



MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School



「2026 - 2030 BUSINESS PLAN」



THE JOURNEY CONTINUES
GOOD TO GREAT

Acknowledgement of Country

Mount Lawley Senior High School sits on the place of the Honeyeater, Jinjeejerdup, and we respectfully acknowledge the Whadjuk Noongar people as the Traditional Custodians of this land.

We acknowledge and respect the Traditional Custodians of the lands, seas, skies and waterways where we are privileged to live, learn and work. We pay our respect to Elders past and present, who generously share their knowledge and wisdom, nurture Country, and strengthen communities.

We recognise the strengths, cultural identities and contributions that Aboriginal and Torres Strait Islander students bring to our school, and we commit to fostering a culturally responsive learning environment that supports them as they walk in the footsteps of their ancestors.



Principal's Message

The launch of the 2026–2030 Business Plan builds on the achievements of the previous plan and aligns closely with the strategic direction of the Department of Education as set out in *Aspirations for All*. This plan reflects our shared ambition to provide an exceptional learning environment for every student.

Our aspirational journey from Good to Great continues, strengthened by a clear vision and an unwavering commitment to improvement. We will focus on high-quality teaching, student wellbeing and strong community partnerships to elevate our school.



I am proud of the dedication shown by our staff and the enthusiasm of our students and parents. Together, we look forward to building on our strengths and shaping a bright future for our school.

Lesley Street

**Lesley Street
Principal**

School Board Chair's Message

It is a privilege to present the School Board's support for the 2026–2030 Business Plan. This plan represents a unified direction shaped through consultation, expertise and shared community values.

Our journey from Good to Great continues, underpinned by a commitment to strong governance and strategic decision-making. The Board is confident that the priorities outlined will position the school for sustained growth and success.



We remain dedicated to working collaboratively with the executive team, staff and parent support groups to ensure these goals are realised. Together, we look forward to contributing to a future where every student thrives and reaches their potential.

Dr. Stephen Winn

**Professor Stephen Winn
Chair, School Board**

School Vision

INSPIRE TO ASPIRE

School Mission

Mount Lawley Senior High School aims to maximise the enjoyment of learning and achievement for all students within a compassionate and democratic school culture, encouraging them to be responsible, creative and engaged lifelong learners.

School Values

Excellence

All members of the community achieve academic, sporting, cultural, citizenship and social growth as individuals.

Respect

All members of the community treat each other with dignity and individual differences are appreciated. Communal and individual property are valued.

Learning

Students are supported to achieve their potential and strive to become lifelong learners.

Perseverance

The school provides students with challenges and opportunities and encourages them to be tenacious and achieve their goals.



THE JOURNEY CONTINUES

GOOD TO GREAT

School Context

Mount Lawley is a residential suburb located 5kms north of the Perth CBD. In the main it lies within the City of Stirling, with the most southern component in the City of Vincent.

Mount Lawley Senior High School is one of the premier public schools in Western Australia. Founded in 1955, the school has a rich history of student success and achievement, and over the last 70 years has grown to cater for over 2,000 students. This tradition continues with a commitment to personal best and excellence in all aspects of school life.

The school provides a comprehensive educational program for students and is one of only two Gifted and Talented Language schools in the state. The school's specialist programs include Specialist Visual and Performing Arts (SVAPA), Jazz Music, the Aboriginal Excellence Program, outreach for the Follow The Dream Program and Bush Ranger Cadets. We attract students from across the metropolitan area who wish to take advantage of the school's strong academic and pastoral care reputation. We are committed to the provision of learning programs that cater for all post-school destinations,

including University, Technical and Further Education and employment. The school prides itself on being a professional learning community with staff committed to ensuring that every student can achieve their true potential.

In 2026, Edith Cowan University (ECU) relocated to its new city campus. The ECU Mount Lawley Master Plan, released in February 2026, outlines that facilities on the former site, including the Western Australian Academy of Performing Arts (WAAPA), will form part of a proposed Creative Industries Hub. Part of the plan states *"The hub business case will also explore opportunities with Mount Lawley Senior High School to broaden access to facilities and support the growth and development of young talent through their Specialist Visual and Performing Arts Program."*

The school is awaiting further information regarding access to these facilities, which is hoped will support the expansion of SVAPA and new course opportunities.

