Lyneham High School
Board Report
2015

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 "Leading the Nation". It complies with reporting requirements detailed within the ACT Education ACT 2004 and the Australian Education Act 2013 and associated Regulations.

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Inquiries about this publication should be directed to:

Lyneham High School
Goodwin St.
Lyneham ACT 2602

General Enquiries:

Telephone (02) 6205 6399

School Board Chair Report

2015 was the third year of our current strategic plan and a relatively busy year for the Lyneham High School Board. The Principal gave regular reports on our progress and the Board was particularly interested to hear from student representatives as to how the focus on student voice was progressing.

During the course of the year, the Board was presented with evaluations of four of the major school programs, that is, the Band, SEAL (Sporting Excellence at Lyneham), DARE (Developing Adolescent Resilience and Enterprise) and STAR (Supporting Talent, Resilience and Achievement) Programs. The Board appreciated the robust approach the school took to undertaking these reviews, including through the use of external reviewers, welcomed the broadly positive assessment of each of the programs, and discussed the recommendations and future directions proposed. In 2015 the Board also gave in principle approval to an excursion to Vietnam in 2017.

During the year, the Board considered the new Public School Food and Drink Policy and the implications of this policy for our school. We also discussed the new BYOD (Bring Your Own Device) policy and procedures developed by the school for the Use of Personal Electronic Devices.

The Board noted with appreciation the joint work by the school Parents and Citizens' Association and school staff to host parent forums on matters of interest relating to the school's operations and young people generally. Topics covered included cyber-safety, student wellbeing, the introduction of BYOD and a meeting with the ACT Education Minister.

As well as approving the school budget and overseeing budgetary policy, the Board learnt more about the new Student Resource Allocation model to be introduced to ACT public schools from 2016. After considering submissions to its Innovations Fund at the end of 2014, the Board was able to fund Outdoor Fitness Equipment and Aquaponics and to provide funds to set up a Robotics Club. The Board hopes that in 2016 a Weather Station will also be installed in the school.

Within the local community the Board approved the development of a partnership between the school and the Lyneham Common public food forest. The Lyneham High School Board was also involved in giving feedback on a Lyneham Oval development application lodged by the Brindabella Christian College.

In 2016 the school will move into the final year of its strategic plan and the School Board will welcome the external review and carefully consider recommendations to take Lyneham High School into the future.

Introduction to School

2015 was the third year in our school improvement cycle. The school has largely remained focussed on our three priorities and there have not been major changes in the school context. This has helped the school to maintain an explicit improvement agenda.

However, at the beginning of the school year some minor changes were made to the School Strategic Plan and to the Annual School Operating Plan. In order to expand the scope of our second priority, the focus in 2015 was to build improvement through feedback, not only from colleagues, but from a range of sources. This gave us the opportunity to complete evaluations of our major school programs. In 2015 the school also had the opportunity to participate in the Principals as Literacy Leaders (PALLs) program. This, coupled with long term anticipated changes to funding as the ACT moves to implement the Student Resource Allocation, meant that both the opportunity and the need to work differently in literacy and numeracy learning began to be a focus for the school.

An additional challenge in 2015 was in the area of staffing. Two new executive teachers (Science/MAZE/Assessment and Reporting, and Special Needs/Literacy and Numeracy) were appointed at the beginning of the school year. These were new combinations of roles for the school and also roles where there is considerable change occurring system wide. This was both a challenge and an opportunity for these staff and for the senior leadership team. In addition, eight new teaching staff, five of whom were beginning teachers, were appointed to the school at the beginning of the year. During the course of the year eight members of staff (including one executive teacher) either took extended leave or gained transfers, and six members of staff (including two executive teachers) took maternity leave. This placed added responsibility for induction and coaching on the Deputy Principal (Staff), on the Executive Teacher Professional Practice and on the executive team, and also occurred at a time when there were changes in the administrative and support staff in the school. These staffing changes, however, also had the benefits of providing opportunities for higher duties acting experience and for growing the mentoring skills and work skills of a number of members of staff. Most importantly, while staff new to the school present challenges in terms of maintaining consistency of practice and focus, they also bring new skills, ideas and renewal. We are fortunate that a number of these new staff will be remaining with us in 2016.

