



**Lynwood**  
SENIOR HIGH SCHOOL

# *Business Plan* 2022-2025

WA SECONDARY SCHOOL OF THE YEAR 2018









## About Lynwood Senior High School

Lynwood Senior High School opened in 1974 and became an Independent Public School in 2012. After being named a finalist in 2015, Lynwood Senior High School was named the WA Secondary School of the Year in 2018. In November 2021, the school successfully underwent the Public-School Review process where a range of commendations were made. The report is available through the Department of Education website.

### ■ Embracing Diversity

With students from over 60 different nationalities, 5% Aboriginal student enrolment\* and 41% students from language backgrounds other than English\* (LBOTE), the school's diversity and respect for difference is a feature of school life. An Intensive English Centre (IEC) supports the development of language skills, central to the development of children new to Australia, and to the integration of their families into new communities.

### ■ Celebrating Excellence

With over 1100 students enrolled from Years 7 - 12, Lynwood Senior High School has developed a solid reputation for implementing an outstanding approach to the care of every child, coupled with a commitment to academic success which sees dividends across the range of programs delivered in the school. Strategies such as the powerful Good Standing Program, allow timely acknowledgement of students doing their very best in the areas of academic, sporting, social and community endeavour and a range of student events are regularly held to profile and celebrate student achievements.

Lynwood Senior High School offers a broad curriculum including two Departmentally Approved Specialist Programs, the Soccer Academy and the Environment and Life Sciences (EaLS) Program, and a comprehensive choice of General, ATAR and Vocational Education and Training pathways for Year 11 and 12 students. A Secondary Student Engagement Program in Year 11 and 12 called the Learning Environmental Academic Flexible (LEAF) Program and a Year 10 support program called ACCESS 10 meet the needs of a wide variety of students.

### ■ Together Creating Sustainable Futures

With a strong focus on community, the school promotes an inclusive environment for Aboriginal and Torres Strait Islander students; the Moorditj Waangkiny (Good/Solid Talk) Committee works hand in hand with the student committee, Birdiya Koorlanga (Boss children or young leaders). A native garden, Ngalark Karlup, is used to host events, and is an important meeting and teaching space. Significant resources are prioritised to a large Student Services Team to support student wellbeing and

engagement, which sits at the heart of student success. A long-term strategy across the school 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 diverse needs and interests of students are supported through a range of clubs coordinated during and after school. Lynwood Senior High School is a unique school which specialises in Sustainability Education, both socially through a strong focus on building respectful and caring relationships with others, and environmentally, with a focus on the part our students will play in the world of tomorrow. This focus has created a strong and positive culture with Lynwood being the only Departmentally recognized Specialist School for Environment and Life Sciences (EaLS) with opportunities for students' state-wide to apply for and attend this specialist course from Years 7 to 10.

A highly committed School Board has actively supported the Lynwood Senior High School leadership in seeking to improve and develop our school facilities. We celebrated a \$18.3 million commitment made to the school, which was increased to \$25.5 million during 2022 to provide a new performing and visual arts centre, general classrooms and a new gymnasium with fitness centre.

This Business Plan reinforces our deep commitment to our students and their futures. Through a focus on system priorities and established longer term school strategic initiatives, we are implementing strategies to continue nurturing, developing and supporting the growth of students, allied professionals, teachers and leaders to ensure that we maintain a strong school which contributes to a highly effective public school system. We will strive for continual improvement in student performance, quality teaching in every classroom, strong effective leadership and a caring, inclusive school culture which embraces and promotes learning.



*Geraldine Hardy Principal*

\*Schools Online 2021/ACARA 2020

## Business Planning

Our Business Plan outlines Lynwood Senior High School's strategic direction 2022–2025 and builds on the initiatives commenced in the previous Business Plan and the recommendations of the independent Public School Review, November 2021.

This Business Plan aligns with the Director General's Statement of Expectations, the Strategic Directions for Public Schools 2020 – 2024, Every Student, Every Classroom, Every Day and the Six Improvement Drivers:

1. Provide every student with a pathway to a successful future
2. Strengthen support for teaching and learning excellence in every classroom
3. Build the capability of our principals, our teachers, and our allied professionals
4. Support increased school autonomy within a connected and unified public-school system
5. Partner with families, communities, and agencies to support the educational engagement of every student
6. Use evidence to drive decision-making at all levels of the system

## Our Self-Assessment Cycle

Lynwood Senior High School undertakes a continuous process of reflection on student performance and progress. There is a cycle for the collection, analysis and use of student achievement data to guide classroom planning, identify areas for improvement and make overall judgements of the effectiveness of the school's performance. This Business Plan is one component of a suite of documents, including the Whole-school Operational Plan, Workforce Management Plan, individual Learning Area and Program Area Operational Plans, and the Delivery and Performance Agreement. An Annual Report is completed each year, and the Independent Public School Review process will take place each three years, for Lynwood Senior High School in 2024.

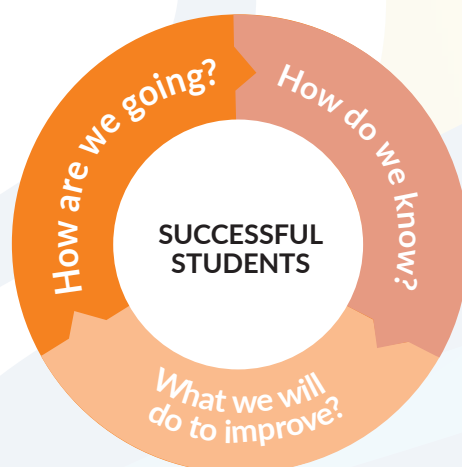






## The School Improvement and Accountability Framework

This framework outlines the domains for the Independent Public School Review process and provides a strong foundation for Lynwood Senior High School's self-assessment, planning and review process. This Business Plan will reflect these domains.



## Reflection Process

Three questions inform the school self-assessment process and the Independent Public-School Review. Having successful students is always at the centre of the planning and review processes.



**Lynwood ~ Learners Today, Leaders Tomorrow**

The school motto 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 Vision**

### ***Embracing Diversity, Celebrating Excellence, Together Creating Sustainable Futures***

At Lynwood Senior High School we want our students and staff to thrive in a supportive and inclusive community which promotes and celebrates the attainment of excellence through building the skills and attitudes required for a meaningful and successful life.

## **School Values**

### ***Inclusivity, Empathy, Equity, Respect, Resilience, Creativity, and 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. These values and the building of relationships based on Fairness and Inclusivity are keys to the effectiveness of the learning environment.

## **Our Moral Purpose**

### ***Lynwood Senior High School empowers students to make a positive difference in their own lives, and in 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 his or her 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.

## **Beliefs About Teaching & Learning**

### ***At Lynwood Senior High School we believe in:***

Every student, and their ability to learn and achieve success;

Learning as a reflective, life-long process;

Celebrating personal excellence and fostering positive learning opportunities;

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;

We meet their individual needs in a safe and supportive learning environment;

Their learning is meaningful, purposeful and effective, guided by high expectations and academic standards;

They are supported to set personal goals, make mistakes and overcome obstacles as part of the learning journey.



## 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 Business Plan Achievement Targets.

### Priority 1 - Leadership

Strong, effective leadership which raises expectations for quality teaching and effective learning.

Effective leaders drive a culture of continuous school improvement to support improved engagement and performance of students. 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 build the confidence and capacity of leaders and aspirant leaders to drive high expectations for teaching and learning
- For all school leaders to effectively utilise school and system data to track student performance in order to identify areas of strength and areas for improvement across the school
- For all school leaders to model personal ownership and commitment to school directions, ensuring high expectations for all are clear and staff feel supported and valued as capable professionals
- To build student leadership skills across the school

**ACSF Leadership Standard:** Culturally responsive schools have leaders who develop and sustain an individual and have a school-wide focus on improving education outcomes for Aboriginal students.



## Priority 2 - Curriculum, Teaching and Learning

A knowledgeable workforce effectively teaching, and learning from each other.

Quality teaching and effective learning will be achieved through enhancing the efficacy of teachers to improve student engagement in the learning process. Teachers will be supported to share their learning with one another, receive quality feedback from their peers and from their students on their teaching

### Our major objectives are:

- To reduce variability in student outcomes between classrooms and develop a consistent approach to pedagogical practices
- To improve student achievement in Literacy and Numeracy
- To enhance student engagement and performance in contemporary and emerging work capabilities including STEM subjects
- To enable teachers to access and understand student performance data, judging standards, grade descriptors and moderation processes, and use the data to identify learning needs, areas of strength and improvement
- To provide every student with a pathway leading to a successful future

**ACSF Teaching Standard:** Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable to better reach their education potential.

## Priority 3 - Positive Learning Environment

A positive school culture which promotes learning, connectedness and the well-being of students and staff

A culture of connectedness and care for the wellbeing of staff and students, formed on a solid foundation of collaboratively agreed School Values, underpins the ability of all members of the school community to function at their very best. Empowering students and staff with the knowledge required to enable them to take positive action and ownership for their wellbeing is a key focus of the strategic work of the school as well as celebrating achievements, honouring individual endeavours, and embracing the diverse range of cultural, social, and educational needs of our students and staff.

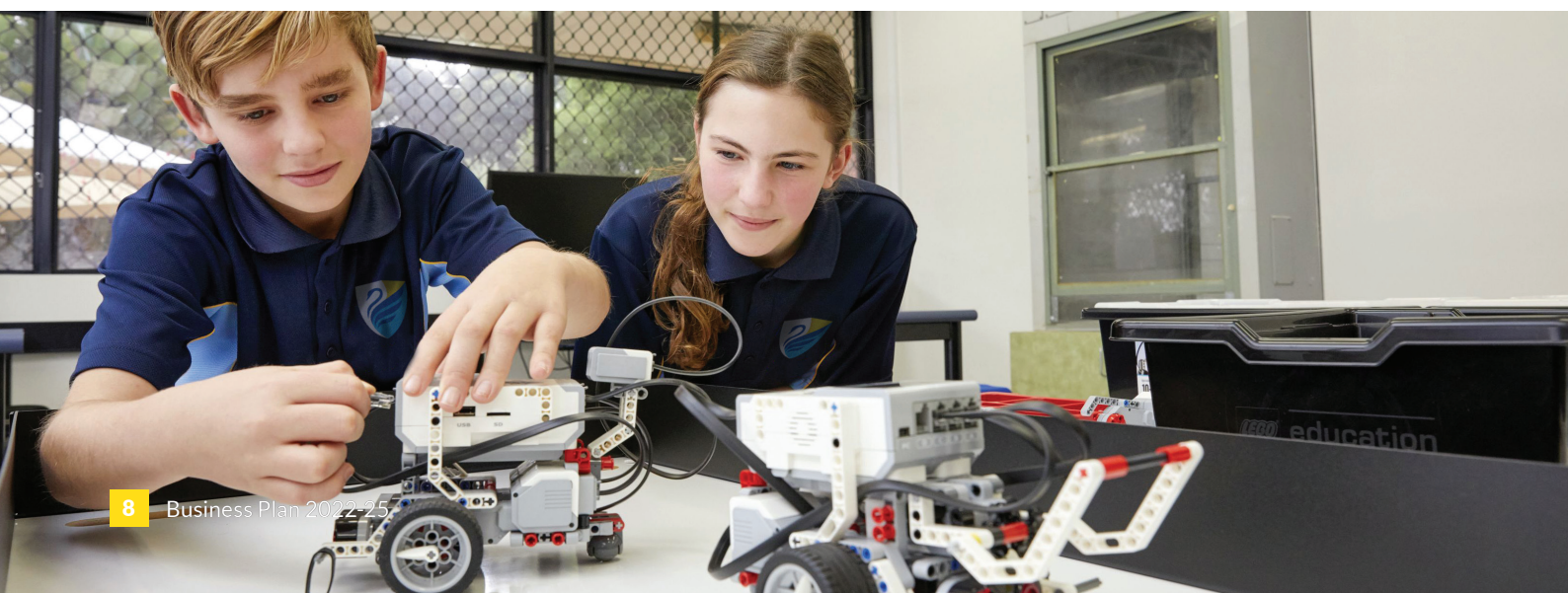
### Our major objectives are:

- To maintain an orderly and positive learning environment
- To continue building student efficacy and positive mental wellbeing as a leverage to enhancing student engagement and performance
- To create a culturally responsive school which build on the strengths of Aboriginal students and those from other cultures, engages them in learning and enables them to thrive academically and socially
- To increase collective staff efficacy and improve health and wellbeing

**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.





## Embedded School Focus - Environment and Sustainability



Lynwood Senior High School will continue to enhance its unique secondary school culture around the embedded whole-of-school focus of Environment and Sustainability. This focus centres on the United Nations Sustainability Goals and promotes the interdependency and interlinkages between the various dimensions of Sustainability – from health, well-being, and social and economic prosperity to climate and ecosystems. Social sustainability strategies to build student resilience, empathy and inclusivity are included in the Student and Staff Wellbeing Priority.





## Business Plan Achievement Targets

	Targets	2022	2023	2024	2025
1	Students from Year 7 to Year 9 will have higher Progress and Achievement in Numeracy than WA Public Schools.				
2	Students from Year 7 to Year 9 will have higher Progress and Achievement in Reading than WA Public Schools.				
3	Students from Year 7 to Year 9 will have higher Progress and Achievement in Writing than WA Public Schools.				
4	The percentage of Year 9 students achieving “At” or “Above” the National Minimum Standard in Numeracy, Reading, Writing, Spelling and Grammar and Punctuation is better than WA public Schools				
5	Year 9 student pre-qualification of OLNA through achievement of Band 8 NAPLAN to be at 50% or above.				
6	Year 10 student OLNA achievement to be at 75% or above.				
7	Year 12 student OLNA achievement rate to be 95% or above.				
8	Year 12 Median ATAR to be 75 or above.				
9	A positive trend in the percentage of VET students achieving a Certificate III or higher over the life of the Business Plan.				
10	Increased completion rate of VET Certificates delivered onsite over the life of the Business Plan.				
11	Increase the percentage of Year 12 students enrolled in 2 or more STEM courses/and or STEM related VET qualifications in each year of the Business Plan.				
12	The percentage of Year 12 students achieving their Western Australian Certificate of Education (WACE) to be 90% or above.				
13	Regular Attendance of students (90% above) at or above WA Public Schools.				
14	Trend to increase the number of environmentally related curriculum experiences embedded across all Learning Areas.				
15	Trend to decrease energy, water and waste use through development of efficiency practices				

Key for Shading

Not Achieved

Working Towards

Achieved



# Evaluation Measures Review and 2022 - 2025

Timeline	Review and Measures of Success	Responsibility
Term 1	<p>Review previous year and Semester II data – School and Learning Area analysis:</p> <ul style="list-style-type: none"> <li>• ATAR data – school ranking, individual success</li> <li>• Subject comparative data</li> <li>• VET achievement – school ranking, individual success</li> <li>• School Attainment Percentage</li> <li>• WACE achievement</li> <li>• Behaviour, attitude and effort - specific groups</li> <li>• Semester II attendance and suspension data</li> <li>• OLNA and NAPLAN data</li> <li>• Other testing data such as PAT-R, eWrite, PAT-Science, PAT-Maths</li> </ul> <p>Complete School Self-Assessment and Annual Report for previous year Implement Surveys if appropriate: OHI and TTFM and other survey tools including National School Opinion Surveys.</p>	<p><b>Principal, Associate &amp; Deputy Principals</b> All year 11 &amp; 12 achievement data.</p> <p><b>Associate and Deputy Principals</b> Year 7-10 achievement data, NAPLAN, OLNA data.</p> <p><b>Associate, Deputy Principals &amp; Heads of School</b> Attendance, behavioural data and link to academic performance.</p> <p><b>HOLAs &amp; TiCs with teachers</b> Learning area analysis of academic achievement.</p> <p><b>Associate Principal</b> prepare Annual Report and present to School Board</p>
Term 2	<p>Monitoring, review and adjustment of improvement strategies. Review of students not 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 OLNA test in Year 10.</p> <p>NAPLAN – first cut, student comparative improvement.</p>	<p><b>Heads of School</b> to monitor and adjust attendance strategies in consultation with <b>Deputy Principals</b> and <b>HOLAs &amp; TiCs</b>.</p> <p><b>HOLAs &amp; TiCs</b> monitor academic progress in LA's, liaising with teachers and Heads of School to adjust strategies for improvement</p>
Term 3	<p>Review of Semester 1 data.</p> <p>Monitoring, review and adjustment of improvement strategies. Semester 1 attendance and suspension target comparison.</p>	<p><b>Associate, Deputy Principal &amp; Head of School</b> - Review Years 11 &amp; 12 achievement data.</p> <p><b>Associate Principal &amp; HOLAs &amp; TiCs</b> - Review Years 7-10 achievement data, NAPLAN, OLNA</p> <p><b>Associate, Deputy Principals and Heads of School</b> Review attendance, behavioural data and Sem 1 achievement</p> <p><b>HOLAs &amp; TiCs</b> - Learning area analysis of academic achievement and monitoring of learning area strategies.</p>
Term 4	<p>Monitoring, review and adjustment of improvement strategies.</p> <p>OLNA – 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 not achieving 'consistently' in report criteria across behaviour, attitude and effort.</p> <p>With the Principal, the Lynwood Senior High School Board will engage in review and analysis of school performance data at the end of each Term.</p>	<p><b>Associate, Deputy Principals &amp; Head of Senior School</b> - Years 11 &amp; 12 achievement data.</p> <p><b>Associate Principal &amp; Heads of School</b> - Review Years 7-10 achievement data; academic &amp; non-academic</p>

A decorative graphic consisting of several overlapping, wavy, horizontal bands in various shades of blue, creating a sense of movement and depth.

**Lynwood**

*Learners today, Leaders tomorrow*

WA SECONDARY SCHOOL OF THE YEAR 2018

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