This School Business Plan is underpinned by the school's vision and values. Reviewed in 2025, the Pedagogical Framework guides all teaching and learning programs, supported by a Planning and Accountability Model that ensures clear, measurable outcomes.





Priority 1 Achievement

Every student will value learning and strive to achieve progress commensurate with their ability. The school community will set and model high expectations, encourage all students in their academic, social, emotional, and cultural growth, and celebrate both individual and group success.

Key Improvement Focus Areas

- Year 12 students will achieve a median ATAR of 84, with 40% of ATAR students achieving an ATAR of 90 or higher.
- Year 12 results will meet or exceed 'like schools' in at least seven subject areas.
- 90% of all students will achieve a C grade or higher in all subjects.
- 98% of students will achieve the Western Australian Certificate of Education (WACE).
- 20% of General Studies students in Years 11 and 12 will achieve an A grade.
- 30 students will be inducted into the Honours Society each year, including a selection of ATAR and General Studies students.
- 98% of students will achieve the Online Literacy and Numeracy Assessment (OLNA).
- Year 7–9 NAPLAN stable cohort progress will be above the national average, with Year 9 mean scores in each domain matching or exceeding 'like schools'.
- 90% of VET students will successfully complete a Certificate II qualification or higher.
- High achieving students in Years 9–12 will maintain strong academic performance, achieving A or B grades in at least 80% of subjects.
- 90% of Specialist Visual and Performing Arts Program (SVAPA) students will achieve a minimum B grade across all Arts learning areas.

Sources of Evidence

- National Assessment Program – Literacy and Numeracy (NAPLAN) Data
- Online Literacy and Numeracy Assessment (OLNA) Results
- Student Achievement Information System (SAIS) Data
- Western Australian Certificate of Education (WACE) Data
- School Curriculum and Standards Authority (SCSA) Awards
- Year 12 Student Performance Data
- Honours Society Achievement Data
- 90s Club Achievement Data
- Year 7–11 Learning Area Performance Data
- Workplace Learning (WPL) completion data
- Vocational Education and Training (VET) achievement data
- VET certificate completion records
- Honours Society induction records
- High Achievers and Skills Breakfasts attendance data

A photograph showing a male teacher with glasses and a dark sweater leaning over a table, assisting two male students in white school uniforms. They are working with various geometric shapes like cubes and pyramids. The background shows a modern classroom setting with blue chairs and white tables.

Priority 2 Excellence in Teaching & Learning

Teachers will focus on teaching for impact strategies, differentiation, reflection and observation, refining their skills to use technology and analyse data. Expert inclusive teaching strategies will enable all students to build key skills, improve results and grow as lifelong learners.

Key Improvement Focus Areas

- Provide teachers with access to targeted professional learning, including Classroom Management Strategies (CMS) and Cultural Responsiveness training.
- The School Executive and Teaching and Learning Committee will develop and implement the school's Annual Professional Learning Program, including exploration of educational AI analysis tools to inform planning, differentiation and intervention.
- All staff will embed the Department of Education's Teaching for Impact strategies alongside the school's Pedagogical Framework.
- The Academic Enrichment Program will utilise the ACER Higher Ability Skills Test (HAST) as part of the selection process.
- The school will transition to a single timetable from 2027.
- All teachers will participate in a Performance and Development Process involving reflection, professional observation and feedback.
- All teachers new to the school will participate in a formal induction and mentoring program.

Sources of Evidence

- Teacher participation in CMS and professional learning programs
- Professional Learning and Development records
- Staff satisfaction data relating to professional learning
- Performance Management compliance data
- Peer observation and feedback records
- SAIS, School Report, NAPLAN and OLNA data analysis
- Assessment moderation evidence
- Individual Support Plans and SEN reporting
- Student and staff opinion survey data
- Records of Academic Enrichment Program applications (HAST)
- Documentation of new staff induction and mentoring participation
- Records of teacher observation cycles
- Cadet and mentoring program participation data

A photograph of two young women in a desert-like environment. They are wearing light-colored t-shirts and caps. One woman is sitting on the ground, and the other is standing, both focused on painting a white vertical pole. The background shows rocky terrain with sparse green shrubs under a clear sky.

Priority 3 Positive Environment for all

The social and emotional wellbeing of staff and students is our priority. We provide engaging learning, guide meaningful pathways, and foster an inclusive culture that celebrates diversity and respects people, property, and our school environment.

