

# Lyneham High School

Network: North Canberra/ Gungahlin

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## Impact Report 2018

### The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*Please note that from 2019 the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data has not been finalised.*

### 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.*

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

*To centre teaching and learning around students as individuals.*

## Reporting against our priorities

### Priority 1: All students are engaged and successful learners

#### Targets or measures

By the end of 2021 we will achieve:

- The percentage of students who report excellent emotional engagement in the school on the Australian School Climate and School Identification Measurement Tool (ASCSIMT) will increase from 39 percent in 2016 to 45 percent by 2021.
- The percentage of students who report excellent behavioural engagement in the school on the ASCSIMT will increase from 60 percent in 2016 to 65 percent by 2021. The total percentage of students who report excellent or adequate behavioural engagement will remain at 98 percent or higher.
- Attendance in years 9 and 10 will be above 90 percent in each term by 2021.
- Using a school tool developed in 2017, 100 percent of students will indicate that they have been involved in at least one extra-curricular activity over the course of each year 2018 – 2021.
- Selected elements of the Quality Teaching model related to cognitive engagement will be coded at an average of 2.5 or higher each year, 2017-2021.
- By 2020 the proportion of below standard (D and E) grades awarded to year 9 students at the end of year 9 will be reduced from 10.6 percent in 2016 to no more than 8 percent in 2020.
- By 2021 the proportion of within school matched year 9 students achieving in the bottom two bands in NAPLAN writing will be reduced to 18 percent from the current level of 21.1 percent in 2016.
- By the end of 2020 the proportion of above standard (A and B) grades awarded to year 9 students at the end of year 9 will be increased from 57.6 percent in 2016 to 65 percent in 2020.
- By 2021 the proportion of within school matched year 9 students achieving at the Proficient Standard in NAPLAN writing (top two bands) will be increased to 23 percent from the current level of 17.6 percent in 2016.

In 2018 we implemented this priority through the following strategies.

- Work to engage all students (emotionally, behaviourally and cognitively) in learning
- Improve effective use of data in the school
- Differentiate learning to cater for individual differences

*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 (2016)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
By the end of 2020 the proportion of above standard (A and B) grades awarded to year 9 students at the end of year 9 will be increased from 57.6 percent in 2016 to 65 percent in 2020.	57.6%	59.3%	60.0%		65%	

By 2020 the proportion of below standard (D and E) grades awarded to year 9 students at the end of year 9 will be reduced from 10.6 percent in 2016 to no more than 8 percent in 2020.	10.6%	6.8%	8.5%			<=8%
By 2021 the proportion of within school matched year 9 students achieving at the Proficient Standard in NAPLAN writing (top two bands) will be increased to 23 percent from the current level of 17.6 percent in 2016.	17.6%	31.6%	19.9%			23%
By 2021 the proportion of within school matched year 9 students achieving in the bottom two bands in NAPLAN writing will be reduced to 18 percent from the current level of 21.1 percent in 2016.	21.1%	22.5%	27.8%			18%

#### Perception Data

Targets or Measures	Base (2016)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
Trend Analysis - Behavioural Engagement (Average Response)	4.1	3.5	4.0			
Trend Analysis - Behavioural Engagement (% Agree or Strongly Agree)	68%	71%	77%			
Trend Analysis - Emotional Engagement (Average Response)	3.6	3.5	3.4			
Trend Analysis - Emotional Engagement (% Agree or Strongly Agree)	38%	52%	48%			
Trend Analysis – Perceived Safety & Support (Average Response)	3.7	3.5	3.6			
Trend Analysis – Perceived Safety & Support (% Agree or Strongly Agree)	46%	56%	60%			
The percentage of students who report excellent emotional engagement in the school on the Australian School Climate and School Identification Measurement Tool (ASCSIMT) will increase from 39 percent in 2016 to 45 percent by 2021	39.1%	30.6%				45%
The percentage of students who report excellent behavioural engagement in the school on the ASCSIMT will increase from 60 percent in 2016 to 65 percent by 2021. The total percentage of students who report excellent or adequate behavioural engagement will remain at 98 percent or higher.	60.4%	54.7%				65%