Student enrolment

In 2015 there were a total of 1,048 students enrolled at this school.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	529
Female	519
Indigenous	25
LBOTE	286

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
7	94.0
8	90.0
9	87.0
10	89.0

Source: Planning and Performance, December 2015

Attendance rates in 2015 are an indication of efforts made to monitor attendance and follow up on issues of concern. Rolls are marked each morning during Home Group and in every lesson. The school has an electronic messaging system. Parents are notified by SMS if their student is absent from Home Group. Home Group teachers monitor attendance each morning, contacting parents if there are unexplained absences. Each lesson, teachers report any students who are absent and anomalies are followed up. There is a dedicated teacher for each year group whose responsibility it is to follow up on absences. Parents are informed by phone call or mail if there are serious concerns about the attendance of their son or daughter. The school also emails home attendance records to parents on a regular basis. Teachers and, in particular, members of the Student Services team, work closely with parents, students and staff to support school attendance and keep students engaged in school activities. The school also engages the support of the Network Student Engagement Team (NSET) to assist with students who are chronic non-attenders, struggling with non-attendance for a variety of reasons.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	67

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

All staff at Lyneham High School (LHS) are qualified and registered by the Teacher Quality Institute. In 2015 six teachers were supported by the school in progressing to full teacher registration.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes It includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	80
Teaching Staff :Full time Equivalent Permanent	73.8
Teaching Staff :Full time Equivalent Temporary	3
Non Teaching Staff (Head Count)	19
Non Teaching Staff :Full time Equivalent	16.6

Source: Workforce Management, August census 2015

There are no indigenous staffs at this school.
Note: * Indigenous staff are reported where the staff member has self identified.

Total workforce composition numbers were relatively consistent over the course of the year. It should be noted that in 2015 the school had a full-time Indigenous Education Officer.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 5,000 hours.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be reviewed in 2016. A copy of their most recent validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2015 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2015, 85% of parents and carers, 96% of staff, and 84% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 93 number of staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

Item	(%)
Teachers at this school expect students to do their best.	95
Teachers at this school provide students with useful feedback about their school work.	88
Teachers at this school treat students fairly.	95
This school is well maintained.	77

Item (cont)	(%)
Students feel safe at this school.	95
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	84
Students like being at this school.	97
This school looks for ways to improve.	92
This school takes staff opinions seriously.	70
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	92
This school works with parents to support students' learning.	88
I receive useful feedback about my work at this school.	75
Staff are well supported at this school.	78

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 189 number of parents who took part in the survey are tabled below.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	90
Teachers at this school provide my child with useful feedback about his or her school work.	83
Teachers at this school treat students fairly.	84
This school is well maintained.	84
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	76
My child likes being at this school.	93
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	76
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	76
This school works with me to support my child's learning.	72

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 813 number of students who took part in the survey are tabled below.

Table: Proportion of students in years 7 to 10 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	74
Teachers at my school treat students fairly.	64
My school is well maintained.	68
I feel safe at my school.	78
I can talk to my teachers about my concerns.	58
Student behaviour is well managed at my school.	51
I like being at my school.	72
My school looks for ways to improve.	79
My school takes students' opinions seriously.	66
My teachers motivate me to learn.	71
My school gives me opportunities to do interesting things.	79

Source: 2015 School Satisfaction Surveys, August/September 2015

This information can be considered alongside information available on the *My School* website (http://www.myschool.edu.au).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

Learning and Assessment
NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2015, 0.00 % of year 7 students and 4.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

Table: Lyneham High School 2015 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	592	566	625	599
Writing	541	522	578	559
Spelling	576	548	615	589
Grammar & Punctuation	591	554	611	581
Numeracy	588	549	632	600

Source: Performance and Planning December 2015

 An analysis of our NAPLAN results can be found when reporting against our priorities.

The table above shows that Lyneham High School NAPLAN mean scores exceeded ACT mean scores in all areas. In the year 7 cohort the mean score for Numeracy was 39 points above the territory mean. In the year 9 cohort, Numeracy results were also strong with the mean result being 32 points above the territory mean. While mean scores for Writing are above the territory mean, this remains an area for development for this school.

Performance in other areas of the curriculum

In 2015 there were many highlights across the curriculum.

A year 8 student was a medal winner in the UNSW ICAS English competition. The languages faculty focus on creative writing resulted in a number of opportunities for students to experience a range of literature. Alumni of Lyneham High School (Jack Heath, Eliane Morel and Kathryn Barker) who are now acclaimed writers/performers returned to delight and inform our students, as did a range of presenters, including Zohan Zee (beat boxer).

A highlight for our French students was an excursion to France which included homestay and French language lessons. A year 10 student was the highest performing ACT student in the Georges Vincent French competition. French students had a number of opportunities to visit French restaurants and the Alliance Francaise. Year 10 participated in a French immersion day at Lake Ginninderra College and a number of students attended the Carrousel French Theatre puppet show. Indonesian staff had the benefit of an Indonesian assistant working with them for one day a week in Semester One. Indonesian students had opportunities to visit the Indonesian Embassy, enjoy authentic Indonesian meals, learn about Indonesian dancing and attend immersion days at both Dickson College and the Australian National University.

In 2015, the mathematics faculty provided many enrichment opportunities for students. These included Financial Literacy talks for year 9, a year 7 excursion to Luna Park, a visit from the World of Maths Roadshow, enrichment workshops provided by the Australian Mathematics Trust, a Maths is Awesome Day at Dickson College and the annual Recite Pi Competition. A number of students distinguished themselves in a range of competitions.