Key Improvement Focus Areas

- Achieve a rating of 3.6 or above in the Department of Education School Opinion Survey relating to student and staff wellbeing and support.
- All staff will uphold the Staff Wellbeing Charter and Leadership Charter, embedding shared commitments to wellbeing, recognition and collegial respect into daily practice.
- Maintain attendance rates that meet or exceed 'like schools'.
- Promote student achievement and engagement through the Colours Award system, with 100 awards achieved annually across the five domains for students in Years 9–12.
- Encourage student leadership and citizenship, including 15% of Year 10–12 students completing 20 hours of community service.
- Provide Cyber Safety education for Years 7 and 8 and support Years 10–12 students to become responsible users of social media.
- Promote participation in co-curricular and personal development programs including at least 30 participants annually in the Duke of Edinburgh International Awards Program.
- Support student pathways through programs and opportunities associated with the WAAPA facilities and specialist programs.
- Promote a culture of respect, responsibility and care for people, property and school facilities.
- Achieve measurable growth in student participation in environmental programs and whole-school initiatives.

Sources of Evidence

- Department of Education School Opinion Survey reports and trend analysis
- Staff Wellbeing Charter compliance and review records
- Leadership Charter enactment and review records
- Attendance data reports including 'like schools' comparative analysis
- Behaviour and suspension data (Compass)
- Student achievement and awards registers (e.g. Colours)
- Verified community service logbook data
- Duke of Edinburgh International Awards participation and completion data
- Cyber Safety program documentation and participation records
- Student pathway data including employment, further study and VET participation
- School-based training participation data
- Timetabling, staffing and facility utilisation records (WAAPA programs)
- School Annual Reports and strategic planning documentation
- Public School Review and Principal Performance Review documentation
- Social media engagement statistics



Priority 4 Effective Partnerships

The school will build relationships and opportunities that boost learning and strengthen student outcomes. We will work with Alumni, service clubs, universities, business and community groups and schools, partner with families to support student wellbeing, growth and progress.

