



# Lake Grace District High School **Business Plan**

2020 - 2022

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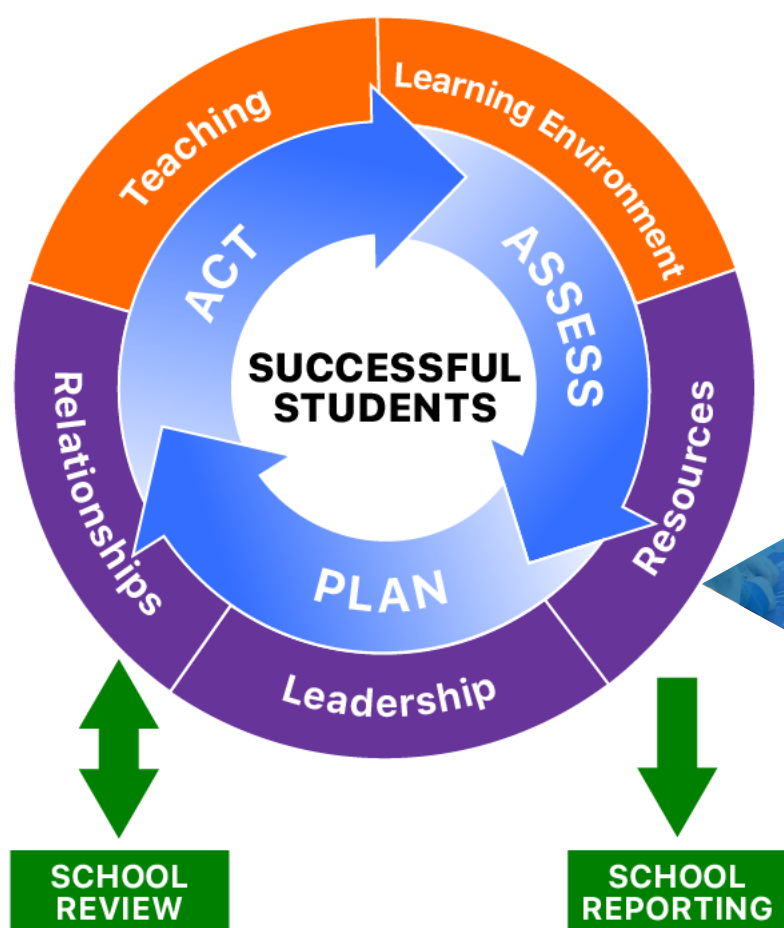




## Preamble:

This Business Plan reflects our strategic directions for the next 3 years and is a culmination of extensive consultation with our staff, students, parents and wider community. This plan has proudly been endorsed by our School Board and underpins our commitment to sustainable, high quality, evidence based practices.

## Our Improvement and Accountability Framework:



### In each of the 6 areas we ask ourselves:

- What did we achieve and how can we sustain it?
- What can we improve, and how will we achieve this?

## Our Vision:

To support and guide our students to succeed through high quality teaching and enriched community partnerships.

## Our Pledge to our Community:

- We listen to our students, staff and community to reflect their changing needs!
- We are proactive to change, embracing innovation and leadership in all that we do!
- We embrace and celebrate excellence!

**We have identified 6 key priority areas for our 2020 - 2022 Business Plan which are integral to our success in the years to come.**

These areas directly align to our 3 Pedagogical Pillars of: Relationships, Purpose and Engagement.

At Lake Grace District High School our Pedagogical Pillars form the foundation for skills, understandings and practices that are required for successful learning of which we endeavour to embed at the heart of all our learning experiences, plans and initiatives.







## Priority 1: Sustaining a safe and supportive learning environment

The development of a contemporary and student focussed learning environment for our students, staff and community.

### Targets:

- 1) Attendance rates each year to be maintained equal to or above like schools.
- 2) By late 2021, annual opinion surveys will achieve a rating of between 3.5 and 4 for all questions provided to students.
- 3) By late 2022, annual opinion surveys will achieve a rating of between 4 and 5 for all questions provided to students.