### School program and process data

Targets or Measures	Base (2016)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
Attendance in year 9 will be above 90 percent in each term by 2021.	90%	91%	87%			>90%
Attendance in year 10 will be above 90 percent in each term by 2021.	88%	88%	88%			>90%
Using a school tool developed in 2017, 100 percent of students will indicate that they have been involved in at least one extra-curricular activity over the course of each year 2018 – 2021.			92% (SSS)			100%
Selected elements of the Quality Teaching model related to cognitive engagement will be coded at an average of 2.5 or higher each year, 2017-2021.		3.74	3.60			>=2.5

### What this evidence tells us

A number of the targets and measures identified in the Lyneham High School Strategic Plan 2017-2021 have been difficult to track as available data, particularly from the annual School Satisfaction Surveys, has changed. For instance, we can no longer access specific data that indicates the percentage of students who report excellent emotional engagement or excellent behavioural engagement. However, the online Qualtrics platform used to deliver the School Satisfaction Surveys now reports on a range of domains by compiling responses from multiple questions in order to provide a stronger reflection of perceptions within the school stakeholder groups (Students, Parents and Carers, Staff).

#### Year 9 Grade Analysis

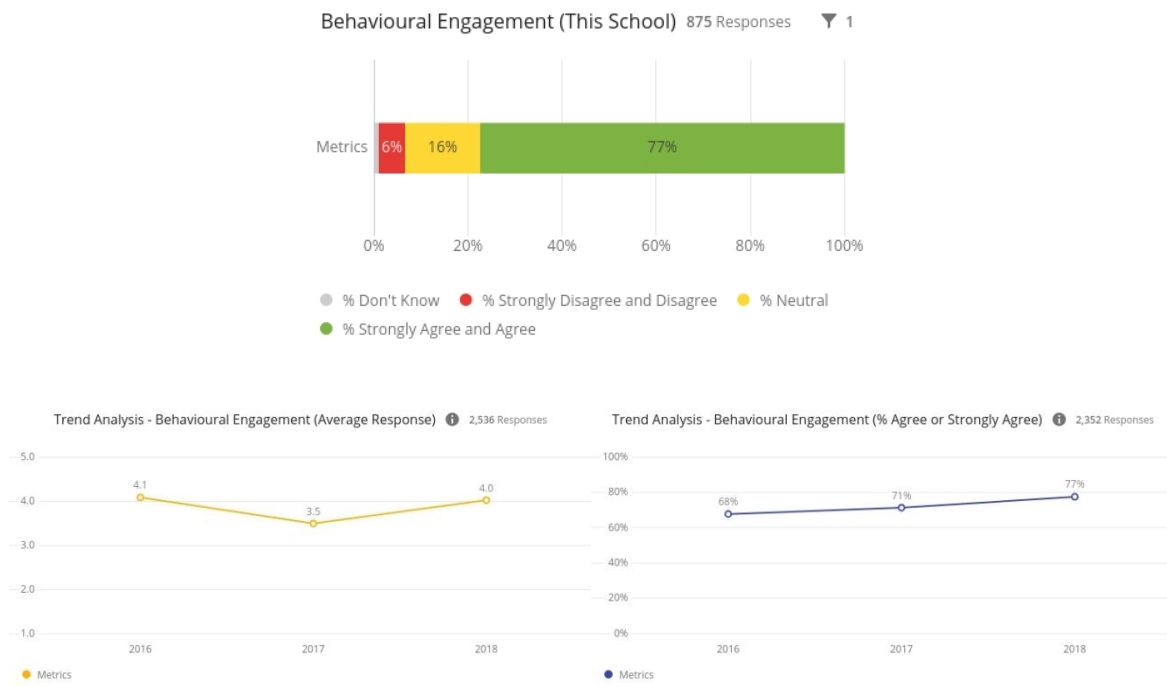
Our goals to increase the percentage of students being awarded above standard grades (A or B) and to decrease the percentage of students being awarded below standard grades (D or E) by the end of year 9 are both tracking towards stated targets. The percentage of students being awarded above standard grades (A or B) has positively increased by 0.7% since 2017 to reach 60%. The percentage of students being awarded below standard grades (D or E) has fluctuated, increasing by 1.7% since 2017 to reach 8.5%. It should be noted that this result is an improvement from the 2016 baseline percentage of 10.6% and that the overall trend is tracking to our below 8% target by 2020.

