

Lanyon High School

Network: Tuggeranong

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

In 2019 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Professional learning for all staff on the school's data plan
- All teaching staff participate in professional learning on the nature of PLCs and as part of a PLC conduct action research that focusses on either improving reading or improving writing
- Continue with implementation of PBL; non-classroom-based behaviour matrix and rewards system
- Implement reviewed pastoral care program
- Implement Continuum of Education Support model

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- All teaching staff participate in professional learning on the nature of PLCs and as part of a PLC conduct action research that focusses on either improving reading or improving writing
- Professional learning for the executive team about using data to differentiate teaching and learning.
- Introduction of a classroom observation process using both the Quality Teaching Model and the AISTL classroom continuum
- Identify literacy strategies and document these into the subject specific scope and sequences
- Continue to develop assessment rubrics and guidelines for collecting evidence of learning as it informs reporting on student achievement

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- All teaching staff participate in professional learning on the nature of PLCs and as part of a PLC conduct action research that focusses on either improving reading or improving writing
- Continue with implementation of PBL; non-classroom-based behaviour matrix and rewards system
- Implement reviewed pastoral care program
- Implement Continuum of Education Support model

Reporting against our priorities

Priority 1: Improve reading, writing and numeracy

Targets or measures

By the end of 2021 we will achieve:

- Increase the percentage of students who achieve expected growth in NAPLAN year 9 writing from 38% to 58%
- Increase the percentage of students who achieve expected growth in NAPLAN year 9 reading from 57% to 67%
- Increase the percentage of students in the top two bands of NAPLAN year 9 numeracy from 3.2% to 11.2%

In 2019 we implemented this priority through the following strategies:

- Professional learning for all staff on the school's data plan
- All teaching staff participate in professional learning on the nature of PLCs and as part of a PLC conduct action research that focusses on either improving reading or improving writing
- Professional learning for the executive team about using data to differentiate teaching and learning.
- Introduction of a classroom observation process using both the Quality Teaching Model and the AISTL classroom continuum
- Identify literacy strategies and document these into the subject specific scope and sequences
- Continue to develop assessment rubrics and guidelines for collecting evidence of learning as it informs reporting on student achievement

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

| Targets or Measures | Base 2017 | Year 1 2018 | Year 2 2019 | Year 3 | Year 4 | Year 5 |
|---|-----------|-------------|-------------|--------|--------|--------|
| Expected growth in NAPLAN year 9 Writing | 38% | 50% | 65% | | | |
| Expected growth in NAPLAN year 9 Reading | 57% | 60% | 62% | | | |
| Percentage of students in the top two bands of NAPLAN year 9 Numeracy | 3.2% | 8.5% | 14.3% | | | |

Perception Data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|------|--------|--------|--------|--------|--------|
| Nil | | | | | | |

School program and process data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|------|--------|--------|--------|--------|--------|
| Nil | | | | | | |

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets? At face value there appears to be a student increase in the % expected growth in reading and writing for year 9 students. Further analysis reveals that a relatively low number of students participated in NAPLAN. There is a risk that this upward trend is not a fully accurate representation of the impacts of the school's focus on improving teacher capacity and student outcomes in these areas. The increase in % of students in the top two bands of numeracy is also subject to this affect, however, analysis of the results of individual students shows an increase in students in the top two bands of NAPLAN between year 7 and year 9 for the same cohort. There were 2 students in the top two bands of NAPLAN for year 7 in 2017, whilst there were 6 in the top two bands of NAPLAN for year 9 2019.
- Have any of your data sources changed over time? If so, why? Data sources did not change during 2018.
- What implications does this evidence have for your next AP? The school will continue to focus on building teacher capacity to improve outcomes in writing and reading for all students. The effectiveness of the use of PAT R and M testing will also be reviewed. It is expected that the leadership team will correlate PAT data with NAPLAN and grade data in order to gain a broad understanding of the learning progress of students who did not sit NAPLAN.

Our achievements for this priority

Professional learning for all staff on the school's data plan

- The school's data plan is used by staff to create learner profiles for each student by collecting qualitative and quantitative data about students' progress over time.
- Various types of data were regularly analysed by different teams of teachers, such as behavioural and attendance data, in order to inform decision making about learning and intervention strategies.

All teaching staff participate in professional learning on the nature of PLCs and as part of a PLC conduct action research that focusses on either improving reading or improving writing

- Professional learning was conducted for staff and for the leadership team to increase their understanding and implementation of the Du Four model of Professional Learning Communities.
- Action research was conducted by all teachers that focussed mostly on subject specific writing and for some staff on improving reading comprehension.

Professional learning for the executive team about using data to differentiate teaching and learning.

- The executive team participated in an after-school workshop that increased their understanding the Tomlinson model of differentiation and its connection with the National School Improvement domain 7 *Differentiated teaching and learning*.

Introduction of a classroom observation process using both the Quality Teaching Model and the AISTL classroom continuum

- All staff participated in Quality Teaching Model instructional rounds which were facilitated by the principal. As part of this process all teachers received written feedback on their lessons and

completed a cycle of reflection for improvement of their choice and implementation of pedagogical strategies.

- Executive staff also used QTM or the AISTL classroom continuum to provide written feedback to teachers about their classroom practice.

Identify literacy strategies and document these into the subject specific scope and sequences

- Literacy strategies were identified by teachers as part of the action research process. Work has begun on embedding these into subject unit planners to ensure these literacy strategies are used as part of the established teaching and learning program for each unit of study in each subject area.

Continue to develop assessment rubrics and guidelines for collecting evidence of learning as it informs reporting on student achievement.