| Focus Area   | Strategies  | Milestones   |
|--|---|--|
| <b>Student experience &amp; voice</b>  | <ul style="list-style-type: none"><li>• Provide ongoing student forums for students to share ideas and be a part of the change. Opportunities for written feedback at/after these forums.</li><li>• School events to be student led with school successes promoted by student leaders.</li><li>• Enhance the overall student experience by establishing lunchtime clubs aligned to the interests of students.</li><li>• Funds allocated to student experience fund which is student directed.</li></ul> | <ul style="list-style-type: none"><li>• Data is collected on student consultation and decision making.</li><li>• Student driven initiatives are evident.</li><li>• There is evidence that student opinions are sought and valued.</li></ul>                              |
| <b>Student Attendance</b>  | <ul style="list-style-type: none"><li>• Daily check in for students without defined notification of absence.</li><li>• Active promotion of the importance of regular attendance in school publications.</li></ul>   | <ul style="list-style-type: none"><li>• Ongoing case management is visible for at risk students.</li><li>• Attendance increase present across all risk categories.</li></ul>   |
| <b>Student Behaviour (whole school approach)</b><br><b>Maintaining the unique culture (Lake Grace way)</b> | <ul style="list-style-type: none"><li>• Defined expectations of behaviour and consequences established which align to Good Standing policy and newly developed Behaviour and Engagement Policy.</li><li>• Use of restorative practices underpinned by school values.</li><li>• Case management approach used to support students, staff and parents.</li><li>• Weekly student support update provided for all school staff.</li></ul>   | <ul style="list-style-type: none"><li>• Behaviour records indicate few, if any, breaches.</li><li>• New whole school behaviour and engagement policy adopted and implemented across the school.</li><li>• Behaviour plans implemented for identified students.</li></ul> |
| <b>Enhanced internal and external learning environments</b>  | <ul style="list-style-type: none"><li>• Students, staff and community feedback used to prioritise areas of renewal with 5 year renewal plan created.</li><li>• Funds allocated to support fast tracked renewal of internal and external areas.</li></ul>  | <ul style="list-style-type: none"><li>• Revitalised school grounds and learning environment to reflect the feedback of students, staff and community.</li></ul>  |

## Priority 2: A renewed focus on school community health and well-being

Building the school capability to respond to the health and wellbeing needs of its students and staff.

### Targets:

- 1) Develop a whole school wellbeing action plan to suit the needs of our school by early 2021.
- 2) Base line data on the level of socio-emotional wellbeing of students will be established by early 2021.
- 3) By late 2021, annual opinion surveys will achieve a rating of between 3.5 and 4 for all questions provided to staff.

| Focus Area   | Strategies   | Milestones   |
|--|--|--|
| <b>Student and Staff wellness</b>                      | <ul style="list-style-type: none"> <li>At least two members of the well-being committee to have completed all Be You modules by the end of 2020.</li> <li>Implement a whole school social and emotional learning framework that includes explicit teaching by classroom teachers.</li> <li>All staff will have completed relevant learning modules from the Be You program by mid 2021.</li> <li>Student events planned to have well-being focus.</li> <li>Termly staff wellbeing focussed event introduced.</li> <li>Chaplain led well-being events introduced each term.</li> <li>Mental Health workshops organised in partnership with key agencies.</li> </ul> | <ul style="list-style-type: none"> <li>Established a well-being committee that will lead the development and implementation of an action plan that is informed by the Australian Student Well-being Framework.</li> <li>Update of all SDERA CHAT documents and resources.</li> <li>Completion of Be You Modules for all teaching and support staff.</li> <li>Addition of new Breakfast club by Term 4, 2020.</li> <li>New Chaplain appointed in Term 4, 2020.</li> <li>School to host numerous mental health workshops.</li> </ul> |
| <b>Understanding and responding to individual need</b> | <ul style="list-style-type: none"> <li>Provide staff with the knowledge and skills that they need to: <ul style="list-style-type: none"> <li>⇒ Foster positive mental health and well-being.</li> <li>⇒ Help mitigate the occurrence of mental health issues from arising.</li> <li>⇒ Recognise and respond to mental health issues when they do occur.</li> </ul> </li> <li>Introduce Protective Education resources and provide training for students, staff and parents on a regular cycle.</li> </ul>  | <ul style="list-style-type: none"> <li>Staff actively using mental health checklists.</li> <li>A minimum of 3 staff trained as school gatekeepers (supporting students at risk of harm).</li> <li>A minimum of two staff accredited in Youth Mental Health.</li> <li>Protective behaviours training provided every two years.</li> </ul>   |
| <b>Good Standing</b>                                   | <ul style="list-style-type: none"> <li>Clearly outlined processes and expectations for students and staff with updates shared weekly with school staff.</li> </ul>   | <ul style="list-style-type: none"> <li>Full implementation of good standing policy as part of new student engagement and well-being policy.</li> </ul>   |



## Priority 3: Enriching the secondary school experience

Making Lake Grace DHS the best choice for our community both now and into the future.