#### Year 9 NAPLAN Writing Analysis

The percentage of students achieving in the top two bands in NAPLAN Writing (Band 9 and Band 10) has fluctuated with different cohorts of students. In 2018 the percentage of students achieving in the top two bands in NAPLAN Writing fell to 19.9%, but the overall trend in this measure remains positive towards our 2021 target. The percentage of students achieving in the bottom two bands in NAPLAN Writing (Band 5 and Band 6) has been gradually increasing with different cohorts of students. In 2018 the percentage of students achieving in the bottom two bands in NAPLAN Writing increased to 27.8%, reflecting an overall negative trend away from our 2021 target of 18%.

## Behavioural Engagement

Behavioural engagement concerns the extent to which students actively involve themselves in their own learning at school. Behaviourally engaged students arrive to class on time, participate in activities, and apply themselves to the required tasks.

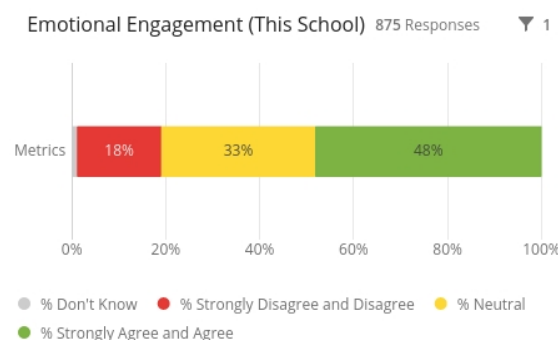


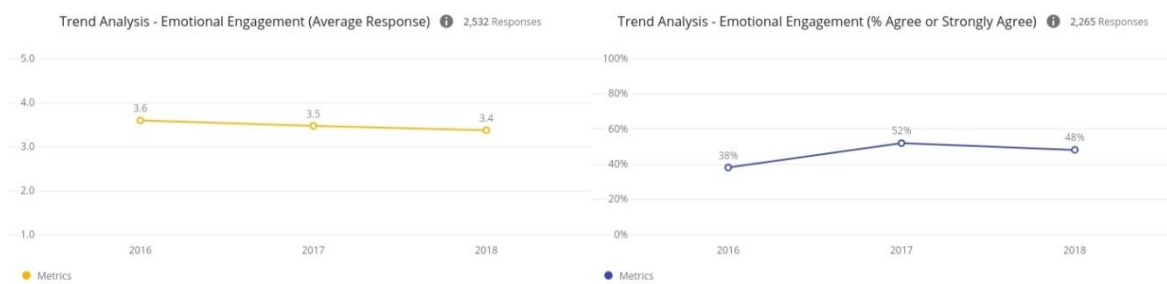
The 2018 student survey results and Qualtrics trend analysis for behavioural engagement show:

- an increase in the average response to survey items since 2017 (3.5 to 4.0)
- a return to the average response recorded in our 2016 baseline year (4.1)
- a steady increase in the percentage of students who have indicated positive behavioural engagement by either strongly agreeing or agreeing with survey items (68% in 2016 to 77% in 2018).

## Emotional Engagement

Emotional engagement concerns how much students are interested in and enjoying their learning at school. Emotionally engaged students will find the lessons fun and exciting, subsequently learning more.