LHS students were awarded seven High Distinctions in the Maths Challenge, six High Distinctions in Maths Enrichment and three Prizes and one medal in the Australian Mathematics Competition. Thirty-six students were invited to sit the Australian International Mathematics Olympiad and fifteen of these received awards. A year 10 LHS Mathematics team was the Burgmann Year 10 Maths Day ACT champion team. These are outstanding results.

In 2015, LHS won the Secondary/Post Compulsory Shield for the most successful school at the Science Educators of Australia (SEA*) ACT Science Fair, with three students winning their sections in the Fair. Year 10 LEAP students had the opportunity to participate in the STARS program at the Canberra Deep Space Communication Centre where they remotely controlled a telescope in California to collect radio signals from five billion light years away from our solar system! One student answered all questions correctly in the National Science Competition and in the National Chemistry Quiz students were awarded ten High Distinctions of Excellence, with one student answering all questions correctly. Our junior robotics club won the high school division in their very first robotics competition and our chess team represented the ACT in the Australian Chess Championships in Melbourne. The Agriculture area continues to prosper, with a number of students reaching the finals of the Junior Sheep Judging at the Canberra Show. A new venture in 2015 was the introduction of Aquaponics. Students now have 150 silver perch growing rapidly.

In Studies of Society and the Environment (SoSE) students also had many opportunities to enrich their learning. Year 10 visited the Australian War Memorial, year 8 entertained and informed the school with an exciting Medieval Fair and year 9 History students engaged in lively debates on the history of World War I. The year 8 Suburban Challenge projects broadened the students' knowledge of urban design and renewal and impressed ACT Planning. A highlight of the year was an excursion to Vietnam where students not only gained a deeper understanding of life in a developing country, but raised funds for an orphanage in Ho Chi Minh City.

A very exciting achievement was the success of a number of students who entered the Institute of Architect's Young Designers Competition. LHS won awards for the Best Station and Light Rail Stop Design and the Most Innovative Design and have continued to work with architects and the ACT Government in designs for Light Rail in Canberra.

In the areas of health, physical education and sport, LHS School showed considerable success and high levels of participation with close to thirty teams competing in local competitions and excelling in many. The participation rates for school carnivals continued to increase and the school experienced particular success in athletics, football, volleyball, basketball and netball. The PE/Health faculty introduced Batyr Mental Health Presenters in the year 10 Mind Strong Unit and added cardio tennis to the curriculum.

In 2015, LHS continued to excel in the arts. At the Australian National Eisteddfod 450 students performed in various concert, jazz and rock band divisions. LHS was awarded one platinum, eight gold, one silver, two bronze, one first place and one second place award. Across the year, each of the five concert bands participated in an interstate performance tour and all combined in an amazing Massed Band Faculty Concert. Other performances included the ACT Bands Festival and Floriade. The Year 10 Concert Band designed and led an interactive performance for our cluster primary school students.

Another highlight of the year was the school musical, *Cats.* One of the lead performers was nominated for a Canberra Area Theatre (CAT) Award. The Cluster Spectacular, *Rock It,* was also a major success with students from primary school to college being involved from across the cluster. Another highlight of the year was once again the Art Exhibition which displayed the range of student talent – including paintings, drawings, ceramics and digital photography. Arts students also worked to beautify one of our corridors. A technical upgrade in the Lyneham Performing Arts Centre (LPAC) has meant that our events are staged much more professionally and also that our Live Production students have been able to take on more responsibility for production as they increase their technical skills and knowledge.

2015 saw many changes in information communication technology across the school. Chromebooks, 3D printing and GAFE (Google Apps for Education) were introduced to classrooms. Café Lion continues to make education in Hospitality possible for a number of our students and in 2015 the Café catered for our Arts Exhibition. Four students received High Distinctions in the Digital Technologies Competition and three gained High Distinctions in the CAT (Computational and Algorithmic Thinking) Competition.

A number of our students with special needs achieved outstanding results in 2015. Students in the Learning Support Unit once again won their category in the Science Fair. Fifteen students were able to increase their learning outcomes in literacy by using *Read and Write for Google.* Four Learning Support students were able to meet the challenge of mainstream classes. All year 10 students in the Learning Support Centre and the Learning Support Unit and those students who were receiving Inclusion Support Points, graduated with Year 10 Certificates and transitioned to College.