- Significant progress has been made to develop assessment rubrics on a 5-point A to E scale for major/discrete assessment tasks.
- Teaching staff provided feedback to senior executive on their beliefs and procedures for collecting evidence of learning and mechanism for using this evidence to report on student achievement.

Challenges we will address in our next Action Plan

- Build staff capacity to use various data sources to inform their practice and decision making about teaching and learning:
 - > Continue Action research on writing
 - > Continue use of the classroom observation-feedback rounds that focus on pedagogy
- Build staff capacity to effectively connect curriculum, pedagogy and assessment and reporting strategies through the PLC process:
 - > Use the PLC framework to clarify what is essential for student learning
 - > Document subject unit plans to include literacy and numeracy strategies
 - > Identify a clear pedagogical model that can be implemented for long term continued growth of teachers' instructional classroom practice
 - > Provide targeted professional learning to certain staff so they can act as literacy and numeracy coaches across the school.
 - > Continue to develop consistent and equitable approach to collecting evidence of student learning and reporting on student achievement.

Priority 2: Ensure all students have pathways to success

Targets or measures

By the end of 2021 we will achieve:

- Australian School Climate and School Identification Measurement Tool – questions relating to overall ‘Student Relations’ who respond with either ‘Excellent’ or ‘Adequate’ increases from a total of 69.7% to 79.7%.
- Student School Satisfaction Survey question; ‘Student behaviour is well managed at this school’ increases from 24% to 44%.
- Student School Satisfaction Survey question; ‘My school takes students opinions seriously’ increases from 43% to 73%.
- Staff School Satisfaction Survey question; ‘Staff involve students in decisions and planning’ from 64% to 84%

In 2019 we implemented this priority through the following strategies:

- Continue with implementation of PBL; non-classroom-based behaviour matrix and rewards system
- Implement reviewed pastoral care program
- Implement Continuum of Education Support model

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|------|--------|--------|--------|--------|--------|
| Nil | | | | | | |

Perception Data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|-------|--------|--------|--------|--------|--------|
| ‘Student Relations’ who respond with either ‘Excellent’ or ‘Adequate’ increases from a total of 69.7% to 79.7%. | 69.7% | - | | | | |
| Student Climate Survey Response; The degree to which relationship amongst students are characterised by respect, understanding, support and acceptance. (%Agree or %Strongly Agree) | 32% | 22% | 18% | | | |
| ‘Student behaviour is well managed at this school’ increases from 24% to 44%. | 24% | 21% | 15.5% | | | |
| Student School Satisfaction Survey question; ‘My school takes students opinions seriously’ increases from 43% to 73%. | 43% | 47% | 45.1% | | | |
| Staff School Satisfaction Survey question; ‘Staff involve students in decisions and planning’ from 64% to 84% | 64% | - | - | | | |
| Staff take students’ concerns seriously (%Agree or Strongly Agree) | 47.9% | 43.7% | 53.4% | | | |

School program and process data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|------|--------|--------|--------|--------|--------|
| Nil | | | | | | |

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?

This data indicates that student safety, behaviour management and relationships between students are areas of which the school needs to continue its focus into coming years. There is inconsistent data between the Satisfaction Survey and the Climate Survey regarding the response of staff to students concerns, so it's difficult to draw strong conclusions about patterns of change. It can be assumed that there is inconsistency across the school.

- Have any of your data sources changed over time? If so, why?

Changes to the providers and data aggregation of the Climate and Satisfaction survey have meant that the measures used need to be adjusted in relation to certain statements that were being monitored.

- What implications does this evidence have for your next AP?

Improving consistency across the school is a key factor for future focus. The ongoing implementation of the Positive Behaviours for Learning (PBL) program is an essential tool in the school's efforts to reinforce and celebrate positive behaviours. In the future the school plans to continue the next phase of PBL implementation to develop consistent, school wide class room behavioural expectations. Teachers need ongoing support and training in order to develop a positive, safe learning culture in all classrooms and in all other settings. This includes professional learning around the Personal and Social Capability of the Australian Curriculum. Student voice in the classroom context is another aspect of school culture that will be explored into 2020 in order to allow students to provide feedback to their teachers about what goes on in the classroom.

Our achievements for this priority

Continue with implementation of PBL; non-classroom-based behaviour matrix and rewards system

- The PBL rewards system was established with resulting high levels of student engagement and enthusiasm.
- Teacher and student awareness and engagement with the non-classroom-based behaviour matrix was also high. The evaluation conducted by the PBL external coach showed an increase from 45% in 2018 to 75% in 2019 based on the measures of implementation.

Implement reviewed pastoral care program

- The pastoral care program was fully documented, delivered and aligned to the Personal and Social Capability of the Australian Curriculum.
- Pastoral Care teachers collected quantitative and qualitative data in order to complete a Learner Profile for each student showing academic, social and behavioural progress over time.

Implement Continuum of Education Support model

- The mission, vision and values of the Enrichment centre were defined. Teacher case managers worked with students who were identified as needing support for a variety of reasons. Case managers supported students to identify and achieve personalised goals for improvement.
- A model for careers counselling was developed and has begun to be implemented.

Challenges we will address in our next Action Plan

- Continue with implementation of PBL to embed practice:
 - > Identify classroom-based behaviour expectations
 - > Develop and deliver introductory lessons and a communication protocol for all stakeholders
 - > Implement decision making flowchart
 - > Refine data analysis procedures to provide more targeted responses
- Review of Personal and Social Capability report data to tailor the pastoral care program to the needs of various groups of students:
 - > Increase staff capacity to use data to identify students' needs and respond appropriately
- Increase student voice and agency in classroom settings using classroom feedback surveys
- Continue to develop the Continuum of Education Support model:
 - > Clarify opportunities and intended outcomes of community partnerships
 - > Consolidate the careers counselling process to ensure all students participate in a careers interview