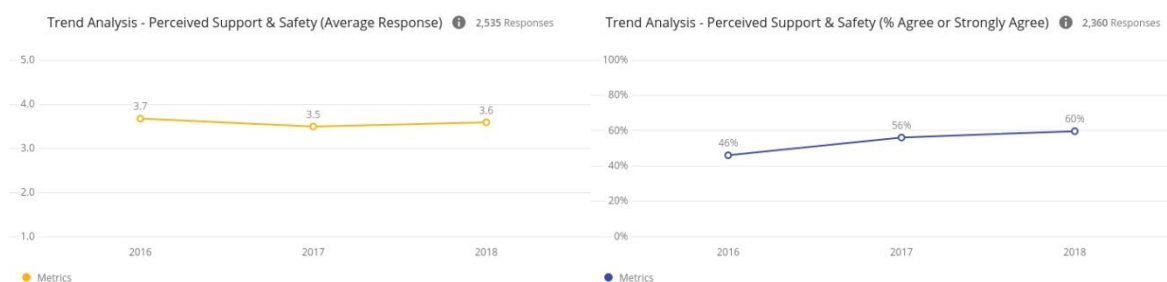
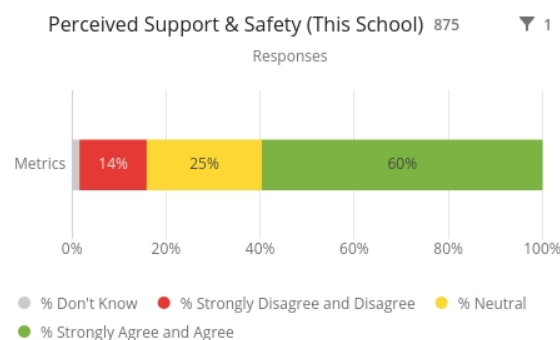


The 2018 student survey results and Qualtrics trend analysis for emotional engagement show:

- a slight decrease in the average response to survey items since 2017 (3.5 to 3.4)
- a slight downwards trend to the average response recorded in our 2016 baseline year (3.6)
- a slight decrease in the percentage of students who have indicated positive emotional engagement by either strongly agreeing or agreeing with survey items (52% in 2017 to 48% in 2018). However, there is still a positive overall trend from our 2016 baseline year (38%)

### Perceived Safety and Support

Perceived support and safety concern the degree to which students feel safe and emotionally connected to others at school.



The 2018 student survey results and Qualtrics trend analysis for perceived safety and support show:

- a slight increase in the average response to survey items since 2017 (3.5 to 3.6)
- a steady overall trend to the average response recorded since our 2016 baseline year (3.7)
- a steady increase in the percentage of students who have indicated positive perceptions of safety and support by either strongly agreeing or agreeing with survey items (46% in 2016 to 60% in 2018).

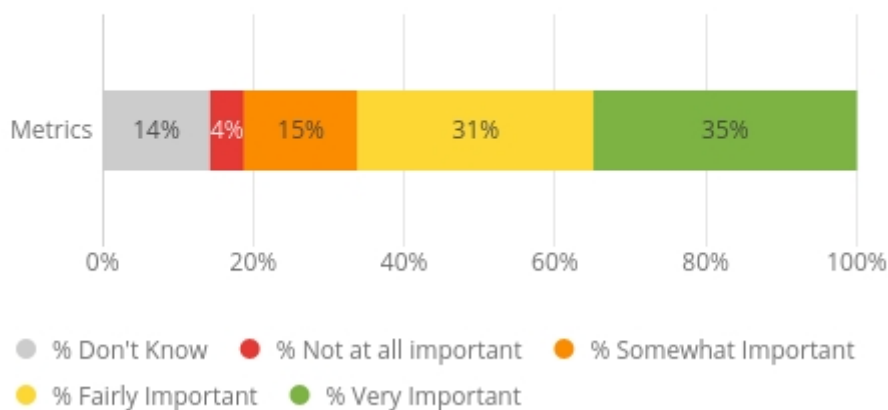
## Attendance

Overall attendance data for year 9 students has fluctuated around the target of 90%. Overall attendance data for year 10 students has remained consistent at approximately 88% across a different cohort of students each year. The data shows a 2-3% drop in attendance when comparing the percentage attendance for a year 10 cohort with their year 9 percentage in the preceding year.