Progress against School Priorities in 2015

Evaluation Methodology

Data/information and preparation for this report occurred continuously over the school year and was led by members of the executive team. As in previous years, students' pre-test and post-test data for the Student Voice Project came from student completion of the Constructivist-Oriented Learning Environment Survey (COLES) which was acquired through

Curtin University. Staff, student and parent responses to the System Surveys were also used and additional feedback was provided by staff on all three priority areas and from students through the student forum. Information was gathered using the professional pathways process, including written scaffolds to reflect and act on feedback, from all staff. In Quality Teaching workshops de-identified codes for classroom observations were recorded and analysed, as was general feedback from participants. A record was also kept of changes made as a result of the workshops. NAPLAN results were analysed against system targets with particular attention paid to growth data in year 9 Writing. When evaluating four of the major school programs, feedback was sought from current students, staff and parents and past staff and students. Teachers who were not involved in the program were asked for feedback as well as those closely involved. Two ex-principals worked with teams of teachers to analyse the results and make recommendations. Three forums with current parents and one forum with prospective parents were held so that parents could have knowledge and input to the introduction of Bring Your Own Device (BYOD). Curriculum documentation from each faculty was examined and extensive records kept of professional learning. Parents were asked a school based question relating to curriculum implementation as part of the System Survey.

Throughout the year regular discussion occurred at Board meetings, executive meetings, staff meetings and P&C meetings in relation to how school's priorities were progressing. Presentations were made at whole school assemblies. Professional Learning Communities also gave feedback to staff on their progress and recommendations.

Priority 1: Increase student voice and influence across the school

Targets

By the end of 2015

- At the end of each semester, comparison of pre-test and post-test data generated from the Student Voice Project, indicates that the gap between what students see occurring in the classroom and what they would prefer to see has decreased in all 11 areas of investigation.
- Positive student responses to the survey question "I have the opportunity to participate in decision making at this school" increases from 51 per cent in 2014 to 60 percent in 2015.

Progress

To achieve this priority in 2015 the school focused on five strategies:

- Develop the capacity of staff to understand the importance of student voice and influence
- Develop a variety of mechanisms that can be used by teachers to gather student feedback about courses of study and teacher pedagogy

- Develop the capacity of staff to accept, reflect and act on student feedback
- Increase the understanding and use of formative assessment across the school
- Provide systems and structures that enable students to influence decision making in the school

In **developing the capacity of staff to understand the importance of student voice and influence,** the importance of listening to students was emphasised at staff meetings, professional learning community meetings, assemblies, home group and in the newsletter. In particular, there were attempts made to address some of the concerns noted by staff at the end of 2014. In 2014 approximately one third of staff had expressed concerns that it might not be possible to listen to student voice in the classroom while still delivering the Australian Curriculum. At a full staff meeting, new educators presented strategies that they used to listen to student voice in the classroom while still meeting deliverables. At the end of 2015 91 percent of staff indicated that they recognise that a teacher can take student voice into account and still fulfil the requirements of the Australian Curriculum. A staff survey conducted at the end of 2015 also indicated that 96 percent of staff felt that student voice had been given a strong priority in the school and 97 percent of staff felt that listening to student voice supported the school values of Care, Quality and Creativity. At the end of 2015, however, only 52 percent of staff indicated that listening to student voice was likely to improve school safety while 45 percent were unsure about their response. While this is a slight improvement on the staff response to the same question in 2014, the positive link between student voice and school safety needs to be further promoted in 2016. Staff surveys suggest that there are now only a small number of staff who have major concerns either in relation to students being given too little or too much *voice* in the school. It is suggested that student agency be further examined at a professional learning day scheduled for January 2016.

In relation to the strategy of **developing a variety of mechanisms that can be used by teachers to gather student feedback about courses of study and teacher pedagogy,** Professional Learning Communities (PLCs) all used student feedback to inform their evaluations and practice. Using the Learning Excellence at Lyneham (LEAP) evaluation of 2014 as a guide, PLCs evaluated the Sporting Excellence at Lyneham (SEAL), the Band, the Developing Adolescent Resilience and Enterprise (DARE) and the Supporting Talent, Achievement and Resilience (STAR) programs, incorporating feedback from both current and past students. Written evaluations of these programs are available. It is important in 2015 that the findings of these evaluations are shared with students and that the school continues to respond to the feedback given. In addition, PLCs examining the introduction of Bring Your Own Device (BYOD) and Google Apps for Education (GAFE) also sought and incorporated student feedback into their considerations. In 2015 in the System Survey, 79 percent of students responded positively to the statement that this school looks for ways to

improve. This is a 10 percentage point increase in positive responses to the same question in 2014.

In relation to the strategy of **developing the capacity of staff to accept, reflect and act upon student feedback,** the focus for 2015 was to engage all staff in the Student Voice Project for at least one semester. At the end of the year 91 percent of staff indicated that they had been involved in the project. Other than one member of staff, all staff who were present for the whole year, participated in the project. In semester one, aggregation of pre-test and post-test results showed that in two dimensions of the classroom learning environment, *personal relevance* and *young adult ethos*, the gap between pre-test and post-test data had not narrowed. However, at the end of semester two, aggregated data showed that the gap had narrowed in all eleven elements.

