



BUSINESS PLAN 2024-26



THRIVING IN
A NURTURING
ENVIRONMENT

LESMURDIE
SENIOR HIGH SCHOOL

Thriving in a nurturing environment

We respectfully acknowledge the past and present traditional custodians of this land, the Beelu people. It is a privilege to be present on Beelu country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – **Australia.**



#togetherwethrive

We believe that only in our strong togetherness will we thrive. That this connectedness offers our best chance of success as students and staff in a learning community. Thriving at Lesmurdie means we can be our best authentic selves every day, working towards our personal goals and creating an environment where this can occur organically. Our Lesmurdie connected community wishes to share this plan as it guides our direction for enhancing improvement in our school for the new Business Plan 2024-2026.



Our Vision

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NURTURING - We build quality relationships between students, staff, parents and community, promoting stability, trust and a sense of belonging. Together we sustain and support each other. We all take responsibility for nurturing each other, developing our talents, and respecting difference. We champion our own successes.

ENVIRONMENT - We strive to create and embrace a positive, personal and physical environment both within our school and beyond. This includes our own wellness as well as our class spaces, our school grounds and our wider bush setting. We seek to protect, respect and enhance our unique environment through awareness, education and considered action.

We are a learning community who in this new plan are striving to extend our accomplishments in realising our vision as we prepare our students to be resilient, creative, confident, collaborative in the face of new challenges and opportunities.

Our Values

Lesmurdie CAREs
and the School Community values ...

Curiosity. We ask questions, actively seek out the answers and have a strong desire to know and learn.

Aspiration. We seek excellence in being and doing our best; valuing the achievement and effort required in pursuing personal and academic success.

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Environment. We explore issues, engage in problem solving, and take action to improve our personal and physical environment.

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Successful students, staff
and school.

Our values support the school vision
which fosters students and staff
being and feeling successful.

Context

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Lesmurdie Senior High School is situated in the beautiful surrounds of the Perth Hills. The school has a population of around 1000 students and 100 staff. Our school is found in a semi-rural location surrounded by bushland. The school emblem of a Chuditch (Djooditj) encased by the branches of a Jarrah (Djarraly) tree strongly reflects our connection to nature and our respect for the environment. Our school community recognises the guardianship of the traditional owners of the land in which we learn, and we welcome our connection to the Beelu people.

We have been an Independent Public School for over ten years. Lesmurdie is a school of choice as evidenced by our strong enrolment numbers, demand for LEAP (Lesmurdie Enrichment and Acceleration Program) places, quality teaching and effective Board and community partnerships with Curtin and Edith Cowan Universities. LEAP caters for gifted students in Mathematics, Science and Engineering and is a public-school endorsed Specialist Program. Our partnerships with Edith Cowan University engineering mentors allows our students to have real-world experiences and current future focussed practical knowledge. Those of our students recognised with Advanced Standing in our community are awarded Chuditch points for displaying our school values. Those students who meet and exceed our high expectations are recognised with CARES Awards.

The school continues to offer students the most appropriate pathways to enable success. Results achieved in WACE, NAPLAN, STEM, sporting, academic and cultural competitions and examinations are outstanding. We achieve in both ATAR and VET programs with the addition of our Health Science Hub offering Certificate

III in Health Services Assistance to provide an advanced pathway into the allied health field. We are a responsive and flexible school that caters to the changing needs of industry and community to provide a contemporary curriculum experience, as seen in our responsive four-day senior school program. In addition to striving for success our staff are passionate about creating an inclusive learning and social environment, where every student develops a strong sense of belonging and pride. Although performance and achievement are highly valued, so too is the sense of wellbeing that comes from being part of a welcoming community. Our school therapy dog is a companion for students in need of this special, calming connection and enables all our students to flourish.

Since commencing at Lesmurdie Senior High School in 2018, the Principal, Kerry Chipchase, has determinedly led a consultative process for planning and whole school improvement. This has been vindicated by the external review team (ESAT) in 2020 where the school was commended on its exemplary learning environment, relationships and partnerships, leadership and student progress. This new iteration of the Business Plan provides further direction for the school to build on these past successes.

