

SCHOOL BUSINESS PLAN TO IMPROVE TEACHING & LEARNING

DEDICATED TO STUDENT LEARNING



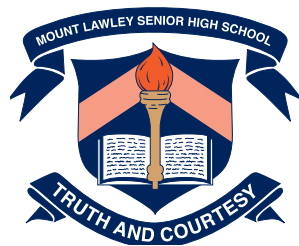
2012
-2014

Dedicated to:

Excellence
Respect
Perseverance
Learning



INSPIRE TO ASPIRE



TO IMPROVE TEACHING & LEARNING

This plan is underpinned by our vision and values. The development of strategies is directed by our School Wide Pedagogy. Learning Areas will unpack and plan strategies for classroom implementation in their teaching and learning programs and Operational Plans. Staff will be given the opportunity to collaborate and share across learning areas. Teachers will form Professional Learning Communities that have a strong focus on improved teaching and better student results. Data evidence is the assessment tool to measure the implementation of teaching/learning strategies and learning improvements.



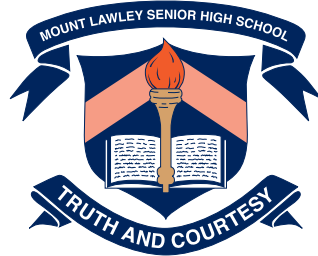
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This school plan for Mount Lawley SHS has been generated through, the self-assessment process and the response to the Standards Review and earlier School Reviews undertaken by the previous office of Director, Schools. This process is designed to improve schools and the programs that are offered and hence, enhance student learning. The Plan for Mount Lawley SHS has been generated through a consultative whole-school approach including all stakeholders, such as parents. It has been refined through a number of processes involving staff and community. This is generated through the concept of Parallel Leadership where teachers take responsibility for improvement and the development of a positive school culture through the whole-school approach to teaching and learning that drives the improvement strategy. Professional Learning Communities of teachers will prosper, as an important strategy for improving student results.



SCHOOL MOTTO TRUTH AND COURTESY

SCHOOL VISION INSPIRE TO ASPIRE

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 WIDE PEDAGOGY

We connect our authentic learning experiences to life
We develop higher-level thinking
We are motivated and responsible for our own learning and actions
We cater for individual differences



Statement of Purpose



STATEMENT OF PURPOSE

MOUNT LAWLEY SENIOR HIGH SCHOOL 2012-2014

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

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

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

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

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

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

The school regards staff, both teaching and support, as the foundation upon which excellence in school programs is built. Staff are enablers to better student results. Staff will be treated with consideration, have access to and pursue relevant professional development and participate in effective performance management. The professional development of staff will impact on, and inform, improved classroom practice and lead to enhanced student outcomes.

Teachers, within the various teaching teams across the school, will be part of a professional learning community and participate in professional conversations about learning and professional growth leading to better student results.

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

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

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

This plan charts the journey.

STRATEGIC PLAN FOR PUBLIC SCHOOLS IN WESTERN AUSTRALIA 2012-2015

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

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

Additionally, school planning at the operational level is strongly guided by the relevant Focus objectives. A Focus document is released annually.

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

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

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

There are six key elements of the Classroom First Strategy:

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

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

2. A classroom orientation: sound teaching.

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

3. Context specific: distinctive schools.

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

4. Practical support: making it possible.

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

5. Meaningful accountability: asking the hard questions.

School accountability mechanisms should serve educational purposes.

6. Public confidence: trusting public schools.

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

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

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

The school's planning process can be summarised as:

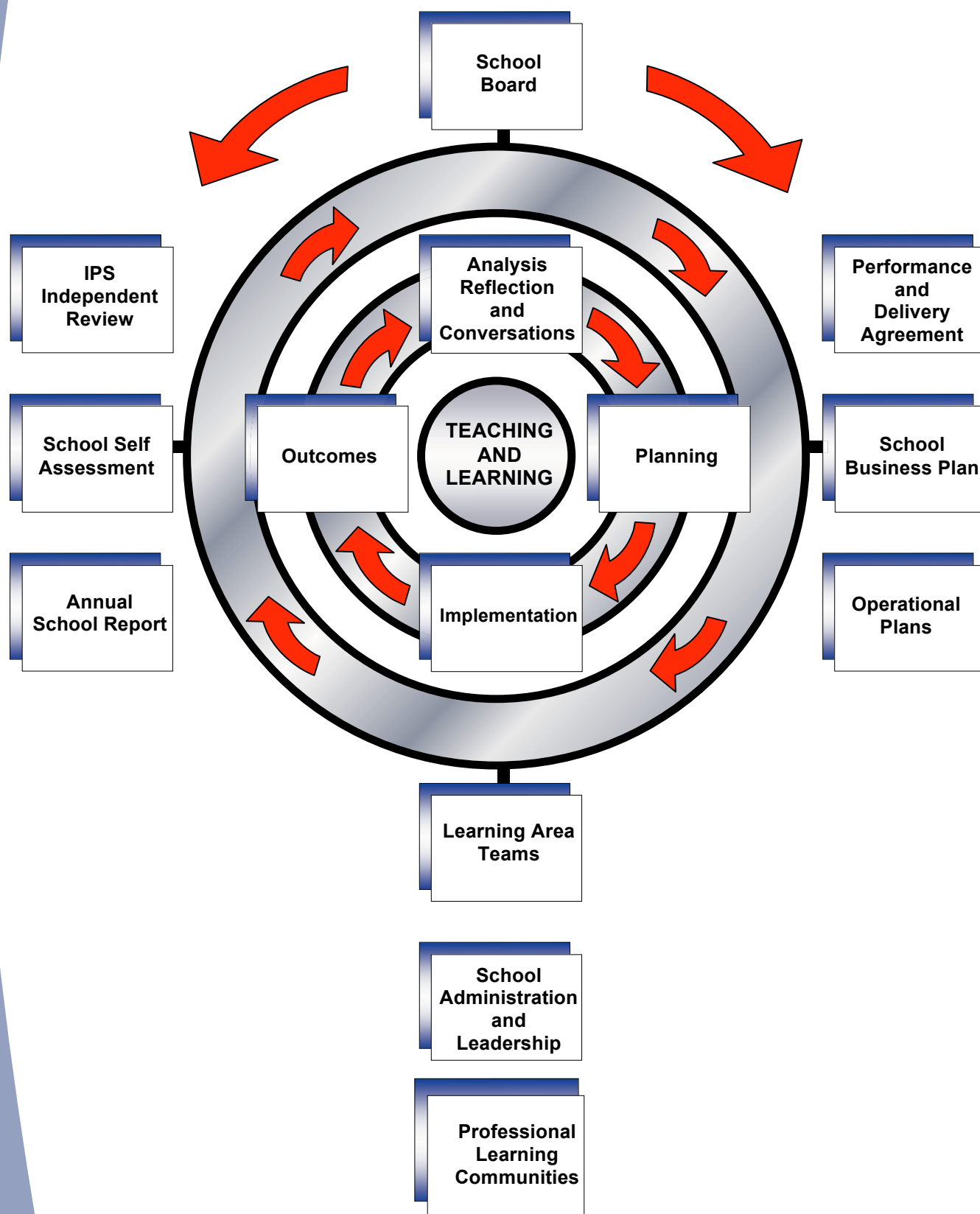
- The plan is a long term strategy to shape improvement and cultural change.
- The intent is to deliver high standards of student achievement.
- From the School Business Plan, a series of whole-school operational plans and learning team plans will be developed. There is an expectation that teachers will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



Planning and Accountability Model



PLANNING AND ACCOUNTABILITY MODEL





1. EXCELLENCE

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

2. RESPECT

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

3. LEARNING

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

4. PERSEVERANCE

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

Priorities for Improvement



PRIORITIES FOR IMPROVEMENT



The following priorities have been identified for the triennium.

1. BETTER ACADEMIC ACHIEVEMENT
2. PEDAGOGY – IMPROVED TEACHING ENABLING LEARNING
3. STUDENT WELLBEING
4. PARTNERSHIPS



1. Better Academic Achievement

Students will value learning and strive to achieve results commensurate with their ability. Staff will have high expectations, encourage students, reward achievements and effort and celebrate. Families will have access to quality counselling and students provided with relevant pathways. Attendance at school will be valued and students will appreciate academic achievement as worthwhile.