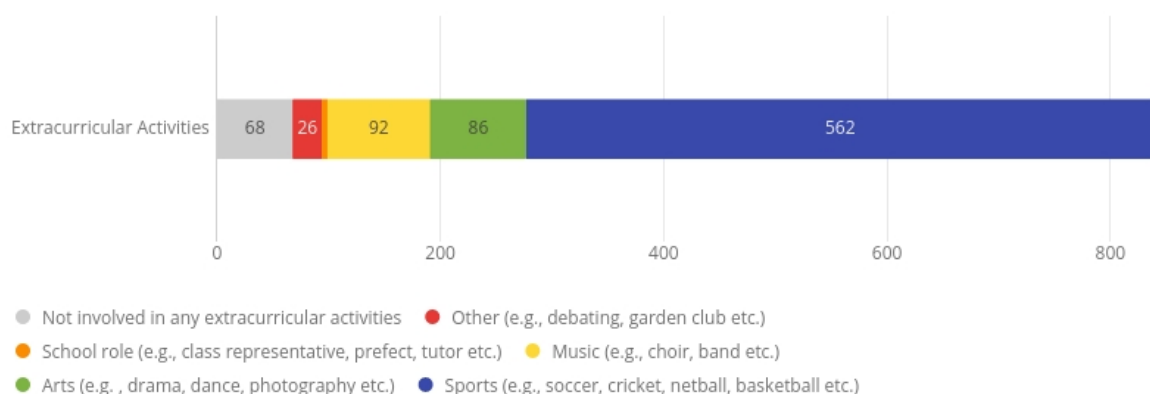
## Extra-Curricular Activities

Perceived support and safety concern the degree to which students feel safe and emotionally connected to others at school.

How important is it for you to be involved in extracurricular activities? (This School) 875 Responses



Have you regularly participated in any of the following types of extracurricular activities this year? (This School) 839 Responses



The 2018 student survey results and Qualtrics trend analysis for extra-curricular activities show:

- at the time of the survey in August that 92% of student respondents (771/839) had regularly participated in extra-curricular activities this year
- that despite over 500 students being active in the 5 concert bands and 2 jazz bands, this has been significantly under reported.

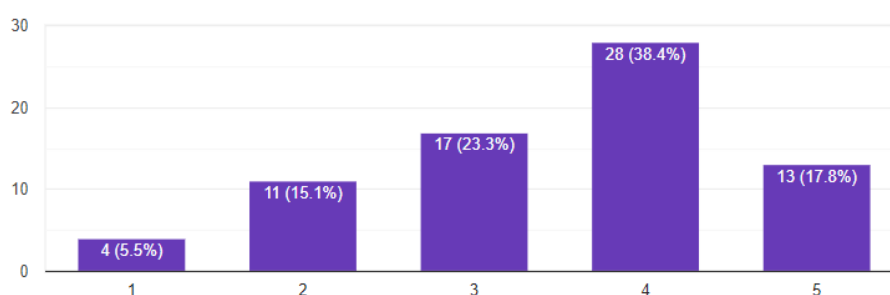
- that 81% of student respondents (711/839) indicated that involvement in extra-curricular activities is important to them.

### QTm Workshops

QTm workshops including classroom observation and feedback cycles were undertaken in 2018 with all teaching staff. This was considered by staff to be a highly valued part of their professional development.

#### How valuable were the QTm Workshops?

73 responses



In 2018, Deep Knowledge and Social Support were the two elements from the QTm framework that provided the focus for classroom observations. Deep Knowledge was selected as a measure of student engagement and success with their learning while evidence of Social Support in the classroom was used to reflect on conditions that support resilience.

After classroom observations were conducted, feedback and coding against the two elements was provided to each teacher. The average coding for Deep Knowledge was 3.18 and for Social Support was 4.0. The overall average of 3.6 was well above the 2.5 target set in our strategic plan.

The QTm elements selected in previous years included Deep Understanding (2017) and Engagement (2017). In response to staff feedback, teachers will have more autonomy to select the most relevant QTm element that aligns with both the priorities of the LHS strategic plan and their PLT goals for improving student learning outcomes.

### Our achievements for this priority

Whole school staff professional learning with Andrew Fuller exploring “The Learning Brain and Resilience Mindset”. Strategies when working with adolescents that provide students with strong connections to school and their learning.