In the coming years the Business Plan will focus on strengthening quality teaching as we continue to innovate in developing our STEM programs and resources and by offering innovative gendered classes, and contemporary pastoral care through Lego therapy and voluntary mentorship by staff of our students. Our vision of *Thriving in a Nurturing Environment* is our everyday, routine, impactful work. We wish for all our students to belong and #togetherwethrive.





Students are inquisitive, energised, ask questions and are curious about the learning process. They set and achieve goals, manage themselves, are open to ideas, appreciate difference and have a desire to contribute.



Staff contribute to a strong school culture. We challenge ourselves to reach our potential and improve performance. We have a positive influence in our teams and beyond. We share a desire to inspire and support each other and be the best we can be.



We place a high priority on making school safe, fun and an inspirational place to learn. We understand that a modern education requires a positive approach to the wellbeing of our students and staff so that we are able to thrive.



Shaping future leaders is a priority. We value aspiration, focus on continual improvement and reward innovation. We provide effective feedback and support for growth and development of our students and staff.

Artwork: Developed by the Follow the Dream Students of Lesmurdie Senior High School in collaboration with Arts staff & students. With guidance and support from the staff of St Catherines College - this work represents Lesmurdie, the 6 seasons of the Noongar Calendar and the families of all participating students.

Targets

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Target 1: Feedback is positively impactful for all students in their learning.

Impactful feedback provides guidance for students to improve their learning and performance. Studies have shown that students who receive timely and constructive feedback tend to achieve better learning outcomes compared to those who do not. The feedback helps students adjust and improve their learning approach.

Strategies:

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- Explore meaningful feedback models that are evidence based to influence student learning and achievement.
- Following each formal assessment, student self-reflection and goal setting are mapped for improvement.
- Teachers utilise digital technologies to coordinate assessment schedules to students across learning areas via an online calendar.
- Students and parents have clear expectations for achievement and understandings of benchmarks. Teachers will have clarity of messaging with students at point of need. This is supported by open communications through parent teacher conferences, reporting, information evenings, and course selection process.

Measures:

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- Cohort grade point average increase in performance data from Year 7-12.
- Student surveys indicate the process of the feedback cycle is supporting individual improvement.
- Parents indicate through survey data that written communications from teachers are positively affecting their student's performance (eg. Compass, Connect, PT conference).
- Staff, parent and student surveys indicate increased understandings of year level achievement expectations. (Including NAPLAN, OLNA, grade levels, WACE).

Data sources:

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- Reporting to Parents
- National Online Survey

Target 2: Students will develop the essential skills required to successfully participate in an evolving society.

Students will be supported to identify their core values, interests, strengths and long-term aspirations. This helps provide purpose and motivation for their present and future studies and choices. Students will work towards gaining self-knowledge about their learning styles, strengths, areas for growth and personality traits. This helps them identify suitable career options and roles. We will plan and prepare students for various contingencies; teaching them to regularly re-evaluate their goals and adapt their plans based on changing interests, opportunities and feedback.

Strategies:

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- Establish awareness and attainment of 21st Century skills that will provide students with opportunities to transition into and between career options.
- Support every student to identify current and future opportunities through virtual and firsthand experience demonstrated by individual student portfolios.
- Establish an integrated Enterprise and Innovation (STEM) approach to learning that is responsive to students needs and interests, allowing our students to be competitive and adaptive in a future focused society.
- Develop literacy and numeracy support programs and structures to bridge identified gaps for every student.

Measures:

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- WACE attainment is equal to or above public schools over a 3-year rolling average.
- Median ATAR is equal to or above public schools over a 3-year rolling average.
- Year 10 LEAP graduates gain a median ATAR over 85.
- 70% prequalification for OLNA prior to Year 10.
- 90% completion rate of students enrolled in certificates.
- 85% of students choose 2 or more STEM subjects in Year 11 and 12.
- Demonstrated STEM integration into all learning area planning.
- All students will have a digital pathway portfolio.

Data source:

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- WACE results
- Senior School Metrics
- OLNA
- NAPLAN
- VET completion
- Senior school data
- Audit of curriculum
- Student Survey

Target 3: Enhance capacity for teachers and students to effectively foster togetherness, inclusivity and wellness through building involvement and relationships with our local community.