2. Pedagogy: Improved Teaching Enabling Learning

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 better student results. Teachers will also enhance skills in using technology and embed the Australian Curriculum in school operations. Through improved teaching students will be placed better to develop key learning skills and achieve improved results.

3. Student Wellbeing

The school will be regarded as a place where all are welcomed and staff and students treat each other with courtesy and bullying is rejected. Staff and students acknowledge and are accepting to difference and demonstrate respect to each other and to personal and school property. All will accord respect to the grounds and buildings of the school.

4. Partnerships

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





PRIORITY 1 BETTER ACADEMIC ACHIEVEMENT

Students will value learning and strive to achieve results commensurate with their ability.

Staff will have high expectations, encourage students, reward achievements, effort and celebrate. Families will have access to quality counselling and students provided with relevant pathways. Attendance at school will be valued and students will appreciate academic achievement as worthwhile.

STRATEGIES	TARGETS	ASPIRATIONAL TARGETS
• Identification of alternative pathways on offer for students to cater for their interests and individual differences. • School Improvement Officer will help Level 3s implement the Year 12 Performance Improvement Plan to develop a culture of school self improvement. • To implement the Year 9 NAPLAN/MSE 9 Improvement Plan. • Year 10 focus on achievement and progression to Senior School (develop a developmental environment for Year 10, collegial support, strategies for managing less engaged students). • Enhancement of school-based Academic Extension classes. • Tracking profiles of students across all learning areas from Year 7-12 and providing summary remediation. • Focus on the achievement of GATE Students. • Support external Competitions such as ICAS. • Review Aboriginal outcomes and implement an improvement plan.	• Achieve graduation rates above the state average. • 75% of AEP students to achieve an ATAR of 80 or better. • Match or better like schools SAIS results in Years 11 and 12 in at least 10 subjects. • Year 9 NAPLAN results above national benchmarks. • Year 9 MSE 9 results above state benchmark. • 10% of GATE students entering in Year 8 accomplish 90+ in WACE program exiting Year 12. • Year 10 grading exceeds like schools in two of four MESS areas. • Top 50 DoE school in at least 2 measures over the triennium. • Five High Distinctions or better in outside competitions. e.g. UNSW/ICAS • At least two Indigenous students beginning Year 8 in 2011 gaining university entrance. • 100% of students achieving English competency • Median ATAR of 79 is achieved by 2014.	• Achieve 100% Graduation rate. • 25% AEP students achieve an ATAR of 90 or better. • Exceed like schools SAIS results in Years 11 and 12 in at least 15 subjects. • Year 9 NAPLAN results above national benchmark by 2%. • Year 9 MSE 9 results above state benchmark by 2%. • Year 10 grading exceeds like schools in all four MESS areas. • 30% of GATE students in Year 8 accomplish 95+ in WACE program in Year 12. • Top 50 DoE school in at least 4 measures over the triennium. • 100% of exiting Year 12 students achieve university entrance in an English course (50% scaled score). • Ten High Distinctions or better in outside competitions. e.g. UNSW/ICAS • 75% Indigenous students beginning Year 8 in 2011 gaining university entrance. • 100% of students achieving English competency for University entrance. • Median ATAR achieved 81 by 2014.

PRIORITY 2 PEDAGOGY: IMPROVED TEACHING ENABLING LEARNING

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 the school, learning area teams will adopt the framework of a Professional Learning Community. Level 3 curriculum leaders, inculcated in the approach in 2011, will lead these communities. They will engage a range of strategies such as professional conversations, coaching and mentoring and teacher skill in utilising technology. A variety of pedagogical styles will form part of the professional learning for staff along with the Department's CMIS strategy. The Australian Curriculum will become a focus of professional learning. Through teacher professional learning, students will develop improved literacy skills across all learning areas and recognise the skills of reading, writing, listening and speaking as key learning tools. In particular, the capability to write for a variety of audiences and purposes will be valued and developed. Teachers will be prepared through professional development to utilise technology as a learning tool in class, enabling student utilisation across learning areas.