In 2014 feedback from the Student Voice Project, indicated that students were keen to see increased *personal relevance* in the classroom. As a result *Connectedness* was chosen as one Quality Teaching model (QTm) element for staff to focus on as part of QTm instructional rounds. The mean code, on a five point scale, for Connectedness across all observations in 2015 was 2.9. This is a relatively high code and indicates that students recognise some connections between classroom knowledge and situations outside the classroom, which may include sharing their work with an audience beyond the classroom. However, the mean code also indicates that these connections remain largely abstract or hypothetical. More significant that the mean code, is the fact that staff, as a result of the feedback given, considered ways to build more connectedness in the classroom. Many were able to share examples of helping students create personal meaning and to highlight the significance of knowledge beyond the classroom. Some were also able to share examples of students becoming involved in efforts to influence an audience beyond the classroom. It is suggested that the school's focus on building personal relevance continue in 2016.

In 2015, staff continued to **improve their understanding of formative assessment,** particularly as a focus arising from the Student Voice Project. In both first and second semester student feedback indicated increased levels of satisfaction with the formative assessment and feedback given by teachers, as expressed in a comparison of aggregated pre-test and post-test data. In 2015, 74 percent of students agreed in a system survey that teachers give them useful feedback about their work. This is a 15 percentage point increase in the positive responses received in 2014.

Our fifth strategy was to **provide systems and structures that enable students to influence decision making in the school.** As outlined in a report from the Executive Teacher, Student Well-being, this continued to result in the Student Forum leading the provision of lunch time activities for students and students being involved in a wide range of leadership opportunities including greater involvement in preparing peer support, leading the National Day of Action and pastoral care (HIVE) sessions. Students also had considerable input into a

new school draft policy on Personal Electronic Devices and were given an opportunity to have their views on workload presented to staff. The Science, Health/Physical Education and the Languages faculties, in particular, have been working to reduce workload both for students and staff.

In 2014 it was determined that, in order to address student and staff concerns, staff needed to be involved in ensuring that Student Forum members communicated effectively with their home groups and that Student Forum members shared information about Student Forum regularly at assemblies. In 2015 home group sessions were increased by five minutes three times a term to allow for regular feedback and student forum reports became a regular feature of every assembly. Feedback from the student forum indicated that students still found it difficult to communicate effectively with their home group. At the end of 2015, 73 percent of staff indicated that they understood how the Student Forum works. This is a 19 percentage point increase on positive responses for 2014. Fifty-eight percent of staff considered that communication at assemblies was adequate and, while 98 percent of staff who have home groups indicated that they facilitated communication in home groups, only 38 percent felt that this communication was adequate. The communication between the Forum and the student body remains an area for improvement in 2016.

One very pleasing result, however, was that in the 2015 System Survey, 66 per cent of students gave a positive response to the statement that *this school takes my opinions seriously*. This is a 16 percentage point increase in the positive response for 2014 and is 13 percentage points above the system average.

In 2015, the school largely reached its targets in relation to this priority.

- In semester one, aggregation of pre-test and post-test results in the Student Voice Project, showed that in two dimensions of the classroom learning environment, *personal relevance* and *young adult ethos*, the gap between pre-test and post-test data had not narrowed. However, at the end of semester two, aggregated data showed that the gap had narrowed in all eleven elements.
- Positive student responses to the school-based survey question *I have the opportunity to participate in decision making at this school* increased from 51 per cent in 2014 to 61 percent in 2015. This is slightly above the target set.

There is no doubt that there is a growth in student recognition that they have a voice in the school and their voice is taken seriously. This growth needs to be strengthened and successes shared across the community in 2016.

Priority 2: Build a culture of continuous improvement through giving, receiving and acting on feedback.

Targets

- 100 percent of teachers have evidence in their Professional Pathways Portfolio of having reflected and acted on feedback by the end of 2015.
- Selected elements of the Quality Teaching model (QTm) are coded at a mean of 2.5 or higher by the end of the 2015 school year.
- All Education and Training Directorate (ETD) targets are met in year 9 NAPLAN results and the percentage of students above or equal to expected growth in year 9 NPLAN writing has increased to 70 percent.
- At least three long term programs are evaluated using feedback from all stakeholders and recommendations made for improvement.

