

BUSINESS PLAN 2020–2022



LESMURDIE
SENIOR HIGH SCHOOL

THRIVING IN
A NURTURING
ENVIRONMENT

OVERVIEW OF SELF-ASSESSMENT

The Lesmurdie Senior High School Business Plan 2020 – 2022 provides clear directions for our school. It is aligned to the Department of Education Strategic Plan for WA schools, Focus 2019 and key policy documents. Our school culture recognises the critical role that self-reflection and review contributes to our continued growth and improvement. Our teachers work in collaboration to achieve targets through classroom planning. Our rigorous self – review cycle ensures that teachers and teams know where they are currently at and where they want to progress to and they are supported in developing clear plans on how to get there.

Jan	Senior School (SS) and Lower School (LS) Managers, Deputy Principals (DP) and Principal	School Review – Analysis of <ul style="list-style-type: none"> • WACE, OLNA and NAPLAN data. • Good Standing policy and student summary. • Attendance data, Suspension data and Attribute Summary data.
Early Feb	All staff	<ul style="list-style-type: none"> • Interrogation of School Review analysis. • Learning Area (LA) time in Staff Development Days 1 and 2 to plan improvements to LA Operational Plans.
	Principal, DPs, Head of Learning Area (HOLA)/ Managers, Teacher In Charge (TIC)	<ul style="list-style-type: none"> • Weekly Team meetings. • Commencement of Performance and Development (P&D) meetings to develop action plans for improvement.
Late Feb – Early March	All HOLAs/Managers, TICs, DPs	<ul style="list-style-type: none"> • LA and Team reviews with Executive Team (Exec) and Managers of SS and LS. • Changes to Course Outlines/Assessment Outlines made to address the identified gaps. • Professional Learning (PL) and P&D planning mapped to action planning. • Year 7-12 students involved in personal action plans for improvement – reflecting on their previous year's report, trend identification and goal setting.
March	Principal	<ul style="list-style-type: none"> • Principal presents overview of LA and Team reviews to the Leadership Team (LT).
April	HOLAs/Managers, TICs	<ul style="list-style-type: none"> • Team Leaders adjust LA and Team Operational Plans.
	Principal	<ul style="list-style-type: none"> • Completion of Annual Report.
End of Term 1	Staff P&D reflection and planning	<ul style="list-style-type: none"> • To be completed.
End of Semester One		<ul style="list-style-type: none"> • Analysis of Year 7-12 data, Grade Distributions and Attribute data. • Class reflection exercise. • Year 7-12 Semester One achievement and engagement reflection. • Year 10 Maths, English, Science and HASS classes aligned with selected Year 11 pathway.
Jul – Aug	Principal and LT	<ul style="list-style-type: none"> • LA and Team reviews and explicit improvement agenda with Exec and Managers of SS and LS. • Mid cycle review of Business Plan.
Oct	DPs and LS Manager	<ul style="list-style-type: none"> • Analysis of NAPLAN results.
	HOLAs/Managers/TICs	<ul style="list-style-type: none"> • LA and Team Operational Plan review with Exec and Managers SS and LS.
Nov	The Principal, Exec and LT	<ul style="list-style-type: none"> • Leadership Planning Day, Principal, Exec and LT meet to review the school year. • LAs and Teams to review data and plan curriculum, programs and assessments to address gaps for improvement.
End of Term 4	Staff P&D annual review	<ul style="list-style-type: none"> • To be completed.

INSPIRING HEARTS AND MINDS FOR LEARNING

A school review and planning process in 2019 by students, staff, parents and community has informed the development of the new school plan. Our School Community delights in sharing their planning for whole school improvement in the new Business Plan 2020-2022.

OUR VISION

THRIVING IN A NURTURING ENVIRONMENT

THRIVING – We thrive when we have a sense of accomplishment, belonging, wellbeing and joy. We challenge ourselves and support others on our journey to reach our full potential as learners, teachers, leaders and valuable members of the community. We aim to flourish and discover our talents to fulfil our purpose.

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 committed to realising our vision in an ever-changing global village to thrive and nurture in our supported environment.

VALUES

Lesmurdie CAREs and the School Community values ...

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

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

R **Respect.** We treat others with consideration, regard and respect others' points of view, whilst being understanding, accepting and inclusive.

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

S **Successful students, staff and school.**

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

TARGETS

- Year 12 Performance over a three-year average:
 - WACE achievement will equal or exceed public schools.
 - Median ATAR will equal or exceed public schools.
 - On average, VET certificate completion will be above 80%.
- NAPLAN/OLNA Performance over a three-year average:
 - Improvement in Year 9 NAPLAN writing results, in progress and achievement.
 - Increased percentage of students prequalifying for OLNA.
- In the National School surveys, students will identify with levels of satisfaction (4+) in relation to:
 - My teacher expects me to do my best.
 - My teachers provide me with useful feedback about my school work.
 - My teachers motivate me to learn.
 - My school gives me opportunities to do interesting things
 - I like being at my school.
- Teaching and Learning Framework
 - Classroom observations confirm a 100% implementation of the new framework.