STRATEGIES	TARGETS	ASPIRATIONAL TARGETS
- LA to lead discussion of Teaching & Learning at every LA meeting through the development of Professional Learning Communities and focussed Professional Learnings undertaken. - Learning Areas to implement teacher peer modelling within their faculties and across the school utilising CMIS. - Level 3s implement Coaching strategies, learnt in 2011, with their Professional Learning Communities to develop further teacher skills. - Teachers are enabled to provide Special Needs/Academic Extension students with differentiated learning opportunities and IEPs. - Development of professional learning activities using technology to link to critical and creative thinking through authentic learning experiences. Teachers utilising technologies as part of their pedagogy. - Teachers are enabled to utilise the Literacy and Numeracy frameworks for the school. - Teachers address pedagogical aspects in Performance Management Agreements.	- Professional Learning Communities are established for all Learning Teams. - Teacher modelling through CMS structure in place. 50% of all staff to complete CMIS over period of SBP. - Implement a teacher coaching structure for 20% of teachers in each department. - PLC will include 20 minutes of professional conversations about student learning during each meeting. 80% of teachers attend professional development on ICT in the classroom. 80% of teachers attend Professional Learning in Literacy/Numeracy. 100% of teachers identify one area of pedagogy to improve in their Performance Management Agreement.	- Professional Learning Communities are established for all Learning Teams. - Teacher modelling through CMS structure in place. 60% of all staff to complete CMIS over period of SBP. - Implement a teacher coaching structure for 30% of teachers in each department. - PLC will include 30 minutes of professional conversations about student learning during each meeting. 100% of teachers attend professional development on ICT in the classroom. 100% of teachers attend Professional Learning in Literacy/Numeracy. 100% of teachers identify one area of pedagogy to improve in their Performance Management Agreement.





PRIORITY 3 STUDENT WELLBEING

The school will be regarded as a place where all are welcomed and staff and students treat each other civilly. Violence is not seen as a legitimate solution to problems with bullying, drug use and other substance abuse being rejected. Staff and students acknowledge and are accepting of differences and demonstrate respect to each other and to personal and school property. All will accord respect to the grounds and buildings of the school and graffiti, damage and rubbish will be minimised.

STRATEGIES	TARGETS	ASPIRATIONAL TARGETS
- Refine Anti Bullying program including Cyber Safety to Years 8-10. - Continue ECU/Mount Lawley safe school programs. - Appoint a L3 to respond to poor attendances. - Continue programs to support school and the social environment eg. Role of Cadets, school as carbon neutral, Act Now, Clean Environment. - Continue the "Colours" program which recognises individual commitment in a number of areas including Sport, Community, Statesmanship, etc - Promote the social concept of Community Service and acknowledgement of Service through "Colours" - Refine strategies and programs to meet the ongoing needs of at risk students. - Continue counselling of students to establish a relevant post school pathway. - Enforce the school's dress and behaviour codes as a component of school culture and pride.	- All students in Years 8-10 complete anti bullying course. - The number of incidences of bullying to decrease by 5% as identified in student surveys. - Increase attendance rates to above 90% in all years. - Attendance rates exceed 90% for the whole school. 50% of students contribute to Community Service eg. Information sessions, guest speakers. - Number of students who change courses following the start of the academic year to decrease by 5%. - Each year of the plan, 15 students will gain "Colours", which recognises individual commitment. - Reduce number of behaviour management incidents by 1%.	- All students in Years 8-10 complete anti bullying course. - The number of incidences of bullying to decrease by 10% as identified in student surveys. - Increase attendance rates to above 92% in all years. - Attendance rates exceed 92% for the whole school. 60% of students contribute to Community Service eg. Information sessions, guest speakers. - Number of students who change courses following the start of the academic year to decrease by 10%. - Each year of the plan, 30 students will gain "Colours", which recognises individual commitment. - Reduce number of behaviour management incidents by 2%.



PRIORITY 4 PARTNERSHIPS

The school will seek out and nurture mutual obligation partnerships where others can add value to school programs. These networks will include service clubs, the business sector and government agencies. Parents will be well informed about their child's progress and achievement and work with staff as partners. We seek to improve links to external providers and organisations and the community (real world connections). We also seek international opportunities through sister schools and language and cultural education.