Progress

In 2015 the school used the following strategies to embed this priority:

- Develop a process to reflect and act on constructive feedback on classroom practice from staff at all levels
- Provide professional learning and in class coaching to meet the literacy and numeracy requirements specific to Key Learning Areas (KLAs)
- Ensure that all executive teachers accept this priority as a key component of their leadership role
- Evaluate programs using feedback from all stakeholders and embed improvements

In 2015 the **process used to reflect and act on constructive feedback on classroom practice** was refined and developed. Ten 3 part workshops were conducted by the Principal, the Deputy Principal (Staff) and the Executive Teacher Professional Practice (ETPP). These focused on the QTm elements of *Connectedness* and *High Expectations*. In 2015 staff worked to fully understand how these elements could be observed in the classroom, observed colleagues and gave feedback directly to their colleagues at a follow up workshop. At an additional workshop held two weeks later, members of staff reported back to the group on the changes they had made as a result of the feedback given. A template was provided to staff to facilitate and record this process and is included in each teacher's Professional Pathways Portfolio. All staff reflected positively on the changes made to the QTm instructional round process in 2015, commenting that the process provided more immediate feedback, allowed for better professional discussion and valuing of the input of the classroom teacher being observed and focussed on actions for improvement.

The mean code for *Connectedness* across the year was 2.9 on a five point scale. As outlined in Priority 1, while this is a relatively high code, more work on improving personal relevance for students should remain a focus in 2016. The mean code for *High Expectations* across the

year was 3.1. This indicates that many students were observed participating in challenging work and that they are encouraged to try hard and to take risks and are recognised for doing so. More significant than these codes were the professional conversations shared by staff and the fact that in 2015 many staff were keen to test out improvements suggested by their peers. It was noted at a number of workshops that more time should be spent in inducting staff new to the school into the process in order to reassure them that coding is used as a feedback mechanism and to facilitate professional conversations.

In 2015 the Deputy Principal (Staff) and the Executive Teacher Professional Practice (ETPP) worked closely with staff new to the school to provide induction and mentoring. It is important that some induction also occurs for those staff who arrive part way through the year. A highlight of the year was the intensive program of professional learning and support for new educators provided by the ETPP. This contributed to four new educators gaining permanency at the school and six gaining full registration through the Teacher Quality Institute.

In a system survey held part way through the year, 75 percent of staff indicated that they had received constructive feedback about their work. By the end of the year 100 percent of staff (excluding staff working in a relief capacity) indicated that they had received constructive feedback about their classroom practice in 2015 and that they had reflected and acted on this feedback and had included evidence of this in their portfolios. These claims were supported through professional conversations at the time of summative review of professional pathways.

In 2015, while most staff indicated that they felt more confident about working with Individual Learning Plans (ILPs) and Learning Agreements in their classes, a number of staff expressed concerns that they did not receive documentation until later in the school year and that they needed more support and feedback around adjustments. In 2016 the school is introducing a new model to support special needs and inclusion support students, and students with high literacy and numeracy needs. It will be important that this model includes a strong case management component and improved support and feedback for staff.

A second strategy to build continuous teacher improvement **was to provide effective professional learning and in class coaching to meet the literacy and numeracy requirements specific to KLAs.** 2015 saw the beginning of a major change in focus in this area. Considerable resourcing was directed towards seven members of staff (the Principal, Deputy Principal (Staff), Executive Teacher Special Needs/Literacy and Numeracy and four classroom teachers) undertaking Principals as Literacy Leaders (PALLs) training over several days. In April all staff attended a full day of professional learning which focussed particularly on the literacy requirements of subject disciplines and on strategies to support student literacy learning. PALLs trained teachers worked with their faculties to introduce literacy

strategies to improve reading skills in their particular disciplines and presented some of these strategies at a full staff meeting. At the end of the year 53 teachers reported that they had used one or more of the PALLs strategies they had learnt during the year, six indicated that they had received considerable support from coaching/literacy/numeracy support staff and nine indicated that, as new educators, they had been supported by the ETPP. In 2016 it is important that, while still providing support to individual students and staff, particularly to new educators, the school continues to grow and expand literacy and numeracy strategies to support all students in all classrooms. In 2015 68.5 percent of year 9 students showed at or above expected growth in writing. While this is 7.7 percentage points higher than in 2014, writing remains a focus for the school. In 2016 the North Gungahlin Network is focussing on writing as an area of particular need and the school will use the professional learning provided to continue to grow staff expertise and confidence. While a beginning was made to making data more easily available to staff, more useful and accessible data needs to be provided in 2016.

Our third strategy identified that it is especially important that **all executive teachers in the school accept providing feedback to staff as a key component of their leadership role.** Professional learning in January, provided by Steve Francis, supported the executive staff in building teams while follow up sessions at the Executive Conference and in executive meetings provided support and scaffolds for executive in coaching and delivering feedback to staff. In 2015, as a result of staff feedback, each faculty chose an element of the QTm to focus on as a faculty. Professional learning was provided to each faculty executive in order to support their work with the staff in this area. At the end of 2015, 89 percent of staff surveyed indicated that they had received constructive feedback from their executive teacher/supervisor. Annual professional summative review discussions with executive indicated that, while the majority of executive staff are giving priority to the provision of constructive feedback, that this is not the case for every member of the executive. This needs to continue to be a focus in 2016.