OUR CONTEXT

Set in the beautiful Perth Hills, Lesmurdie Senior High School was established in 1981 and currently has a growing population of over 1000 students and 100 staff. Rich in community spirit, our school boasts the best of both worlds, a semi-rural location surrounded by bushland, just 30 minutes from the CBD. The school emblem, a Chuditch (Djooditj) surrounded by the branches of a Jarrah (Djarraly) tree, is consistent with the school's strong sense of connection with its local environment. Our emblem was chosen due to the unique characteristics of the Chuditch - tenacity, intelligence, agility and resilience.

Our School Community recognise the guardianship of the traditional owners of the land upon which our school has been established and acknowledge the peaceful, orderly and welcoming environment our school provides. With leafy, open grounds, friendly students and staff, we pride ourselves on building positive relationships within our school. We are an inclusive school and embrace our growing diversity. We are proud of the 'Lesmurdie Way' which fosters a feeling of togetherness, caring and a sense of family.

Achieving Independent Public School status in 2011, Lesmurdie is a *school of choice*. This is evident through our strong student enrolments, quality staff and effective community partnerships. We offer a Department of Education endorsed Specialised Maths and Science Program - Lesmurdie Extension and Acceleration Program (LEAP), which is sought after as an enrichment program to cater for gifted students. Lesmurdie recognises that our students are part of a dynamic and changing world and provides a contemporary curriculum that caters for all students. The Curtin University Lesmurdie Internship Program (CULIP) for teacher training continues to provide opportunities for Professional Learning for future teachers.

The school continues to celebrate outstanding achievements in both academic and extra-curricular activities. We pride ourselves on our successful post-

school pathways, with Year 12 students achieving success in both ATAR and VET programs. Lesmurdie Senior High School is recognised as a top school in Maths Applications, Outdoor Education and Health Studies. Extra-curricular activities in Italian, Art and Drama are very popular, with participation in YOHFest, Outdoor Education camps, dance, music and drama performances, festivals and interstate and overseas study tours.

Since starting at Lesmurdie in 2018, new Principal Mrs Kerry Chipchase has led a consultative school review process, aimed at identifying areas for planning and whole school improvement. This has guided the development of this plan, including the vision, values, targets and strategies to focus on the core business of improving teaching and learning. This new Business Plan provides directions based on this process in collaboration with the school and community.

Looking to the future, this Business Plan continues to strengthen the emphasis on providing quality education in a caring environment. Our vision *Thriving in a Nurturing Environment* has never been more meaningful. Moving forward, we have built on our core value of respect. We have broadened our values to acknowledge that successful students are those who are curious, who aspire, demonstrate respect and value their environment. We want to *Inspire Hearts and Minds for Learning*.



STRATEGIES



PRIORITY 1 - THRIVING STUDENTS

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.

- Develop an explicit approach for embedding the seven general capabilities in the WA Curriculum to assist students to live and work successfully.
- Ensure explicit and sequenced teaching of study skills across all years and learning areas.
- Utilise a data driven approach to student monitoring and feedback through use of our Good Standing policy.
- Develop and implement a positive education model to ensure student wellbeing.
- Develop and implement a targeted school wide literacy and numeracy plan.

PRIORITY 2 - THRIVING STAFF

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.

- Continue the implementation of LSHS Performance and Development model for improving professional practice for all staff.
- Provide Professional Learning opportunities focused on supporting successful students with distinct needs.
- Develop a whole school Teaching and Learning Framework and provide staff with ongoing support during its implementation.
- Develop and promote innovative and strategic applications of technology in the classroom.
- Nurture a shared responsibility of staff wellness by providing opportunities for staff to connect, thrive and feel empowered to perform at their best.

PRIORITY 3 - NURTURING ENVIRONMENT

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.

- Foster positive and respectful relationships within the School Community through targeted programs that consider the wellbeing of staff and students.
- Continue to develop and implement the ethical and safe use of technology.
- Expand community and industry partnerships.
- Develop an explicit framework for teaching a Behaviour Curriculum, ensuring a safe and supportive learning environment.
- Collaboratively review learning and recreational spaces to ensure a flexible plan relevant to school needs.
- Form a student action group to investigate and implement sustainable environmental practices within the School Community.

PRIORITY 4 - NURTURING EFFECTIVE LEADERS

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.

- Provide opportunities for student leadership and explicitly define their roles within the school.
- Continue and enhance aspirant programs for staff.
- Identify Professional Learning needs to provide opportunities for growth in leadership roles.
- Embed a culture of inclusive decision making.
- Develop authentic connections between the Board and the school.
- Utilise student leadership to respond to student voice and promote feedback and involvement from all students.



LESMURDIE

SENIOR HIGH SCHOOL

The School Board endorses the
2020- 2022 School Business Plan

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16 September 2019

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AN INDEPENDENT PUBLIC SCHOOL | THRIVING IN A NURTURING ENVIRONMENT