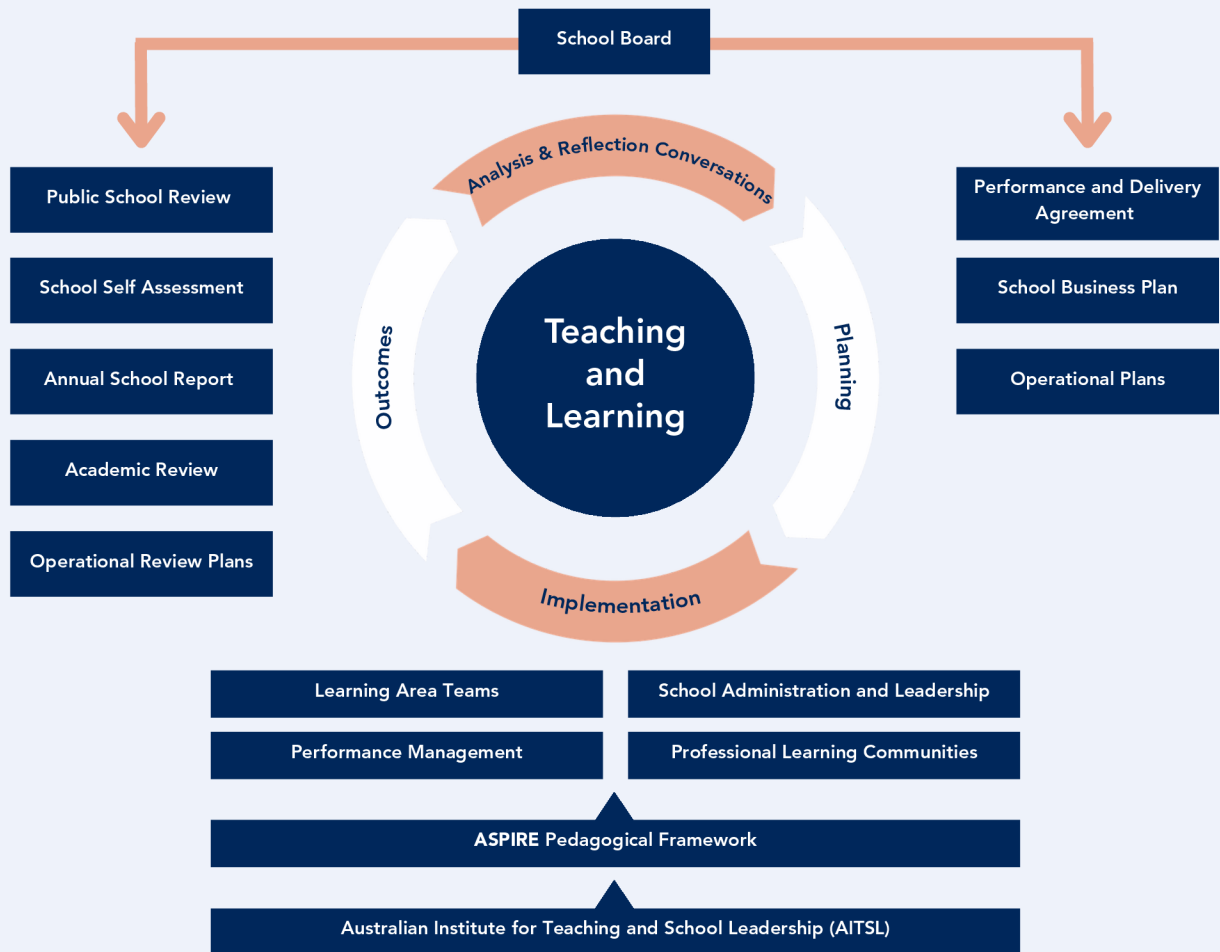
Key Improvement Focus Areas

- Achieve a parent satisfaction rating of 3.6 or above in the Department of Education School Opinion Survey.
- Strengthen partnerships with universities and tertiary providers, hosting at least 50 pre-service teachers annually and supporting networking through the school's recruitment event.
- Work collaboratively with primary schools to support effective student transition and continuity of learning.
- Expand partnerships with community, service, industry and Indigenous organisations to enrich learning and career pathways including cadetships, traineeships, apprenticeships and Workplace Learning.
- Conduct a review of existing partnerships and identify new partnerships to enhance opportunities for students.
- Strengthen engagement with the school community including the Parents and Citizens Association, Parent Support Groups and the alumni network.
- Enhance the school's profile through social media, community events and civic commemorations.
- Encourage community access to school facilities including after-hours use of the Sport and Fitness Centre.
- Strengthen partnerships with arts providers.

