPS Board training
- Ensure the composition of our School Board includes parents, staff and representatives from business, community, tertiary education institutions
- Continue the 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

Key Performance Targets

- Develop collaborative practice between Cluster school members to formalise the objectives of the cluster
- Balanced Board composition
- Satisfaction Survey results indicate majority of respondents are aware of Board purpose and Board members
- Board Survey results indicate significant Board members' level of confidence with school performance and student achievement data
- Enhanced effectiveness of the one-line budget

WE WILL:

3.2 EXTEND SCHOOL SELF-ASSESSMENT PROCESSES

Key Whole School Strategies

- Explore and implement avenues for more specific and regular student feedback in all Learning Areas
- Encourage and implement use of 360 degree feedback
- Continue to build 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
- Include an overview of our school's self-assessment processes in all future Business Plans

Key Performance Targets

- Performance Target progress reports for all three Business Plan Foci are prepared each semester and considered by key staff in the school
- Student, parent and staff satisfaction ratings towards the learning and working environment as indicated through annual survey data trend upwards
- Positive feedback from all staff concerning Performance Coaching
- Increased opportunities for Student Councillors to communicate with Principal and Senior Management Team

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WE WILL: 3.3 RESPOND EFFECTIVELY TO ORGANISATIONAL CHANGE

Key Whole School Strategies

- Improve communication links across our school targeting dissemination of information from Senior Management Team meetings to Learning Area Meetings
- Continue to effectively and efficiently manage the Student Centred Funding Model
- Systemic changes are mapped out in our School Business Plan
- Strengthen collaboration across the school between Learning Areas

Key Performance Targets

- Staff satisfaction with improved systems and processes to facilitate communication and feedback on future initiatives and trends
- Staff, parent and student National Survey satisfaction levels with the improvements to school operations resulting from improved communication
- Performance improvement and Learning Area explicit improvement agendas are linked directly to the School Business Plan

WE WILL: 3.4 DEMONSTRATE THAT WE ARE A FUTURE-FOCUSED SCHOOL

Key Whole School Strategies

- Build the capacity of the Senior Management Team to become future-focused
- Encourage greater interest, competence and enrolment in science, technology, engineering and mathematics [STEM] subjects and work to increase the proportion of students studying these subjects in senior school
 - Evaluate the current focus and relevance of our Specialist LEAP Program
- Develop student skills for emerging industries and technologies including teamwork, problem-solving, creativity, independent thinking, critical analysis
- Provide support for teachers to apply for Senior Teacher, Level 3 Classroom Teacher and promotion to higher levels
- Continue the trend of having a minimum 10% of teaching staff as beginning teachers to ensure the quality and sustainability of teaching and learning into the future
- Develop a comprehensive School Building, Facilities and Grounds Improvement Program that services the ongoing needs of our school
- Continue to build on the Pre-Service Teacher MOU with Curtin University [CULIP]
- Continue to maintain a high level of regular communication, marketing and promotion of educational partnerships and classroom successes within the community

Key Performance Targets

- The inclusion of future-focused agenda items in Senior Management Team and School Board meetings
- Improvements with our communication strategies and avenues to incorporate web and social media
- CULIP – our Pre-service teacher training program with Curtin University is fully implemented
- Development and implementation of a comprehensive School Building, Facilities and Grounds Improvement Program that services the ongoing needs of our school
- Partnerships extended with universities, industry, community that will allow for new ideas and effective educational links to be forged
- Development of IT Infrastructure Strategic Plan aligned with school ICT needs
- Increase in use of relevant social media and school website to promote our school



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