Our fourth strategy was **to evaluate programs using feedback from all stakeholders and embed improvements.** Evaluations were facilitated by PLCs that included a cross section of staff, some who taught in the particular program area and others who were less familiar with the program. Four major programs were evaluated in 2015 – the Band, SEAL, STAR and DARE programs. The employment of two ex-principals successfully supported the completion of written evaluations and recommendations. While some improvements occurred during the course of the year, it is important that these are embedded in the delivery of these four programs (and also for the LEAP program which was evaluated in 2014) and that ongoing evaluation occurs. Three additional PLCs were formed to evaluate and recommend future directions for the use of GAFE and BYOD and to examine support for gifted and talented students across the school. Forums on BYOD and GAFE were also held for parents to both receive and provide feedback. Although a number of teachers accessed professional learning, particularly for GAFE, feedback indicates that these PLCs lacked

direction and clarity. Overall, staff feedback indicated the need in 2016 to ensure that all staff attend and are accountable for their contributions, that the school consider having year-long PLCs and that more direction, structure and guidelines be given to PLCs. Staff indicated strong satisfaction with the cross-faculty structure of PLCs which allowed for robust professional conversation and broader professional learning.

In 2015 the school largely met its targets in relation to this priority

- 100 percent of staff (excluding staff acting in a relief capacity) have evidence in their Professional Pathways Portfolios of having reflected and acted on feedback
- Over the course of the 2015 school year the mean codes for both QTm elements, *Connectedness* and *High Expectations*, exceeded the expected target of 2.5. The mean code for *Connectedness* was 2.9 and the mean code for *High Expectations* was 3.1.

Table: School Year 9 NAPLAN means against targets 2015

Test Domain	Target	Actual Mean
Reading	620 ± 8	628
Maths	630 ± 10	632

Source: SMART Data, December 2015

- The percentage of students above or equal to expected growth in year 9 NAPLAN writing increased to 68.5 percent. This is slightly less than the target of 70 percent but does represent a significant growth (7.7 percentage points) on the growth demonstrated in 2014.
- Four long term programs were evaluated using feedback from all stakeholders and recommendations made for improvement.

Priority 3: Implement the next stages of the Australian Curriculum, including Assessment against the Achievement Standards

Targets

By the end of 2015

- 100 percent of curriculum documents, aligned to the Australian Curriculum, are being implemented in staged identified learning areas by the end of 2015.
- 100 percent of teachers report and assess against the Achievement Standards in staged identified learning areas by the end of 2015.

Progress

To achieve this priority in 2015 the school focused on four strategies:

- Develop the capacity of executive staff to lead implementation of the Australian Curriculum (AC)
- Provide time and support for faculties to access relevant professional learning to implement the Australian Curriculum in identified areas, including alignment of assessment against the Achievement Standards (AS)
- Working with the Education and Training Directorate (ETD), clarify and implement a whole school approach to assessment, grading and reporting
- Provide opportunities for the wider school community to understand the implications of the Australian Curriculum.

To **develop the capacity of executive staff to lead implementation of the Australian Curriculum** the executive meeting continued to be the forum for the sharing of curriculum expertise, with the Deputy Principal (Staff) and the Executive Teacher Assessment and Reporting (ET A&R) playing the leading role. Executive staff were encouraged to attend professional learning opportunities beyond the school and executive discussed the development of common curriculum templates and recording tools that could be used across the school. Discussion of progress towards implementation of the Australian Curriculum was a feature of all professional pathways conversations with executive staff.

In 2015, it was a school priority to **provide time and support for faculties to access relevant professional learning to implement the Australian Curriculum in identified areas, including alignment of assessment to the Achievement Standards**. In particular, faculties were encouraged and supported to release small teams to work on curriculum and assessment implementation and executive were encouraged and supported by the Deputy Principal (Staff) and ET A&R in holding professional conversations with staff. Over the course of the year approximately 75 percent of staff accessed some professional learning related to the Australian Curriculum. Staff teaching Health/Physical Education, Outdoor Education, Technology, Music and Visual Art were given release time in school hours for curriculum writing. All faculties completed their plans in relation to Curriculum and Assessment and Reporting across the course of the year. As a school, a common curriculum template was adopted and by the end of the year, this was completed across all key learning areas.