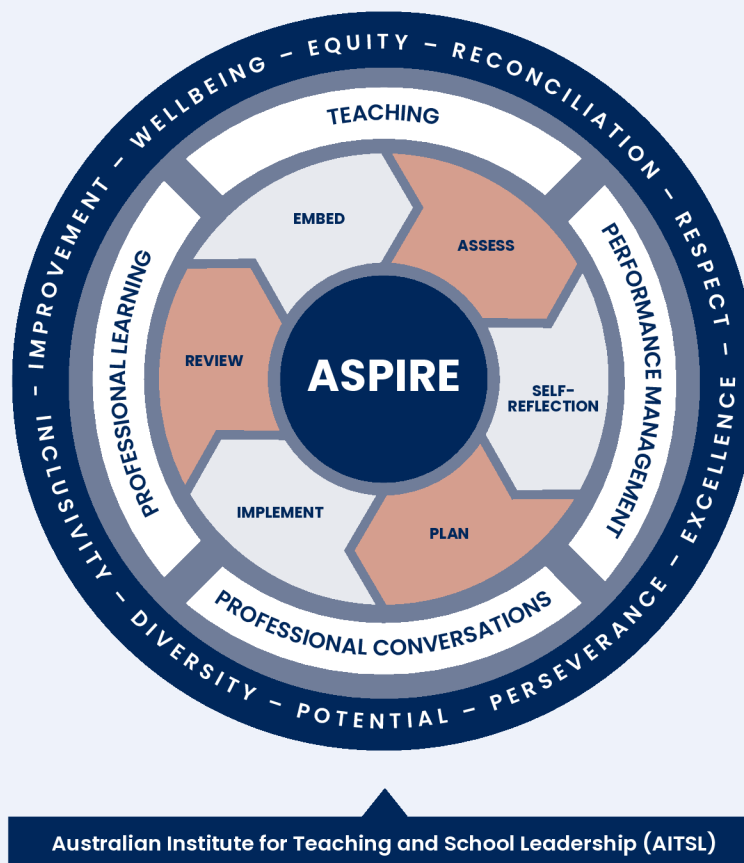
Sources of Evidence

- Department of Education School Opinion Survey results
- Pre-service teacher placement data from universities
- Employer Workplace Learning database
- Alumni database engagement data
- Parent participation in P&C; and Parent Support Groups
- Participation data from school events
- Shared professional learning with partner schools
- Student destination data
- Lawley Legends program data
- Bookings and income data relating to after-hours use of school facilities
- Attendance data from the annual recruitment event

Planning and Accountability Model



ASPIRE Pedagogical Framework



ASPIRE

Pedagogical Framework

Teachers believe in the learning potential of every student, nurturing a culture of continuous improvement. They embrace diversity and inclusivity, ensuring all students feel recognised and supported. Student wellbeing and engagement are central to their practice, underpinned by a sense of shared responsibility. Teachers are committed to equity, reconciliation, and fostering lifelong learners who contribute positively to society.

ASSESS

Teachers design assessments that are fair, reliable, and aligned to judging standards. They use explicit criteria to make expectations transparent and provide timely, constructive feedback that guides student growth. Assessment is used not just to measure outcomes, but to shape learning pathways and highlight progress. Teachers design assessments for learning, including diagnostic, formative and summative assessments as well as self-assessments. They ensure assessments are educative, fair and reliable. Teachers also make assessments responsive to students' developmental, cultural and linguistic backgrounds.

SELF REFLECTION

Teachers adopt reflective tools and practices to critically examine their teaching. They participate in Professional Learning Communities to share insights, challenges, and innovations. Reflection drives professional growth, ensuring that teaching strategies cater to the needs of all learners. Teachers should know themselves: reflect on their own cultural background, values, beliefs, and how these influence teaching. Self-reflective practices are tied to assessment, using outcomes to inform reflection.

PLAN

Teachers design supportive and inclusive environments that cater for the full range of learners. Planning is collaborative, drawing on shared approaches. Lessons are sequenced with clear structure and differentiation informed by evidence and performance data. Teachers align their programs to school priorities and draw on major learning theories to guide decisions by analysing student data, individually and collectively, to inform planning. Teachers are clear on what students should know and do by the end of learning sequences.

IMPLEMENT

Teachers make learning intentions and success criteria explicit, using high-impact strategies (Visible Learning, High Impact Teaching Strategies) to support understanding. Instruction is structured and sequenced with feedback provided throughout the learning process including scaffolding, activating prior knowledge and using worked examples. Students are guided to set meaningful goals for their progress. Teachers implement practices that are evidence-based and responsive to student needs. Teachers engage students, set high expectations, integrate student strengths and interests, build relational connections, and promote student agency and voice. Teachers allow time for students to consolidate skills and content, use multiple methods of practice, provide explicit feedback and utilise meta-cognitive strategies. Within their learnings, students apply knowledge to new and original contexts, use problem solving, inquiry learning, develop higher order thinking, utilise technology appropriately, build work capabilities and enable learning transfer.

REVIEW

Teachers engage in regular peer observation and professional dialogue to refine their practice. They ensure consistent judgements through moderation processes and the application of judging standards. Student achievement data is analysed and synthesised to inform decisions and track impact. Teachers reflect on assessment data, seek evidence about what works best and make professional judgments. Teachers review processes to strengthen professional collaboration and shared accountability.

EMBED

Teachers foster a positive culture of high expectations where every student feels valued and challenged. They use strategies to create respectful and supportive environments. Strong teacher-student connections are prioritised, ensuring that learners are engaged and motivated. Teachers promote higher-order thinking, inquiry, problem-solving, and critical thinking through pedagogical design. Teachers develop shared language across the school about what effective teaching looks like (beliefs, know-how and actions). They also engage with system-wide supports, professional learning, instructional coaching and collaboration across schools. They engage with whole-school priorities and strategies (e.g. Quality Teaching Strategy) to embed these practices in their teaching.



MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School

65 Woodsome Street, Mount Lawley WA 6050 | 08 9265 1500
lawley.wa.edu.au | mountlawley.shs.enquiries@education.wa.edu.au