



Lynwood
SENIOR HIGH SCHOOL

Business Plan 2018-2020

WA SECONDARY SCHOOL OF THE YEAR 2018





ABOUT

LYNWOOD'S CORE VALUES OF INCLUSIVITY, EMPATHY, EQUITY, RESPECT, RESILIENCE, CREATIVITY AND ACHIEVING OUR PERSONAL BEST AND THE BUILDING OF RELATIONSHIPS BASED ON FAIRNESS AND INCLUSIVITY ARE KEYS TO THE EFFECTIVENESS OF OUR LEARNING ENVIRONMENT.

About Lynwood Senior High School

Lynwood Senior High School joined the third intake of Independent Public Schools in 2012, seeking to work more efficiently and effectively to improve the outcomes of our students and to further develop the profile of the school as a quality and responsive local school of choice for our community. As such, Lynwood was independently reviewed in 2014 and 2017 by the Department of Education Services (DES). These independent reviews concluded very positively with multiple commendations for excellence, areas of strength acknowledged and areas for improvement acted upon in subsequent Business Planning cycles. We are pleased to make these review findings available on the school website, www.lynwood.wa.edu.au.

In this third Business Plan, Lynwood Senior High School is confidently stepping forward to claim its place as a successful, forward thinking and dynamic local school, where the needs of a very diverse community can be met in an environment where building the social capital of students and staff underpins their engagement in the teaching and learning process.

With around 1300 students from Years 7-12, Lynwood has developed a reputation for an outstanding approach to the care of every child, coupled with a commitment to academic success which is seeing dividends across all programs in the school.

A strong focus on the mentoring of students is combined with a unique pastoral care program based on positive psychology, supporting each student to achieve their potential. The Everyday Leader Program offers social and emotional learning from Years 7 to 12, assisting students to develop an empowering, unshakeable belief about their own self-worth and personal value. Students are supported to find personal success through learning and develop the skills required to confidently pursue their path beyond school.

With students from sixty different nationalities, the school's diversity and respect for difference is a feature of school life, enabling our students to become positive and resilient, confident and enthusiastic about their futures and the contribution they can make to our community. An Intensive English Centre (IEC) supports the development of language skills, central to the development of children new to Australia, and the integration of their families into new communities. Lynwood's core values of Inclusivity, Empathy, Equity, Respect, Resilience, Creativity and Achieving our Personal Best and the building of relationships based on Fairness and Inclusivity are keys to the effectiveness of our learning environment.

Lynwood Senior High School's Year 12 students consistently achieve in the top 5% of all students seeking university entrance. In 2017, 31% of students studying an ATAR program scored over 90 and the school was ranked as the 8th Top Public School in WA and the 28th Top School from all public and private schools.

Lynwood Senior High School is an innovative school, being the first to implement the Sports Education Development Australia (SEDA) Program in WA. Students in Years 11 and 12 complete VET Certificates with Sports Organisations such as Cricket Australia, Fremantle Dockers, Netball WA, Perth Glory, West Coast Eagles and Basketball WA whilst achieving their Western Australian Certificate in Education (WACE) and accessing pathways to employment, university or TAFE.

Students may also access a range of other Vocational Education and Training courses offering certificate qualifications which link strongly with career pathways and training opportunities.

At Lynwood, students are encouraged to chase their dreams. The very successful Approved Specialist Soccer Academy boasts three nationally accredited coaches supporting the skill development of students across the school. The distinctive Environment and Life Sciences (EaLS) Approved Specialist Program allows students to capitalise on their academic strengths whilst reinforcing Lynwood's whole-school focus on Sustainability. The Lynwood Environmental Academic Flexible (LEAF) Learning Program in Years 11 & 12 allows students to gain their Certificate II in Horticulture whilst achieving their Western Australian Certificate of Education.

Lynwood Senior High School was a finalist for the Department of Education Secondary School of the Year in 2015 and 2018. The commitment and expertise that translated into that success is being built upon through the implementation of this third Business Plan, reinforcing our deep commitment to embracing diversity, celebrating excellence and working together to create a sustainable future for every child. A focus on developing school facilities to support the needs of 21st Century learners in areas such as the Arts, Physical Education, STEM and Student Wellbeing is being facilitated by a dynamic and committed School Board.

The Director General's Classroom First Strategy and the Strategic Plan for WA Public Schools 2016-2019 defines the need for *effective leadership and high quality teaching* to sit at the heart of a high performing school. This Business Plan reflects these system priorities allowing Lynwood to implement strategies to nurture, develop and support the growth of teachers and leaders who can strengthen our school and contribute to a highly effective public school system.

Geraldine Hardy
Principal



LYNWOOD SENIOR HIGH SCHOOL
EMPOWERS STUDENTS TO MAKE A POSITIVE
DIFFERENCE IN THEIR OWN LIVES, AND
THE LIVES OF OTHERS.

PLANNING & REVIEW

Business Planning and Review Cycle

The Business Plan and the Delivery and Performance Agreement (DPA) identify the accountability expectations of the school along with the Priority Areas and Student Achievement Targets for 2018–2020. The school leadership, staff, parents and School Board have engaged in a consultative process to develop and implement this Business Plan for Lynwood Senior High School. This will occur every three years.

Every year Lynwood Senior High School will develop Operational Plans based on the Student Achievement Targets and Priority Areas within the Business Plan, incorporating the directions of the Director General’s Focus documents. We will assess our progress annually and at intervals during the school year. Various measures, reflections, annual improvement targets and the strategies to achieve them are outlined in specific operational planning documents such as Learning Area Plans and Program Area Plans which provide direction for the staff in the classroom and for those providing support services to students. The outcomes of the operational plans and Business Plan are reported each year through the Annual Report.