During 2015, the school **worked with the Education and Training Directorate (ETD), to clarify and implement a whole school approach to assessment, grading and reporting.** A staff survey conducted at the end of the year revealed that staff confidence in assessment and grading is growing although staff concerns expressed will still need to be addressed in 2016. Staff are now much more confident in making balanced judgments against the Achievement Standards, with those who still have concerns largely being members of faculties who have not yet been required to assess against these standards. A greater percentage of staff also reported fewer concerns about providing students with multiple opportunities to demonstrate achievement. A number of staff, however, recognised that they require support in personalising learning so that students can demonstrate

achievement in different ways and in differentiating learning in the classroom. This needs to be an area for future focus and it is recommended that professional learning be given to executive staff in 2016 with a few to this being a longer term focus for the school. In 2015 a school wide assessment recording tool was adopted and adapted for each faculty. The use of this tool will need to be supported in 2016. While some faculties worked to reduce the amount of assessment for both themselves and students, this should also remain an ongoing focus. By the end of 2015 all faculties had implemented their plans to support the implementation of the Australian Curriculum as required by ETD. However, in 2016, with the introduction of a new common reporting template across the ACT, the whole school community will require support in understanding and making this transition.

In **ensuring the wider school community has an understanding of the implications of the Australian Curriculum,** two curriculum newsletters were sent to all parents in 2015 and regular newsletters featured information on this priority. A parent forum, sponsored by the school's Parents and Citizens' Association, was held in the second half of the year, but attendance was disappointing. In a school-based question put to parents as part of the system survey, 65 percent of parents indicated that they had been given clear information about the new Australian Curriculum and about assessment against the Achievement Standards in relevant subjects. This is only a three percentage point improvement on the positive response given by parents in 2014. Regular information needs to continue to be given to both parents and students in 2016. As a result of funding provided by the North Gungahlin Network, opportunities were also given for collaboration between cluster schools to provide smoother transitions between sectors in relation to curriculum and assessment. This included professional learning time in January and release time to visit cluster schools for observations and professional learning. Feedback from faculties indicated that commitment varied considerably from faculty to faculty and from school to school. In 2016 it will be important to ensure that staff in colleges have a strong understanding of how assessment against the Achievement Standards is implemented in high schools.

Overall, the school did meet its targets in relation to this priority

- All curriculum documents, aligned to the Australian Curriculum, were implemented in staged identified learning areas by the end of 2015. The school also moved to using a common curriculum template.
- In all identified learning areas, the school is assessing against the Achievement Standards, and teachers are doing so with more confidence and uniformity. The school has developed a common recording tool for 2016 and will support staff in using the new reporting template.

While there are still areas for development, the school made very good progress in 2015 and is in a good position to welcome external validation in 2016.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	526380.16	367839.81	894219.97
Voluntary contributions	33758.00	26532.00	60290.00
Contributions & donations	13101.78	15891.29	28993.07
Subject contributions	39734.70	60342.61	100077.31
External income (including community use)	14540.70	11833.45	26374.15
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	25937.05	20057.14	45994.19
TOTAL INCOME	653452.39	502496.30	1155948.69
EXPENDITURE			
Utilities and general overheads	105298.11	154259.01	259557.12
Cleaning	115301.06	118860.60	234161.66
Security	1680.40	328.40	2008.80
Maintenance	299077.00	101640.47	400717.47
Administration	11403.78	7988.62	19392.40
Staffing	0.00	0.00	0.00
Communication	3863.46	7912.66	11776.12
Assets	35019.69	57596.51	92616.20
Leases	0.00	0.00	0.00
General office expenditure	28637.44	44862.80	73500.24
Educational	41052.92	69596.01	110648.93
Subject consumables	45985.60	28180.94	74166.54
TOTAL EXPENDITURE	687319.46	591226.02	1278545.48
OPERATING RESULT	-33867.07	-88729.72	-122596.79
Actual Accumulated Funds	728859.81	707859.81	728859.81
Outstanding commitments (minus)	-60605.71	0.00	-60605.71
BALANCE	634387.03	619130.09	545657.31

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was $715.

Voluntary contributions

These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

Reserves

Name and purpose	Amount	Expected Completion
Internal Painting	100,000	December 2017
Staffing	200,000	December 2017
IT Hardware	54,000	December 2017

Endorsement Page

I declare that the Lyneham High School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

39 (4) The school board must give effect to the chief executive's directions.

44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-

a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or

b) Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.

46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.

47 (2) However, the school board must meet at least four times a year.

48 (10) The school board must keep minutes of its meeting.

49 Disclosure of interests by members of school boards.

49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-

a) be present when the board considers the issue or

b) take part in any decision of the board on the issue.

49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Damien McGrath,	James Cameron,	Maria Worner
Community Representative	Brigita Bezjak		
Teacher Representative	Barbara Monsma	Michael Denmead	
Student Representative:	Charlie Barnes	Bridie Parton	
Board Chair:	Damien McGrath		
Principal:	Colleen Matheson		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2015.

Principal Signature: *C Matheson*   Date: 25/5/16

I approve the report, prepared in accordance with the provision of the *Education Act*, section 52.

Board Chair Signature: *[signature]*   Date: 2/6/16