### Targets:

- 1) Retain and attract students to achieve an increase in the number of high school enrolments for the years: a) 2019 - 2020, b) 2020 - 2021, c) 2021 - 2022.
- 2) By late 2020, annual opinion surveys will achieve a rating of between 3.5 and 4 for all questions by high school students.
- 3) By early 2021, all secondary classrooms and areas will be refurbished and upgraded to a contemporary standard.

| Focus Area  | Strategies   | Milestones   |
|---|--|--|
| <b>Student voice</b>                                | <ul style="list-style-type: none"><li>• Provide ongoing secondary student forums for students to share ideas and feedback on school direction.</li><li>• Conduct termly Aspiration Meetings to provide 1:1 career counselling for all secondary students.</li><li>• Student Council actively lead school improvement and engagement initiatives.</li></ul> | <ul style="list-style-type: none"><li>• Targeted Aspiration Plans for all secondary students.</li><li>• Retention levels increased across the high school.</li><li>• Minimum of 3 student led school events per term.</li></ul>    |
| <b>Student choice</b>                               | <ul style="list-style-type: none"><li>• Enhance the student experience by;<br/>⇒ Establishing lunchtime clubs aligned to the interests of students.<br/>⇒ Creating electives designed by students and aligned to their interests.</li></ul>  | <ul style="list-style-type: none"><li>• Student developed clubs and electives provided each semester.</li></ul>  |
| <b>Enhanced resources and learning environments</b> | <ul style="list-style-type: none"><li>• Revitalise and enhance the school grounds and classroom learning environment using feedback from students, staff and community.</li><li>• A targeted funding allocation is provided to support secondary enhancements.</li></ul>   | <ul style="list-style-type: none"><li>• Ongoing renewal of secondary classrooms and areas with contemporary fittings and fixtures.</li><li>• 1:1 student to technology device ratio evident to support student learning.</li></ul> |
| <b>Big picture (real world applicability)</b>       | <ul style="list-style-type: none"><li>• Use student aspiration data to inform planning for school, class and individual programs.</li><li>• Electives each contain a community element to demonstrate and celebrate skills.</li><li>• Work place learning opportunities fostered and linked to area of student aspiration.</li></ul>                       | <ul style="list-style-type: none"><li>• \$20 Boss business program embedded within H&amp;SS program.</li><li>• Workplace learning aligned to student future career aspirations.</li></ul>  |
| <b>Promoting the school within the region.</b>      | <ul style="list-style-type: none"><li>• Promotion within regional and department publications.</li><li>• Attendance at major regional events e.g Newdegate Field Day.</li><li>• Creation of new Year 6 enrichment event with local primary schools.</li></ul>  | <ul style="list-style-type: none"><li>• Promotion widely evident and ongoing across region.</li><li>• Open Day event established.</li><li>• Year 6 students from local schools visiting the school.</li></ul>                      |





## Priority 4: Enhancing student opportunities through effective relationships and partnerships

Working to establish a community focussed school, reflective of the community in which we live.

### Targets:

- 1) By late 2021, annual opinion surveys will achieve a rating of between 3 and 3.5 for all questions provided to parents.
- 2) By late 2022, annual opinion surveys will achieve a rating of between 3.5 and 4 for all questions provided to parents.
- 3) Each year of the Business Plan, Board Members will record an average rating above 4 on the annual Board Effectiveness Survey.