Every three years Lynwood Senior High School will participate in an Independent Review to gain an objective evaluation of our standards of achievement and the processes in place to support school improvement.

The following Department of Education frameworks and educational tools have informed development, targets and outcomes for this Business Plan:

- The Director General’s Classroom First Strategy
- The Strategic Plan for WA Public Schools 2016–2019
- Focus 2018 – Directions for Schools
- Aboriginal Cultural Standards Framework
- School Improvement & Accountability Framework
- School Performance Standards (SPMS, SAIS, RTP)
- The Fogarty EdVance Program – Dempster Model and the School Transformation Framework

This Business Plan is one component of a suite of documents including the Fogarty Operational Plan, Workforce Management Plan, Financial Plan and Delivery and Performance Agreement.

School Vision

- Embracing Diversity
- Celebrating Excellence
- Together Creating Sustainable Futures

Our Moral Purpose

Lynwood Senior High School empowers students to make a positive difference in their own lives, and the lives of others.

Our focus on student well-being embodies our commitment to a values-rich, socially and culturally diverse community. Each child is nurtured to achieve their personal best and develop a social conscience through learning that is challenging, engaging and relevant.

We respond to students’ needs, interests and aspirations, nourishing their curiosity, developing values and skills which will empower them to navigate our rapidly changing world.

By connecting their learning to the community, whilst at school, through a focus on environment and sustainability, we are preparing students to act as responsible and capable global citizens.

The Lynwood school motto of “Learners Today, Leaders Tomorrow” reflects our high expectations of student engagement and achievement, the ongoing development of staff expertise, and the development of leadership capabilities across the school community.

School Values

- Inclusivity
- Empathy
- Equity
- Respect
- Resilience
- Creativity
- Achieving our Personal Best

Staff at Lynwood Senior High School are proud to model these School Values, enabling students to learn from them and become positive, responsible, respectful and caring members of the school community.

Beliefs About Teaching & Learning

At Lynwood Senior High School We Believe:

- in every student and their ability to learn and achieve success;
- in learning as a reflective, life-long process;
- in celebrating personal excellence and fostering positive learning opportunities;
- in positive relationships between families, the school and community as the cornerstone of student success.

We Believe that Students Learn Best:

- when they are valued by staff and treated with dignity and respect at all times;
- when we meet their individual needs in a safe and supportive learning environment;
- when their learning is meaningful, purposeful and effective, guided by high expectations and academic standards;
- when they are supported to set personal goals, make mistakes and overcome obstacles as part of the learning journey.

School Priorities and Strategies 2018–2020



PRIORITIES

School Priority Areas

The priority areas in this Business Plan align with the Department of Education’s Plan for Public Schools and continue a commitment by Lynwood Senior High School to embrace the diversity of our student population including those with non-English speaking backgrounds, English as a second language and Aboriginal students. Embracing diversity has contributed to a harmonious and inclusive school culture, identified as a significant strength of our school. Through these priority areas we will continue to meet the needs of our students and work towards achieving the Student Achievement Targets.

Lynwood Senior High School Values

Inclusivity, Empathy, Equity, Respect, Resilience, Creativity, Achieving Our Personal Best

1 LEADERSHIP DEVELOPMENT

- Creating a Coaching Culture
- High Quality Teaching and Leadership
- Distributed Leadership
- Student Leadership

2 EXCELLENCE IN TEACHING AND LEARNING

- School-Wide Instructional Framework
- Student Engagement through 21st Century Learning
- Building Professional Learning Community
- Pathways to Success

3 LITERACY AND NUMERACY

- Whole-School Approaches
- Intervention and Support Programs
- Data Analysis and Application

4 STUDENT AND STAFF WELLBEING

- Positive School Culture
- Student Efficacy through Good Standing
- Learning for Life
- Attendance Strategy
- Staff Wellbeing Program
- Promoting School Success



PRIORITY 1

Leadership Development

Leadership is fundamental and functions at every level of the school. Effective leaders are central to a culture of continuous school improvement. Lynwood Senior High School is committed to empowering staff to enhance their leadership capabilities to enable responsive and innovative practices to improve student outcomes.

The major objectives are

- To create a coaching culture to inform best practice in teaching and learning.
- For teachers and leaders to demonstrate high quality teaching and leadership utilizing the AITSL Standards to drive reflective practice.
- To develop distributed leadership throughout the school organisation.
- To continue building student leadership skills across the school by providing a range of leadership opportunities both within and external to the school.

ACSF Leadership Standard

Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.

STRATEGIES

Creating a Coaching Culture

Implement a Coaching model by engagement in professional learning and modelling professional practice by school leaders in performance management processes, collegiate discussion and teaching and learning.

High Quality Teaching and Leadership Based on the AITSL Standards

School Leaders to utilise 360 degree feedback models based on AITSL Standards to inform professional growth and development and conduct regular self-reflection against the AITSL Standards as a component of Performance Management.

Distributed Leadership

Develop distributed leadership, focusing on teacher decision making autonomy, delegation and participative decision making.

Student Leadership

Develop student leadership roles and responsibilities within the school community.

MILESTONES

School Leaders engage in GROWTH Coaching professional learning and embed their understandings in the coaching process as part of Performance Management.

The GROWTH Coaching strategy to articulate to Performance Management Plans addressing both performance and growth taking into account the Australian Standards for Teachers and Principals, self-reflective practice informed by evidence and feedback, the school Business Plan and goals which are ISMART (Inspiring, Specific, Measurable, Achievable, Results Driven and Time Bound).

GROWTH Coaching strategy to be used in School Leadership Team meetings and in planning documents.

The GROWTH Coaching model is aligned to the development of the Lynwood Instructional Approach.

Professional learning for all teachers and school leaders on the AITSL Standards and their application in Performance Management.

The Principal, Associate & Deputy Principal, Level 3 HOLAs, Program Co-ordinators (PC) without a teaching role will self-reflect against the leadership requirements and practices as articulated in the Australian Professional Standard for Principals in the context of their role and their position Job Description Form (JDF) as part of Performance Management.

Teachers will undertake self-reflection from the Australian Professional Standards for Teachers against the Proficient career stage and the Australian Teacher Performance and Development Framework.

Other than early career teachers, teachers will work towards the career progression of Highly Accomplished and Lead Teacher stage and will be supported (should they choose) to work towards Senior Teacher and/or Level 3 Classroom Teacher status through the Department of Education.

Provisionally registered teachers will be supported through the Graduate Teacher Professional Learning Program to work towards full registration with the Teachers Registration Board of WA (TRBWA).

Self-reflection and feedback tools will be made accessible online via www.aitsl.edu.au

Establish process to identify Aspirant Leaders.

Develop and implement a strategic "Aspirant Leadership Program" for staff with connections to Fogarty Foundation or Everyday Leader Program / tertiary institutions, for accredited learning.

Review and implement a school committee structure which harnesses staff expertise and interest. Committees to develop strategic/operational plans in line with current Business Plan and available resources.

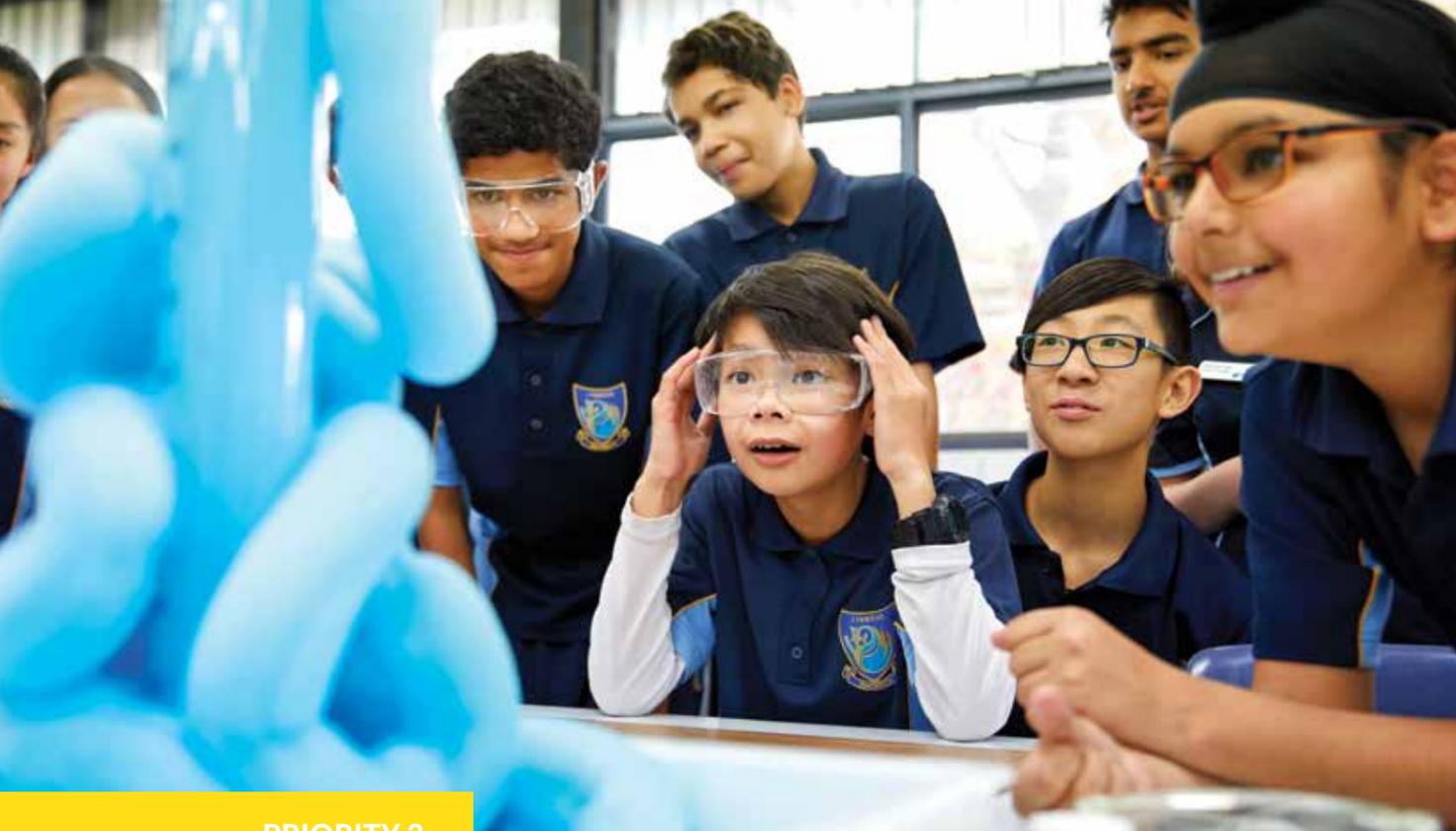
Establish processes which allow participative decision making and integrity of leadership development including for staff not in formal leadership roles.

Provide professional learning for committee chairpersons.

Enable opportunities for staff to demonstrate their leadership capabilities.

Develop a strategic plan for the development and implementation of new leadership opportunities for students, building on the Everyday Leader Program.

Enable opportunities for students to serve on the Student Council, become Peer Leaders, join student committees and participate in other programs such as ABCN, AIME, Follow the Dream, Aspire and other community initiatives.



PRIORITY 2

Excellence in Teaching and Learning

Excellence in Teaching and Learning will be achieved through enhancing the efficacy of teachers in order to improve student engagement and by supporting students in the learning process.

The major objectives are

- To develop a school-wide instructional framework for teaching and learning with a focus on the use of Explicit Instruction, gradually rolling out the strategy across the rest of the school.
- To enhance student engagement and performance across the school by improving the use of technologies for teaching and learning and developing innovative approaches to the teaching and learning process.
- To build a professional learning community where teachers support each other to improve practice
- To ensure students maximize their learning by engaging in a program of study which challenges them to successfully complete Year 12 and engage in a positive transition to post school study, training or work.
- For students to develop a deep understanding of how they best learn and succeed.

ACSF Teaching Standard

Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their education potential.

STRATEGIES	MILESTONES
<p>School-Wide Instructional Framework</p> <p>To develop and implement a School-Wide Instructional Framework utilising Fogarty research on “High Impact Instruction”, reflecting the school vision and building on teachers personal strengths.</p>	<p>Staff to collaboratively review and develop the School Vision, School Motto, statement of School Values and school-wide Beliefs about Teaching and Learning.</p> <p>Teachers to collaboratively develop a research based “Lynwood Instructional Framework” using Fogarty research on “High Impact Instruction”.</p> <p>The Instructional Framework to be embedded as a basis for classroom observation and feedback.</p> <p>Explicit Instruction (EI) professional learning to be implemented for all teachers and E/Education Assistants to enhance whole-school understanding.</p> <p>Intense EI learning focused initially on a core group of Year 7 teachers and school leaders, implementing in a number of Year 7 classes, holding a control group for comparability purposes. A roll-out to follow.</p> <p>Teachers to receive professional learning in curriculum differentiation and use of SSEN Reporting.</p>
<p>Student Engagement through 21st Century Learning</p> <p>To enhance student engagement and performance across the school by improving the use of technologies for teaching and learning and developing innovative approaches to the teaching and learning process.</p>	<p>Teachers to develop and implement strategies to enhance classroom environments encouraging further student engagement. Avenues for funding to be explored.</p> <p>Timetabling structure and model of curriculum delivery reviewed with models identified to allow more flexible delivery from Years 7–10 and Years 11/12.</p> <p>Call for Expressions of Interest from staff across the school to engage in development of STEM focus, if necessary recruiting specialist staff. Professional learning to be provided in the area of Science, Technology, Engineering and Maths (STEM) for committee members and school champions.</p> <p>Authentic cross-curricular STEM learning to be developed for students in Year 7 with appropriate resourcing identified. Partnerships with local primary schools to connect to a whole-school STEM approach to be developed by 2019.</p> <p>An Information Communications Technology (ICT) Committee to be formed with a focus specifically on supporting teachers to implement the Substitution, Augmentation, Modification, Re-definition (SAMR) model in the classroom. Professional learning of the ICT Committee to be undertaken.</p> <p>The SAMR model to be implemented as an audit framework to monitor progression of innovative and strategic use of technology in the classroom.</p> <p>A rolling program of professional learning to be implemented for teachers, by teachers, in the use of ICT in the classroom. Opportunities for peer observation and regular sharing of best practice to be facilitated.</p> <p>The ICT network will be maintained and reliable in order to support student learning. Key personnel will take a leadership role in this.</p> <p>Access to devices enabled for students who require it, especially Aboriginal and disadvantaged students.</p> <p>Strategic partnership opportunities to support the development of STEM and implementation of ICT for learning identified and acted upon.</p> <p>Plan developed for establishing a targeted number of external partnerships to support development of STEM learning and innovative use of ICT. Partnerships from university, industry and community to support staff and student learning.</p> <p>Improve student use of the Bring Your Own Device (BYOD) Program.</p> <p>Extend the use of CONNECT to enhance parent engagement in the delivery of programs.</p> <p>Identify a program of learning for students which aligns with the Everyday Leader Program and explicitly teaches students how their brain works and how they can utilise specific strategies to enhance their learning.</p>

STRATEGIES	MILESTONES
<p>Student Engagement through 21st Century Learning (continued)</p>	<p>Implement this program of learning from Year 7 (eg. Mindful Meditation Australia).</p> <p>Teachers to establish high expectations of learning for all students including Aboriginal and disadvantaged students and teach in ways which enable all students to better reach their potential.</p>
<p>Build a Professional Learning Community</p> <p>Implement a Performance and Development Framework for teachers and school leaders based on the AITSL Standards which encompasses reflective practices, performance management, classroom feedback from multiple sources and peer observation to inform professional growth.</p>	<p>Develop a shared understanding with staff that a Performance and Development Framework facilitates the continuous process of reflecting, goal setting, improving professional practice and learning, feedback and review about an individual's performance in achieving the school's goals.</p> <p>Enable processes for staff to regularly demonstrate accountability for their performance and have access to growth and development opportunities, guided by system initiatives and the School Business Plan.</p> <p>Teachers to develop Performance Management Plans that contain goals, self-reflection, evidence of classroom and peer observation, timeframes for review and agreed support that links to WA public school system policies and strategic planning documents, and the Lynwood Business Plan, including Student Achievement Targets.</p> <p>School leaders to practice and expect high levels of accountability with clear links between consequence management and performance. Mechanisms to provide performance feedback and review and tracking the performance of staff over time to be developed.</p> <p>Facilitate shared understanding by teachers of the role of Peer Observation in enabling teachers to learn from one another and of the role of the line manager in Performance Management.</p> <p>Teachers to collaboratively develop agreed protocols for Classroom Observation and Feedback – formal (line manager) and informal (peer) to provide feedback to teachers in order to improve their teaching.</p> <p>Collaboratively develop and implement a process to enable students to provide feedback to teachers on their classroom practice (PIVOT).</p> <p>Implement a timeframe outlining processes for Classroom and Peer Observation including staff opportunities to share classroom practice.</p>
<p>Pathways to Success</p> <p>Students to build understanding of the benefits of completing Year 12, engaging in comprehensive course advising and career development processes to ensure that they are appropriately placed into pathways which support their wellbeing and prepare them for life beyond school.</p>	<p>Audit of current processes for course counselling from Years 9 to 12 with a focus on building student understanding of the benefits of Year 12 completion.</p> <p>Implementation of reviewed processes along with professional learning for course advisors to ensure current knowledge of system initiatives and requirements.</p> <p>Audit of career development to be mapped from Years 7 to 12 and a whole-school career education plan to be developed.</p> <p>Enhanced number of offerings in appropriate Cert III and IV qualifications where possible.</p> <p>University partnerships established to support ATAR programs and other school initiatives.</p>





PRIORITY 3

Literacy & Numeracy

Success in the area of literacy leads to greater choice in students' work and personal lives and is the currency for all other learning. Both Literacy and Numeracy achievement must be demonstrated through the Online Literacy and Numeracy Assessment (OLNA) from Year 10 impacting the ability of students to successfully access post-school education, training or career pathways. Whilst significant improvements have been made in NAPLAN measures it is important at Lynwood to sustain a reduction in the percentage of students at/or below the National Minimum Standard, and increase the number of students pre-qualifying for OLNA. With students entering mainstream classes from the Intensive English Centre (IEC) with low levels of literacy, a sustained whole-school focus is essential in order to realise student success. A focus on sub-groups such as ATSI and LBOTE will address both literacy and numeracy.

The major objectives are

- To consolidate the implementation of whole-school literacy strategies across the school.
- To implement evidence based intervention programs especially for those students highly at-risk including Aboriginal Students and those from Language Backgrounds Other Than English (LBOTE).
- To develop and implement targeted intervention and support strategies to improve numeracy results.
- For teachers to utilise effective school and system data to effectively track student progress to inform classroom practice.
- To develop effective processes for school leaders to monitor and analyse student achievement data.

STRATEGIES

Whole School Approaches

Continue implementation and expansion of the whole-school approach to Literacy by all teaching staff.

Literacy and Numeracy Intervention and Support Programs

Target evidence based intervention programs and support strategies to improve Literacy and Numeracy results across the school, including in the Intensive English Centre.

MILESTONES

Whole-school strategies will be consolidated in planning, having consulted with staff to build understanding of research based practice.

A whole-school approach to literacy will be implemented in all classrooms and linked to Performance Management Plans.

Professional learning made available across the whole school at targeted times.

Evidence based Literacy Intervention Programs including The Sound Way, Tactical Writing, Multi-Lit, e-Write and Explicit Instruction, will be implemented in various year groups from Year 7.

Curriculum leaders to collaboratively develop a Numeracy Support Plan which initially targets Maths and Science learning areas and focuses on improvement of Maths outcomes in context. Targeted and responsive to student need, this will initially be led by the Maths Learning Area.

Programs which target and support development of Numeracy skills to be identified and professional learning implemented. Programs implemented from Year 7.

A remediation process/program for students from Year 9, at or below Band 7, to be implemented in order to support Numeracy qualification for WACE.

Targeted support and interventions implemented for students at risk of not achieving OLNA. To include PAT testing, use of IEPs, OLNA.com and access to Foundation Courses in Years 11 and 12.

Heads of School to case manage highly at-risk individual and groups of students, monitoring school achievement data, brokering support with teachers and facilitating specific interventions and support when required.

Student access to curriculum from Years 7-10 including pathways for Maths to be reviewed and where required, adjusted to ensure WACE, VET and ATAR success is achieved.

Data Analysis and Application

Teachers to effectively utilise school and system data to more effectively track student progress and inform their classroom practice.

Develop effective processes for school leaders to monitor and analyse student achievement data, leading their staff to develop and implement strategies to improve student learning.

Provide explicit training in how teachers should be incorporating student academic performance, attendance, NAPLAN, and OLNA data into their classroom planning using RTP, SAIS and other system tools. This is also to include data achieved through PAT-R, eWrite, PAT-Science.

Effective and consistent use of this data linked to performance management plans.

Provide professional learning and support to line managers to ensure confidence in leading by example, providing opportunity for school leaders to share effective strategies with colleagues.



PRIORITY 4

Student and Staff Wellbeing

At Lynwood Senior High School both students and staff are encouraged to achieve their personal best. The success of each is celebrated and endeavour recognized to build a strong sense of student and staff belonging and connectedness to school community values. Wellbeing will continue to be a focus as we meet the needs of students from a diverse range of cultural, social and educational backgrounds. Students and staff will be empowered to become resilient, motivated and engaged life-long learners.

The major objectives are

- To maintain a strong, positive school culture where relationships underpin successful learning and challenging but safe learning environments encourage responsible risk taking.
- To continue building student efficacy and mental wellbeing through the Good Standing Program and Everyday Leader.
- To maintain high levels of student attendance and improved attendance of Aboriginal students.
- To maintain and continue to foster a culturally responsive school which welcomes all students, including those from a diverse range of ethnicities.
- To develop mentally strong and resilient staff who continue to enjoy their work and contribute positively to the school.
- To promote school successes, building the positive, successful identity of Lynwood Senior High School in the community.

ACSF Learning Environment Standard

Culturally responsive schools build a learning environment that is welcoming for Aboriginal students and reflects community aspirations for their children.

ACSF Resources Standard

Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.

ACSF Relationships Standard

Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.

STRATEGIES

Positive School Culture

To enhance the positive school culture at Lynwood Senior High School by building student resilience and efficacy (see TTFM data) and a strong sense of student belonging.

MILESTONES

Mentoring and case management of students to form part of the Student Services Operational Plan for students with specific education needs.

Professional learning undertaken by relevant staff through IPL or other external agent. PL delivered to key staff in areas such as Trauma, ADHD, Autism Spectrum, Aboriginal Education and others.

Case Managers to review student progress on a regular basis and implement interventions and support as required.

Pastoral Care Programs implemented for each year group and reviewed each term including events which support and celebrate inclusivity, student endeavor and achievement. Activities such as Harmony Week, assemblies, presentation functions and community fund-raising activities by students to feature.

An Aboriginal Education Committee to be established to focus especially on implementation of strategies which enhance the engagement of aboriginal students in order to improve their academic and attendance outcomes. Family engagement also a focus of this committee, encouraging them to be part of school life.

Teachers to develop classroom environments that are supportive and safe, encouraging academic risk-taking by students. The EI strategy supports this.

Implementation of a reviewed school code of conduct which focuses on positive affirmation and aligns with the Barry Bennett and Peter Smilanich "Thinking and Caring Approach".

Students engage in a range of co-curricular activities which appeal to the range of student demographics in the school. Analysis of student demographics to determine if any student sub-sets are under-represented or new opportunities are required for targeted group/s.

Staff regularly acknowledged by their peers and leaders for achievements which impact on the positive well-being of the school community especially in relation to student learning. As well, celebration of individual staff service and contribution to Lynwood Senior High School to occur when required.

All school leaders are visible in the school community, around the school grounds and in classrooms, contributing to a sense of "team" and building positive and purposeful relationships with students and staff.

Parents and the community participate in the life of the school through various school volunteer programs such as EdConnect Australia, Mercy Connect and Aspire Programs, parent representation on the School Board and P&C, and other initiatives and school events.

Student Efficacy through Good Standing

Build student responsibility / efficacy through the Good Standing Policy and enhance its implementation and impact across the school

Ongoing promotion of "Positive Standing" as the desired status for all students, and reminders of how to achieve it through assemblies, newsletters, letters.

Recognition of positive contributions of students through continuation of Advanced Standing.

Implementation of workshops for Aboriginal students and families to identify specific strategies and incentives that will engage them, and plans established to implement strategies.

STRATEGIES	MILESTONES
<p>Learning for Life Embed a whole-school approach to Positive Psychology and a Growth Mindset culture for staff and students, building on the Everyday Leader Program and enhancing students' mental health.</p>	<p>Professional learning implemented for staff – <i>Growth Mindset (GM), Positive Psychology (PP), Everyday Leader, Mindfulness.</i></p> <p>Implement professional learning for staff around the Dempster Framework, School Transformation Framework to develop staff understanding of school improvement initiatives.</p> <p>A Positive Psychology focus embedded in strategic plans and other curriculum documents across the school with learning areas taking carriage of various elements of the <i>Everyday Leader Program</i> to ensure sustainability of program delivery.</p> <p>Continue implementation of the <i>Everyday Leader Program</i> for students to enhance student efficacy and understanding of positive psychology / growth mindset.</p>
<p>Attendance Strategy Implement strategic and deliberate interventions and support systems to increase "regular" attendance of students, and improve Aboriginal student attendance.</p>	<p>Review processes to routinely monitor and analyse student attendance data, bedding these in school policy and procedures and linking to staff roles.</p> <p>Identification and intervention strategies developed for "at-risk" students with attendance below 85% and case management of students "at-risk".</p> <p>AIEO and other badged Attendance Officers to conduct home visits where required.</p> <p>Aboriginal Student Engagement Strategy identified and implemented which includes a focus on ways to engage Aboriginal culture across the school, creating a welcoming environment for Aboriginal students and their families.</p>
<p>Staff Wellbeing Enable staff to build their resilience with the skills to provide for their personal physical and mental wellbeing.</p>	<p>The Lynwood Social Committee to implement a robust program of social activity throughout the school year which contributes to a strong sense of collegiality and high morale. School leaders to support this wherever possible.</p> <p>Implement a Health Program incorporating regular weight, blood-pressure and other checks by the School Nurse and provide annual flu injections for staff.</p> <p>Periodically provide access to programs such as Yoga, Meditation and other therapies to build understanding of positive well-being strategies.</p> <p>Develop a three year strategic plan to focus on the health and wellbeing of staff, liaising with Kaya Consulting and dovetailing strategies with the <i>Everyday Leader Program</i>.</p>
<p>Promote School Successes Implement a strategic approach to the marketing and public relations activities of Lynwood Senior High School, refreshing the corporate identity and promoting student and school successes.</p>	<p>A committee to be established to review and improve all aspects of the school "brand" in keeping with a modern 21st Century school.</p> <p>Processes and systems to promote school activities and successes to be resourced and updated where necessary. This includes the school website, school communication documents and school signage.</p>



Embedded School Focus – Environment and Sustainability

Lynwood Senior High School will continue to enhance its unique secondary school culture around the focus and emphasis on Sustainability. This focus centres on both environmental sustainability; that which pertains to the physical relationship of the school, its educational community, its broader place in society and, social sustainability; the relationship between all educational community members and the development of social and emotional resilience. In both circumstances the overarching aim is to engage the school community in this focus in order to build commitment to the school's core values, and develop students with a social conscience. Social sustainability strategies to build student resilience, empathy and inclusivity are included in the Student and Staff Wellbeing Priority.

Environmental Sustainability Strategies

- The continued development of environmentally related curriculum experiences that are embedded across all Learning Areas and aligned to the Western Australian Curriculum.
- The continued enhancement of learning resources that reflect an ability to access the external environment for learning activities and experiences – e.g. Wetlands, Aquaponics centre.
- The development of Learning Area activities and experiences that can be shared across the school – e.g. outdoor projects such as landscape design, alternative energy supply, and engineering competitions.
- Learning Areas lead activities to support whole school events such as Sustainability Week.
- Learning Area representatives and student involvement in Environment and Sustainability Committee in order to design the school's sustainable future.
- Strengthening of external partnership to ensure access to experts in environmental fields.
- The continued development of the EaLS program to support the school's vision in leading Sustainability
- Utilise monitoring tools to develop an understanding of baseline data to set targets and improve the school's sustainable practices – e.g. Climate-Clever

Environmental Sustainability Targets

- Trend to increase the number of environmentally related curriculum experiences and activities which are embedded across all Learning Areas.
- Trend to increase learning resources which reflect an ability to access the external environment of the school for learning activities and experiences.
- Utilise baseline data to measure the school's sustainable practices in energy, water and waste.
- Trend to decrease energy, water and waste use through development of efficiency practices.
- Trend to increase student led environmental activities through engagement in the Environment and Sustainability committee.
- Continue to promote the EaLS and LEAF programs by showcasing student projects.

Business Plan Achievement Targets – Academic & Non-Academic

		2018	2019	2020
Academic Targets	01	Year 7 to Year 9 student “Progress and Achievement” in Numeracy will be higher than Australian Schools by 2020.		
	02	Year 7 to Year 9 student “Progress and Achievement” in Reading and Writing will be higher than WA Public Schools by 2020.		
	03	In each year of the Business Plan we will see a positive trend in the percentage of Year 9 students “At or Above” the National Minimum Standard in all NAPLAN measures.		
	04	The number of Year 9 students “Achieving Band 8 or Above” in the NAPLAN measures of Reading and Writing will be equal to all Public Schools by 2020 and “Above” above Public Schools in Numeracy.		
	05	A positive trend in the percentage of students pre-qualifying for OLNA will be achieved for each Business Plan year.		
	06	A positive trend in the percentage of Year 12 students achieving Category 3 OLNA will be achieved for each Business Plan year.		
	07	A positive trend in the percentage of ATAR students achieving an ATAR of 65 or greater will be achieved for each Business Plan year.		
	08	A median ATAR score over 75 will be maintained for the duration of the Business Plan.		
	09	A positive trend in the percentage of VET students achieving a Certificate II or higher will be achieved for the duration of the Business Plan.		
	10	The percentage of students achieving an ATAR of 55+ or a Certificate II or higher will be equal to or better than 95% of the WACE eligible cohort for the duration of the Business Plan.		
	11	The percentage of Year 12 students achieving their Western Australian Certificate of Education (WACE) to be “Better than Like Schools” for the duration of the Business Plan.		
Non-academic Targets	12	An increase to 75% of students in the Regular Attendance category to be achieved by 2020.		
	13	The whole-school mean attendance rate to be better than WA Public Schools for the duration of the Business Plan with a target at or above 90%.		

Relationship with Major Planning Frameworks

	SCHOOL ACCOUNTABILITY FRAMEWORK – PRE-REQUISITES FOR SUCCESSFUL STUDENTS		SCHOOL ACCOUNTABILITY FRAMEWORK – ENABLERS OF SUCCESSFUL STUDENTS		
School Accountability Framework	Teaching	Learning Environment	Relationships	Resources	Leadership
AITSL Principal Standards	Leading Teaching and Learning Leading Improvement, Innovation and Change	Leading Management of the School	Engaging Community		Developing Self and Others
Delivery and Performance Agreement (DPA)	Teaching & Learning Student Performance Monitoring	Teaching & Learning Student Performance Monitoring	School Board	Resourcing & Support	Program Delivery School Board Compliance System Requirements
DoE Strategic Plan High Performance High Care 2016 –2019 FOCUS 2018–2020	Priority 1 Success for All Students Priority 2 High Quality Teaching				Priority 3 Effective Leadership Priority 4 Strong Governance and Support
Fogarty Plan Focus Areas	Priority 2 Excellence in Teaching & Learning Priority 3 Literacy & Numeracy	Priority 4 Student and Staff Well-being			Priority 1 Leadership Development
Dempster Model (Shared Moral Purpose)	Curriculum and Teaching	Conditions for Learning Personal Development	Parent and Community Support		Leadership
Aboriginal Cultural Standards Framework	Standard: Teaching Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.	Standard: Learning Environment Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.	Standard: Relationships Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.	Standard: Resources Culturally responsive schools target resourcing to optimise outcomes for Aboriginal students.	Standard: Leadership Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.
Lynwood Senior High School Business Plan	Priority 2 Excellence in Teaching & Learning Priority 3 Literacy & Numeracy	Priority 4 Student Well-being	Priority 4 Student Well-being		Priority 1 Teaching and Leadership Development