STRATEGIES	TARGETS	ASPIRATIONAL TARGETS
- Strengthen partnerships and relationships with ECU, TAFE, CCI and outside providers in resourcing, support, expertise and facilities. - Continue to offer pathways such as Career Link, Work Placement and individual counselling for students. - Promote Language Hubs with local schools. - Renew and extend sister school relationships in China on an ongoing basis through cultural exchange - Review sister school relationships in Italy through a program of cultural exchange . - Strengthen links with the Rotary Club of Mount Lawley. - Maintain the Interact Club of Mount Lawley. - Expand the MoU with Edith Cowan University to include alternative pathways and enable school students to study a University unit. - Gain Special Program status for the Aboriginal Excellence Program and establish a reference group. - Develop and implement an embedded Alumni program. - Offer Parent Connect for all Year 11 and 12 Students.	- The establishment and nurturing of strong partnerships that deliver benefits to students. 200 students directly benefit from a school partnership. 100% of Year 9 students who undertake the Certificate 1 course in Work Readiness successfully complete the qualification. - The school engages with providers to develop and offer appropriate courses for students. - The number of employers engaged in work placement programs is sufficient to meet student demand. - All students who begin Certificate courses offered with providers are successful in gaining the qualification. - Aboriginal Excellence Program gains Special Program status and a reference group is established. - The number of Alumni registry increases by 5% each year of the School Business Plan. 40% of parents take up the offer of Parent Connect.	- The establishment and nurturing of strong partnerships that deliver benefits to students. 300 students directly benefit from a school partnership. 100% of Year 9 students who undertake the Certificate 1 course in Work Readiness successfully complete the qualification. - The school engages with providers to develop and offer appropriate courses for students. - The number of employers engaged in work placement programs is sufficient to meet student demand. - All students who begin Certificate courses offered with providers are successful in gaining the qualification. - Aboriginal Excellence Program gains Special Program status and a reference group is established. - The number of Alumni registry increases by 10% each year of the School Business Plan. 70% of parents take up the offer of Parent Connect.

AUSTRALIAN CURRICULUM STATEMENT

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

The Australian curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding) and three cross curriculum priorities (Aboriginal and Torres Strait Islanders histories and cultures, Asia and Australia's engagement with Asia and Sustainability). These have been embedded where relevant and appropriate in each learning area and can be viewed explicitly in the curriculum online.

Aboriginal and Torres Strait Islander Histories and Culture

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

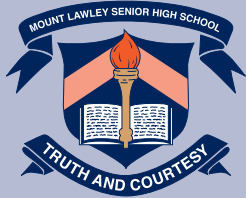
Asia and Australia's engagement with Asia

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

Sustainability

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

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



SCHOOL PRIORITIES

- Better Academic Achievement
- Pedagogy - Improved Teaching Enabling Learning
- Student Wellbeing
- Partnerships



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

EXCELLENCE AND EQUITY

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



CLASSROOM FIRST STRATEGY



MELBOURNE DECLARATION ON EDUCATIONAL GOALS FOR YOUNG AUSTRALIANS

Goal 1: Australian schooling promotes equity and excellence

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

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





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

AE	Academic Extension
BMiS	Behaviour Management in Schools
CoS	Course of Study
DoE	Department of Education
DLP	Documented Learning Plan
EALD	English as an Additional Language/Dialect
ESL	English as a Second Language
ES	Education Support
GATE	Gifted and Talented Education
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
ILP	Individual Learning Plan
IT	Information Technology
ITC	Information Technology and Communication
MIS	Management Information System
RTO	Registered Training Organisation
SAER	Students at Educational Risk
SBP	School Business Plan
SCSA	School Curriculum and Standards Authority
SIS	School Information System
SVAPA	Special Visual and Performing Arts
TAFE	Technical and Further Education
ATAR	Australian Tertiary Admission Rank
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools
WPL	Workplace Learning
WACE	Western Australian Certificate of Education



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



MOUNT LAWLEY SENIOR HIGH SCHOOL

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