| Focus Area   | Strategies   | Milestones  |
|--|--|---|
| <b>School Board</b>  | <ul style="list-style-type: none"><li>• Sustained input of the School Board into the development of school plans and priorities.</li><li>• Ongoing Board training in learning modules.</li><li>• School Board share school's vision and regularly monitor school progress against the Business Plan.</li><li>• Development and use of an Accountability Framework to guide sustainable school improvement and best practices.</li><li>• Defined induction process for new members.</li></ul> | <ul style="list-style-type: none"><li>• Completion of annual Board Effectiveness Survey.</li><li>• Completed board training modules.</li><li>• Board minutes actively reflect on the school's progress in achieving Business Plan outcomes.</li><li>• Principal to become DOE School Council and Boards Training Facilitator.</li></ul> |
| <b>Parents and Citizens Association (P&amp;C)</b>                | <ul style="list-style-type: none"><li>• Ongoing promotion and support of P&amp;C events and initiatives.</li><li>• Proactive engagement between P&amp;C and school to meet shared outcomes.</li></ul>  | <ul style="list-style-type: none"><li>• Evidence of P&amp;C support, both to fund resources and to provide activities for the school.</li></ul>   |
| <b>Establishing partnerships and strengthening relationships</b> | <ul style="list-style-type: none"><li>• Established partnerships with community organisations, TAFES and Universities to enrich student experience and opportunity.</li><li>• Inviting and integrating parent and community feedback to inform school improvement direction on a regular basis.</li></ul>  | <ul style="list-style-type: none"><li>• Shared events between school and community stakeholders.</li><li>• High rate of parent engagement with stakeholder polls/surveys disseminated.</li></ul>  |
| <b>Using community resources to enrich curriculum</b>            | <ul style="list-style-type: none"><li>• School visits and excursions add value to the relevance of planned learning activities.</li><li>• Creation of community expertise register detailing skills and experiences of community members to enrich school experiences and learning opportunities.</li></ul>  | <ul style="list-style-type: none"><li>• Greater community engagement with school events and initiatives.</li><li>• All year levels are able to demonstrate how community expertise has enhanced class programs.</li></ul>   |



## Priority 5: Supporting quality teaching and learning

Effective leadership to develop reflective, quality teaching practices to grow staff capabilities, skills and expertise.

## Priority 6: Strengthening student achievement and progress

Analysing the longitudinal progression of student achievement to provide effective intervention and support.

### Targets:

- 1) By 2022, NAPLAN achievement in Mathematics will be equal to or above expected achievement for Year a) 3, b) 5, c) 7 and d) 9 students.
- 2) By 2022, NAPLAN achievement in Writing will be equal to or above expected achievement for year a) 3, b) 5, c) 7 and d) 9 students.
- 3) All Year 3-10 students will record progression in PAT a) Maths b) Reading c) Science d) Spelling, Punctuation and Grammar assessments each semester.
- 4) All primary students will record progression in reading levels each semester.
- 5) All PP – Year 2 at risk students to achieve progression between Term 1 and Term 4 On Entry assessments (Maths, Writing and Reading).

| Focus Area  | Strategies   | Milestones   |
|---|--|--|
| <b>P-10 data collection to inform planning, teaching and assessment</b> | <ul style="list-style-type: none"><li>Effectively use data to inform planning for school, class and individual programs.</li><li>Identify and implement effective support and pedagogy for the teaching of curriculum areas.</li><li>Adopt and implement whole school approaches to ensure students receive cohesive and consistent learning programs.</li><li>Time allocated for transitional implementation.</li></ul> | <ul style="list-style-type: none"><li>Pedagogical framework fully adopted and embedded within classroom practices.</li><li>Data wall established to track and reinforce student and class progression targets.</li></ul>   |
| <b>Moderation and teacher judgements</b>                                | <ul style="list-style-type: none"><li>Teachers collaborate with peers across the Lakes Network.</li></ul>  | <ul style="list-style-type: none"><li>Set Lakes Network moderation tasks each year.</li></ul>  |
| <b>SAER - Individual/group case management</b>                          | <ul style="list-style-type: none"><li>Longitudinal tracking and identification of students at educational risk (SAER).</li><li>Allocation of 0.1 FTE for teacher SAER support.</li><li>SEN training completed for SAER team and with staff as a whole.</li><li>SAER ongoing identification and tracking of student goals every 5 weeks.</li></ul>  | <ul style="list-style-type: none"><li>Identified students meet the goals set for them.</li><li>Teachers provide evidence that interventions have been effective in supporting student progress.</li><li>SEN reporting utilised from Term 4, 2020 following training.</li></ul> |
| <b>Teacher performance, growth and development</b>                      | <ul style="list-style-type: none"><li>Provide professional learning for staff aligned to school priority areas.</li><li>Staff goals resourced and supported on regular review cycle.</li><li>Opportunities for leadership are actively promoted and supported.</li><li>Develop and implement a whole school plan for all curriculum areas transitioned for staff to implement.</li></ul>                                 | <ul style="list-style-type: none"><li>Evidence of PL being applied in operational plans, year planners and class planning.</li><li>Peer observation schedule created.</li><li>Completed whole school plans.</li></ul>  |
| <b>Workforce Planning</b>   | <ul style="list-style-type: none"><li>Recruitment of staff targeted to support development of diverse 'specialist' workforce.</li></ul>  | <ul style="list-style-type: none"><li>Workforce Plan is kept up to date.</li></ul>   |