All community members are valued and respected through words and actions. We will work to remove discrimination, prejudice and exclusion, ensuring people feel they belong. Our community members will be invited to share their unique backgrounds, experiences and points of view. We will actively listen to understand and appreciate different perspectives. We will strategically arrange settings where people can interact and bond. These personal connections form the foundation for community togetherness.

Strategies:

- Work towards achieving sustainable cultural responsiveness by collaborating, as a school, on a journey from reflection and understanding through to competency building and meaningful action.
- Recognise the uniqueness of individuals and enhance consultation with student groups and representatives in order to deliver relevant Professional Learning for staff and provide student support.
- Develop and utilise alumni, industry partnerships and community contacts to develop authentic pride and involvement across our school community.
- Create programs and structures that support the social and emotional wellbeing of students in a positive school culture from Years 7 to 10.
- Consolidate and extend the culture of Lesmurdie Links, aligned to the school priorities.
- Empower staff to grow and flourish in their workplace, through professional structures.

Measure:

- The implementation and ongoing review of the Reconciliation Action Plan from an initial one-year introductory plan to a three-year cycle.
- Students, staff, and community engagement show progress against Intercultural Development Capability Framework.
- There are mechanisms in place for each student to feel valued and heard and this is reflected in the National Online Survey.
- Establish a structure to support programs that address Social Emotional Learning (SEL) development from Year 7 to 10.
- Grow and utilise our list of alumni to establish new opportunities in curriculum delivery and engagement for students.

Data source:

- National Online Survey
- Intercultural Development Capability Framework
- Professional Learning calendar
- Website

Target 4: Our school commits to teaching excellence through targeted engagement with staff professional growth and development.

Together we clarify what constitutes excellent teaching and job performance. We will support the growth of staff by providing opportunities to observe and learn from each other. Encouraging mentoring, peer coaching and sharing of best practices. We commit to foster an environment where staff are encouraged to try new ideas, techniques and methods to improve their teaching and job performance for best student outcomes.

Strategies:

- Create a high-quality teaching culture where our staff commit to self-reflection and professional growth aligned to The Australian Teaching Standards and career stages.
- Increase staff engagement with professional learning to curate a repertoire of progressive and contemporary skills.
- Attract highly capable beginning teachers supported by rigorous mentorship, professional stewardship, and flexible options for engaging in the mastery of curriculum.
- Utilise the Lesmurdie Learning Experience in every learning area to provide a consistent and rich framework for lesson delivery.
- Enhance leadership skill development and support for career growth through individualised planning for aspirant staff.
- Develop and invest in a Leadership Strategy to promote continuous learning and professional growth of School Leaders.

Measure:

- Learning areas showcase high quality teaching practices as supported by leaders.
- All performance and development conversations and practices link to The Australian Teaching Standards and establish challenging improvement goals with staff.
- Appropriately experienced and established teaching staff offer to mentor preservice teachers.
- *Shoulder to Shoulder* walkthroughs show 100% of teaching staff are utilising the Lesmurdie Learning Experience to positive effect in the classroom.
- Aspirational staff are afforded time and resources to support their career pathway.

Data source:

- National Online Survey
- Shoulder to Shoulder feedback
- Professional Development
- CULIP and Pre-service teacher data
- Aspirant group data



The School Board
endorses the
2024- 2026
School Business Plan

K. Chipchase

Kerry Chipchase,
Principal

M. Della Franca

Mathew Della Franca,
Chair School Board

28 August 2023



LESMURDIE
SENIOR HIGH SCHOOL

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AN INDEPENDENT PUBLIC SCHOOL | THRIVING IN A NURTURING ENVIRONMENT



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Targets

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Target 3: Enhance capacity for teachers and students to effectively use forums and events to foster togetherness, inclusivity and wellness through building involvement and relationships with our local community.

Target 2: Students will develop the essential skills required to successfully participate in an evolving society.

Target 4: Our school commits to teaching excellence through targeted engagement with staff professional growth and development

Personal Pledge

As a student at Lesmurdie SHS, I will work towards an improvement goal to:

1.
2.
3.

Student Name: Date: