



Lynwood
SENIOR HIGH SCHOOL

Business Plan 2025-2027

A School Improvement Plan



*Lynwood Senior High School
acknowledges the Bibbulmun
traditional owners of this land and
pays our respect to past and present
elders. It is a privilege to meet, teach
and learn on Whadjuk Noongar land
and waterways.*

*Lynwood Senior High School
kaaditj waangkiny Bibbulmun
koora burdiya nidja boodja yanginy
nganyang yira koora yeyi Noongar
moort.*

*Ngany djoorabiny mandja nyin
kaadatjiny Whadjuk Noongar
boodja wer bilya.*



About Lynwood Senior High School

It is my pleasure to present the **Lynwood Senior High School 2025-2027 Business Plan: A School Improvement Plan**, to our school community. This Business Plan has been collaboratively developed by the wider leadership team, with input from all staff and our School Board. Our four core values were revised in 2024 as an expression of all that Lynwood holds important. They become the foundation of this plan, ensuring they are at the heart of everything we do.

Lynwood is a proudly diverse, growing school that engenders enormous community pride in families who have attended over many generations. However, we must not be complacent about this nor about our achievements over the past 50 years. Our recent results demonstrate that we consistently perform above WA Public and Like Schools. This is a wonderful endorsement of our school however we continue striving for excellence. Our expectations of ourselves should always be aspirational, placing students' personal success at the centre of all we plan to deliver.

High expectations—both of ourselves and our students—will shape our work in the coming years.

Key priorities will drive our work, shaping our reviews and guiding our resource allocation. The groundwork laid in 2024 has set the stage for a clear vision moving forward. Our goal is to ensure Lynwood Senior High School becomes a centre of teaching and leadership excellence, where our outcomes progress from good to great. Equally important is fostering a strong collaborative culture built on wellbeing for all at Lynwood. Strengthening our meaningful connections with the community, especially our parents, remains a key focus. Together, we will continue to create an environment that supports student success, innovation, and continuous improvement.

I look forward to working alongside you all as we bring this plan to life.

Emma Walker - Principal





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*

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.

School Values

All members of Lynwood Senior High School are expected to conduct themselves in a manner that adheres to the school values:

Resilience, Respect, Inclusivity and Personal Best

- **Respect** - Respect is a way of treating or thinking about something or someone. It conveys a sense of admiration for good or valuable qualities.
- **Resilience** - Resilience is an inner ability to overcome challenges and difficulties in our lives. We are resilient when we are positive, open-minded, flexible and confident.

- **Inclusivity** - When all members of the school community feel a sense of belonging to the community, regardless of identity, background, or beliefs.
- **Personal Best** - Personal best is being the best version of yourself with the resources that you have at that given time. It is finding opportunities for personal growth whilst recognising and respecting the differences of others.

Our Beliefs

At Lynwood Senior High School, teachers and all support staff:

- Endeavour to unlock the learning potential of every student.
- Form positive relationships with all students.
- Facilitate safe and respectful learning environments through consistency, routines and expectations.
- Know that when students experience success, their well-being, engagement and achievement improve.
- Hold high expectations of students and facilitate the achievement of their personal best.
- Equip students to achieve their goals and prepare them to be lifelong learners.
- Believe in inclusion, value diversity, and actively work to include all students.
- Engage in culturally responsive practices that lead to equity and reconciliation.
- Are intentional in their pedagogical choices and know the content well.
- Reflect on their values and beliefs and how this shapes their teaching and responses.
- Seek feedback and reflect on their practice.
- Partner with members of the school community (e.g., parents/guardians, staff) regularly about student progress.



The Lynwood Way:

The Lynwood Way is a core feature of this Business Plan. This framework outlines the consistent practice expected of every staff member and aims to provide:

- An effective Tier 1 level of support for every student.
- A reduction in variability and increase consistency to reduce cognitive load in students.
- Literacy acquisition development in our school with a high number of culturally and linguistically diverse learners.
- A platform of shared language, focus for professional learning and foundation of performance development and reflective practice at Lynwood Senior High School.

The Lynwood Way is expressed through the following pillars:

- High Impact Teaching
- Positive Learning Environment
 - Literacy
- Social Emotional Learning

School Review

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 Workforce Management Plan, individual Learning Area and Program Area Operational Plans, and the Delivery and Performance Agreement. Learning Area Reviews are held each semester. An Annual Report is completed each year, and the Independent Public School Review process will take place every three years. The next **Public School Review** will take place in 2025 Term 4.

Our focus as an Executive and as the wider Senior Leadership Team is to ask - How are we going? How do we know? What do we need to do to improve? This continually guides our work. The School Board is an essential partner in this process and regular data reviews are provided each year.



Links to key documents:

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.

- Self-review Schedule (developed annually)
- Learning Area Operational Plans (developed annually)
- Whole School Literacy Plan (developed annually)
- Student Services Operational Plan (developed annually)
- Aboriginal Education Plan (three year cycle)
- Wellbeing Plan (three year cycle)
- Sustainability Plan (three year cycle)
- Maintenance Schedule and Reserve planning



Targets

Strategies

1. The school will maintain or achieve above WA Public Schools WACE achievement rate for the life of this Business Plan.	Shared responsibility for Essential Skills as an important vehicle for WACE monitoring and preparation for the Years 11 and 12 cohort, including OLNA preparation, extension and WACE monitoring by students.
2. Retention Metric: 85% of students who leave the school are due to relocation, appropriate employment/training pathways, or IEC transfers.	Development and monitoring of Exit Surveys will occur on transfer out of the school to develop an understanding of student retention and attrition.
3. The school will maintain or improve the overall Progress and Achievement Metric over the life of the Business Plan.	Collaborative course counselling plan using Secondary Metrics is developed. Increase of Certificate III or higher offerings to continue over the next three years.
4. Year 12 OLNA achievement to be at or above 91%.	Consolidate Foundation classes in Years 11 and 12, and consider the extension of these.
5. The percentage of Year 9 students at Exceeding and Strong levels in NAPLAN is higher than WA Public Schools and increases over the life of this Business Plan.	All staff will use specific strategies outlined in the whole school literacy pillar of The Lynwood Way, (Lynwood's Consistent Practice Framework).
6. The percentage of Year 9 students at the Needs Additional Support level in NAPLAN is below WA Public Schools and decreases over the life of this Business Plan.	The school will embed and regularly review intervention programs in Years 7-9 such as LEAP and MacqLit (Years 7 and 8).
7. The comparative performance for Year 9 students in NAPLAN is: i. At or above expected mean (equal to expected mean or more than one standard deviation above the predicted mean); and ii. Above WA Public Schools.	There are three broad strategies that will be used to build comparative performance: • Ongoing investment of PAT testing in Reading and Numeracy for early identification of Tier 2 and Tier 3 students; and • EALD identification on entry and EALD TIC maintained; and • Regular NAPLAN data analysis and backwards mapping by all staff through Learning Area meetings.
8. Regular attendance of students (90% or above) incrementally improves over the life of this Business Plan.	Consistent attendance monitoring and improvement systems (across lower and senior school) are implemented by Student Services that include support from Homeroom teachers, Aboriginal Islander Education Officer (AIEO) and STARS.
9. The school's attendance rate is to be at or above 90%.	Clearer, methodical analysis and tracking for those students below 90% will occur across the school with a focused effort on improving Senior School attendance, to improve the overall rate.
10. The percentage of students maintaining their Good Standing incrementally improves over the life of this Business Plan.	Consolidate our positive Tier 1 learning environment based on renewed school values, explicit behavioural support, restorative practice, belonging and pastoral care (through Houses and Homerooms) – the foundation of The Lynwood Way. A review and methodical tracking of Good Standing by Student Services and Homeroom teachers will support this strategy.
11. The school will reduce the percentage of D and E grades in Years 7 to 12 over the life of this Business Plan.	Build into Learning Area Operational Plans: • The targeting of 2, carefully chosen D and E students to improve results through focussed support by teachers; and • Facilitate high expectations of all students to complete every task of the learning program This is supported by our commitment to communicate effectively with parents for any student below the expected standard.

“a culture of holistic wellbeing...”

“quality teaching...”

“consistency across classrooms...”

“developed, shared, planned...”

“inclusive and respectful...”

“personal success...”

“locally sourced learning...”

“value parents and carers...”

“make our community a better place...”

“student leadership...”



Lynwood Senior High School - Our Priorities

HIGH IMPACT TEACHING AND LEADERSHIP

We believe quality teaching has the greatest impact on the wellbeing and achievement of our students. Lynwood Senior High School strives to progressively build the skills, mindsets and capacity of teachers, to increase efficacy and consistency across classrooms. This is supported by an ongoing focus on the roles of leaders at Lynwood at all stages of the leadership journey. We believe that teachers and allied professionals are lifelong learners. They learn, sharing best practice through observation, coaching and structured self-reflection. Similarly, we also believe that student leadership and voice is essential to provide quality feedback for improvement and to build leaders of tomorrow.

A POSITIVE LEARNING ENVIRONMENT

We prioritise all aspects of a positive learning environment where routines are clear and expectations are explicitly taught, modelled and reinforced. As staff we apply our understanding of the link between effective high impact teaching and student attendance, wellbeing and engagement. We commit to restorative and trauma informed approaches, ensuring that a Multi Tiered System of support is developed, shared, planned for and understood by all. We are dedicated to providing welcoming, modern and inclusive learning spaces that meets the needs of both students and staff.

HOLISTIC WELLBEING

A culture of holistic wellbeing will exist when we intentionally develop an inclusive and respectful environment built on positive staff to staff, staff to student and student to student relationships. Our students and staff flourish and learn best when all domains of health (Social, Emotional, Spiritual, Environmental, Mental and Physical) are met. We strive for a culture where students and staff are regularly acknowledged, feel culturally safe, are appropriately challenged and experience a sense of personal success.

A CONNECTED COMMUNITY

We are a school that strives to make our community a better place through the holistic education of our young people. We value parents and carers and the support they can give in the secondary school setting, connecting with them regularly as partners to progress and support the education of our students. We also extend partnerships to our wider community and its leaders to develop authentic, locally sourced learning experiences for students.



High Impact Teaching and Leadership

We commit to...

Developing **effective teaching** at Lynwood SHS where engaging, culturally responsive learning experiences are planned and implemented using consistent high impact instruction, and planned pathways for success.

Ensuring that our school is led by **capable and effective leaders** who care, are reflective and provide opportunities for growth for all staff, cultivating future leaders.

Ensuring that **student voice and leadership** enables the school to plan for improvement while building leadership skills for students to enact our motto, *"Learners Today, Leaders Tomorrow"*.

You will see...

Staff embedding the newly developed Lynwood Way over three years including targeted professional learning in high impact teaching.

Staff embedding Leadership Professional Learning across the Senior Leadership Team (SLT) each year to ensure shared language and ongoing focus on leadership development regardless of experience.

Staff maintaining one annual cohort of the Aspirant Leadership Program offered to all staff.

Staff reviewing student leadership across the school with the aim of broadening student representation and voice for school improvement.

Consistent student surveys being explored with teacher teams to provide feedback on our teaching. This will start with whole school surveys about our students' school experience.

It will result in...

Staff sharing around the framework being a consistent feature of Staff Development days and staff meetings, and clear links to the framework, targets and reviews included in Learning Area Operational Planning each year.
80% of our students surveyed Agree and Strongly Agree with statements about Teaching Quality in the School Culture Survey.

Staff showing confidence in high impact leadership through Macklin's and Zbar's Effective Rating scale survey by 80% of those surveyed Agreeing or Strongly agreeing with statements about the Senior Leadership Team.

One Aspirant Leadership cohort delivered each year with feedback collected showing positive outcomes by participants.

A review on the structure of student leadership, student voice and Student Council will occur in 2025. The recommendations of this review will be implemented across the years of this plan.

In 2026, a group of teachers will be trialling the use of student surveys to provide input on teaching practice and improvement, and this will be expanded in 2027.



A Positive Learning Environment

We commit to...

You will see...

It will result in...

Building staff capacity in Classroom Management Strategies (CMS) and positive behavioural support. We will use a shared approach in contemporary, trauma informed, restorative and culturally responsive practices.

Embedded, positive Tier 1 practice as part of The Lynwood Way. This will include shared language and implementation of the Positive Behaviour Expectations, a focus on pastoral care through a Homeroom model, and a celebrated and embedded House structure building a foundation reward system for positive behaviours.

An implementation plan for our Tier 1 environment strategies being developed and adhered to over three years. This will include professional learning around culturally responsive and trauma informed practice, and restorative approaches. Students will report a positive trend when asked questions about The Learning Environment in the Student Culture Survey.

Every classroom teacher, together with our Allied Professionals, will manage the classroom environment effectively and develop positive relationships with students, whilst using a school wide focus on Classroom Management Strategies (CMS) and restorative approaches.

A staff implementation plan for CMS developed and adhered to over three years. This includes the development of Conference Accredited Trainers (CATs) and a milestone mark of 50% of teaching staff EAs and EEAs completing Foundation Skills CMS.

Developing strong and effective case management practices, and strong processes in Student Services that include the valued input of teachers and expertise of external agencies.

Effective case management protocols in Student Services that are shared and understood by all staff.

Structured SAER meetings with the wider Student Services team occur weekly, with roles and case management responsibilities made clear, and actions documented.

A well-documented set of consistently implemented processes used in Student Services will be developed and reviewed annually and with SLT input.

A documented handbook pertaining to all Student Services processes developed collaboratively in 2025 and reviewed annually as part of annual review cycles.

Investing in the buildings and grounds to ensure that our learning environment is conducive for learning, welcoming, safe, and has a positive impact on wellbeing.

A documented maintenance plan will be developed and used to ensure ongoing yearly attention to the learning environment.

A maintenance plan developed in 2025 and adhered to on a tri annual basis by facilities personnel and budgeted for in the yearly budget.

Core strategic projects will be identified and planned for by the Building and Grounds Committee to be initiated and delivered over the three years of the plan.

The delivery of core projects being determined and set in place by the Building and Grounds Committee being prioritised and planned for.



Holistic Wellbeing

We commit to...

Building a **consciously supportive culture of care amongst staff** to improve wellbeing at work.

Explicitly teaching wellbeing education, social and emotional learning across all year levels as a pillar in The Lynwood Way.

You will see...

The Wellbeing Committee collaboratively develop a Staff Wellbeing Plan that spans the life of this Business Plan. The Wellbeing Committee is represented by diverse staff members and the plan is resourced where required.

Student Services map our social and emotional learning curriculum against all year levels and tiers, including what the school implements in Year 7 transition, whole school assemblies, HPE, Essential Skills, LEAF and Homeroom.

It will result in...

Staff wellbeing data collected at the beginning and end of this plan, through the People at Work Survey, will show stability and growth in the level of wellbeing at work.

A clear understanding of what is being taught and when. All staff understand their role in teaching Homeroom lessons with fidelity and a random sample of student feedback/survey data collected to demonstrate that at least 80% of staff are explicitly teaching Homeroom Lessons.

Student Services tracking the number of student participants in Tier 2 intervention groups around social/emotional wellbeing and this number increases over 3 years.



A Connected Community

We commit to...

You will see...

It will result in...

Building **positive relationships with parents** through effective, consistent communication, and viewing parents as essential partners in learning. We believe this will support student progress and increase confidence in Lynwood SHS as a school of choice in the community.

The school adopts a 'no surprises' approach to parent communication. We will outline this through The Lynwood Way to a Connected Community document that will be established to outline a consistent set of protocols around parent-school communication, for both parents and staff. We will aim to increase our positive to negative ratio of communication to parents as a way of building and celebrating positive behaviour and focussing on improvement in showing our values and PBE matrix.

Methodical tracking of data in each cohort will be used to assess the level of public confidence as shown in enrolment data from our local intake primary schools.

Parent surveys completed at the end of this Business Plan cycle will demonstrate the following evidence from the School Culture Survey:

80% of respondents will Strongly Agree and Agree with the following questions:
1,10,11,21,49,53

Trends from local intake primary school demonstrate an increase in local intake students enrolling in Lynwood SHS.

Developing **positive relationships with community members, groups, local businesses and associations** with a view to providing students with relevant real world learning opportunities and future pathways.

Each Learning area focus on real world, community-based experiences and plan these in their yearly Operational Plan.

The Career Practitioner deliver Career Tools and related futures workshops to all students across the school.

Each Learning Area implements two community-based learning experiences per annum.

Every year group will receive Career Tools and related workshops delivered to them each year facilitated by the Career Practitioner.

Engaging in **formal and informal partnerships** to provide effective learning pathways for our students, and to achieve effective planning as a local public education system.

We will foster a collaborative relationship and transition process with our Primary Schools that encompasses:

- a Learning Support network;
- regular primary/secondary school Principal collaboration; and
- annual Lynwood Scholars Program.

All learning areas build and maintain increased networking opportunities to support our Learning Area planning for our students. This will be a feature of each Learning Area Operational Plan.

Enhanced pathways by further developing and sustaining strategic partnerships with tertiary institutions; TAFE VETDSS, External RTOs/GTOs; Workplace Learning hosts, and corporate and philanthropic organisations.

Networking meetings between secondary and primary schools will occur each semester.

Each Learning Area develops a professional network to draw upon to support effective and contemporary planning.

An established Lynwood Partnerships Overview, detailing partnerships in place, the focus of each, and contacts. This will be established and added to each year.

"Learners Today, Leaders Tomorrow"



Our cross-school priorities

Sustainability

The school maintains an embedded school wide focus on sustainability education which engages our staff, students and community to explore environmental issues, engage in problem solving and take action to improve the environment. All staff are teachers of this important priority in one form or another; we model environmental consciousness, create teachable moments to build environmental understanding and action with students and use The Environmental and Life Sciences Program (LEAF), as a vehicle for larger scale project work in the community.

Cultural Responsiveness

Lynwood Senior High School aims to be culturally responsive in all parts of our school. We have a wider cultural awareness and sensitivity given our large diverse, multicultural student population, however we are also deeply committed to living, learning from and walking beside Aboriginal people in our school, acknowledging their history, ownership and care of our land. We commit to truth telling and building Aboriginal student leadership in our school. We seek to partner with Aboriginal elders and community members, to help us develop a plan for reconciliation and support in the school, focussing on improving the outcomes of our Aboriginal students. We want all classrooms to be culturally responsive, and for our Aboriginal students to have the opportunity to connect with culture as First Nations people. We strive to continue to close the gap for all Indigenous students, as we walk the learning/education journey together on Noongar Bibbulman Whadjuk country. This takes everyone's effort and will remain an ongoing focus to continually improve.

Work Capabilities and Future Readiness

Lynwood Senior High School aspires to equip students with transferable skills and personal attributes that will prepare them for the rapidly evolving world beyond school. Skills encompassing communication, problem-solving, adaptability, teamwork, critical thinking, and resilience go beyond academic achievement and will be explicitly taught and embedded into curriculum areas as a whole school approach. Together we work with students to develop a growth mindset, so they leave school empowered to successfully engage in life and work.



The background of the page features several overlapping, wavy, horizontal bands of different shades of blue, creating a sense of movement and depth.

Lynwood

Learners today, Leaders tomorrow

436 Metcalfe Road | Parkwood WA 6147

E lynwood.shs@education.wa.edu.au

T (08) 9354 0600

www.lynwood.wa.edu.au