Evaluation Measures and Review 2018–2020

REVIEW AND MEASURES OF SUCCESS	RESPONSIBILITY
<p>Term 1 Review previous year and Semester II data – School and Learning Area analysis:</p> <ul style="list-style-type: none"> • ATAR data – school ranking, individual success. • Subject comparative data. • VET achievement – school ranking, individual success. • School Attainment Percentage. • WACE achievement. • Behaviour, attitude and effort-specific groups. • Semester II attendance and suspension data. • OLNAs and NAPLAN data. • Other testing data such as PAT-R, eWrite, PAT-Science, PAT-Maths. <p>Complete School Self-Assessment and Annual Report for previous year.</p> <p>Implement Surveys if appropriate: OHI and TTFM for 2018/2019 and other survey tools for 2020 including National School Opinion Surveys.</p>	<p>Principal and Deputy Principals All Year 11 & 12 achievement data.</p> <p>Deputy Principals Year 7–10 achievement data, NAPLAN, OLNAs data.</p> <p>Deputy Principal & Heads of School Attendance, behavioural data and link to academic performance.</p> <p>HOLAs with teachers Learning area analysis of academic achievement.</p> <p>Principal prepare Annual Report and present to School Board.</p>
<p>Term 2 Monitoring, review and adjustment of improvement strategies.</p> <p>Review of students achieving consistently in report criteria across behaviour, attitude and effort.</p> <p>Individual Education Plans (IEPs) implemented for Year 9 students not achieving Band 8 NAPLAN or passing OLNAs test in Year 10.</p> <p>NAPLAN – first cut, student comparative improvement.</p>	<p>Heads of School to monitor and adjust attendance strategies in consultation with Deputy Principals and HOLAs.</p> <p>HOLAs monitor academic progress in LA's, liaising with teachers and Heads of School to adjust strategies for improvement.</p>
<p>Term 3 Review of Semester 1 data.</p> <p>Monitoring, review and adjustment of improvement strategies.</p> <p>Semester 1 attendance and suspension target comparison.</p>	<p>Deputy Principal & Head of School – Review Years 11 & 12 achievement data.</p> <p>Deputy Principal & HOLAs Review Years 7–10 achievement data, NAPLAN, OLNAs</p> <p>Deputy Principal & Heads of School – Review attendance, behavioural data and Sem 1 achievement.</p> <p>HOLAs – Learning area analysis of academic achievement and monitoring of learning area strategies.</p>
<p>Term 4 Monitoring, review and adjustment of improvement strategies.</p> <p>OLNAs – monitor proportion of students across 3 achievement categories; IEPs for those at risk (Category 1 and 2).</p> <p>Proportion of Year 12 students achieving WACE and successful entry to tertiary or vocational studies.</p> <p>Attainment % – students achieving an ATAR of 55+ and/or a Certificate II.</p> <p>Proportion of Year 11 and 12 students achieving A and B grades.</p> <p>Proportion of students achieving 'consistently' in report criteria across behaviour, attitude and effort.</p>	<p>Deputy Principal & Head of Senior School – Years 11 & 12 achievement data.</p> <p>Deputy Principals & Heads of School – Review Years 7–10 achievement data; academic & non-academic.</p>

The Lynwood Senior High School Board will engage in review and analysis of school performance data at the end of each Term.

Glossary

ABCN	Australian Business Community Network	ICT	Information, Communications, Technology
ACSF	Aboriginal Cultural Standards Framework	IEC	Intensive English Centre
ADHD	Attention Deficit Hyperactivity Disorder	IEP	Individual Education Plan
AIME	Australian Indigenous Mentoring Experience	IPL	Institute of Professional Learning
AITSL	Australian Institute of Teaching and School Leadership	IPS	Independent Public School
ATAR	The Australian Tertiary Admissions Rank (ATAR) is the primary means used to assess and compare the results of school-leaving applicants for entry to university. It is a percentile score given up to 99.95 which denotes a student's ranking relative to their peers. For example, if you scored an ATAR of 90, you have scored higher than 90% of the others who sat the ATAR exams.	LBOTE	Language Background Other Than English
ATSI	Aboriginal & Torres Strait Islander	LEAF	Lynwood Environmental Academic Flexible (LEAF) Program
EAL/D	English as an additional language or dialect	LA	Learning Areas
EaLS	Environment & Life Science Program	NAPLAN	National Assessment Program – Literacy and Numeracy
EI	Explicit Instruction	OLNA	Online Literacy and Numeracy Assessment
GM	Growth Mindset	PAT	Progressive Achievement Tests (PAT-R Reading; PAT-M Maths; PAT-Science)
GROWTH Coaching	A model of professional coaching that uses listening and questioning techniques to prompt inquiry and problem solving. GROWTH = Goals, Reality, Options, Will, Tactics, Habits.	P&C	Parent and Citizens Association
HOLA	Head of Learning Area	PL	Professional Learning
ICSEA	The index of Community Socio-Educational Advantage (ICSEA) is a measure that enables meaningful comparisons to be made across schools. It has been developed specifically for the My School website and measures key factors that correlate with educational outcomes.	PP	Positive Psychology
		RTP	Reporting to Parents information system
		SAIS	Student Achievement Information System
		SAMR	SAMR is a model designed to help educators infuse technology into teaching and learning.
		SEDA	Sports Education Development Australia
		SPMS	Student Performance Management System
		STEM	Science, Technology, Engineering, Maths
		TIC	Teacher in Charge
		TTFM	Tell Them From Me – Survey for students, parents and staff
		VET	Vocational Education & Training
		WACE	Western Australian Certificate of Education



Lynwood
Learners today, Leaders tomorrow

WA SECONDARY SCHOOL OF THE YEAR 2018

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