Accepting Andrew Fuller’s challenge for staff to own their classroom / learning space. Staff reflection about their presence in the classroom, routines and expectations, and ways to create a safe, engaging and supportive learning environment for all students.

Cognitive learning and engagement. QTm workshops; classroom observations and feedback using the QTm pedagogical framework. Deep Knowledge and Social Support were the identified QTm elements aligning with the strategic priorities of engagement, success and resilience.



Student Forum was strengthened including a restructure of the governance and participation structure (Leadership Group and Action Teams). Provided greater opportunity for student participation in activities they chose.

Student Attendance. Following our involvement as a trial school in term 4 2017, we fully implemented SAS electronic attendance. We also strengthened processes to record and monitor student attendance and improve communication with families.

Professional Learning Teams. Cross faculty teams focussed on improving differentiation in every classroom. This aligned with January PL where faculties used the Gateways framework to explore planning and scaffolding for core/extended/adjusted questions to impact student learning and engagement in class.

### Challenges we will address in our next Action Plan

SEL Program. We are still to fully audit curriculum components that contribute to a holistic, strategic and targeted well-being and Socio-Emotional Learning (SEL) plan.

Tracking tool still to be developed to more accurately determine the percentage of students who are involved in extra curricula activities. Qualtrics data appears to be inconsistent.

Continue to develop staff capacity in the collection, analysis and use of data to track student progress.

Data plan with consistent collection and analysis of data aligned to the strategic plan.

Develop a process to identify students requiring a modified program (P students).

## Priority 2: All students will be critical and creative thinkers and resilient people

### Targets or measures

By the end of 2021 we will achieve:

- The percentage of students giving a positive response to the System Survey question “Overall, I am satisfied that the school has High Expectations in all that it does” is consistently at 85 percentage points or higher in each year 2017-2021.
- The percentage of students who ranked anxiety levels as needing improvement using the ASCSIMT is reduced from 24 percent in 2016 to 19 percent or lower by 2021.
- By 2021, of those students assessed against the general capability of critical and creative thinking, 80 percent or more will, usually or always, demonstrate appropriate knowledge, skills and dispositions.
- By 2021, 80 percent or more of those students assessed against the general capability sub-element of “becoming confident, resilient and adaptable” will, usually or always, demonstrate this capacity.

In 2018 we implemented this priority through the following strategies.

- Use the Australian Curriculum Critical and Creative Thinking capability to inform effective teaching practices and monitor student development.
- Use the Australian Curriculum sub-element of Resilience from the Personal and Social Capability to inform teaching practices and monitor student development

*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 (2016)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
By 2021, of those students assessed against the general capability of critical and creative thinking, 80 percent or more will, usually or always, demonstrate appropriate knowledge, skills and dispositions.						>=80%
By 2021, 80 percent or more of those students assessed against the general capability sub-element of “becoming confident, resilient and adaptable” will, usually or always, demonstrate this capacity.						>=80%

Perception Data

Targets or Measures	Base (2016)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
Trend Analysis – Anxiety (Average Response)	0.5	2.0	2.1			
Trend Analysis - Anxiety (% Not and Hardly True)	69%	68%	60%			
Trend Analysis – Depression (Average Response)	0.7	2.1	2.4			
Trend Analysis – Depression (% Does not apply to me at all)	10%	10%	19%			
Trend Analysis – Positive Affect (Average Response)	0.8	2.2	3.8			
Trend Analysis – Positive Affect (% Most and All of the time)	0%	2%	37%			
Trend Analysis – Resilience (Average Response)		0.8	3.3			
Trend Analysis – Resilience (% Strong)		9%	37%			
The percentage of students giving a positive response to the System Survey question “Overall, I am satisfied that the school has High Expectations in all that it does” is consistently at 85 percentage points or higher in each year 2017-2021.	86%	75%	74%			>=85%
The percentage of students who ranked anxiety levels as needing improvement using the ASCSIMT is reduced from 24 percent in 2016 to 19 percent or lower by 2021.	24%	25%				<=19%

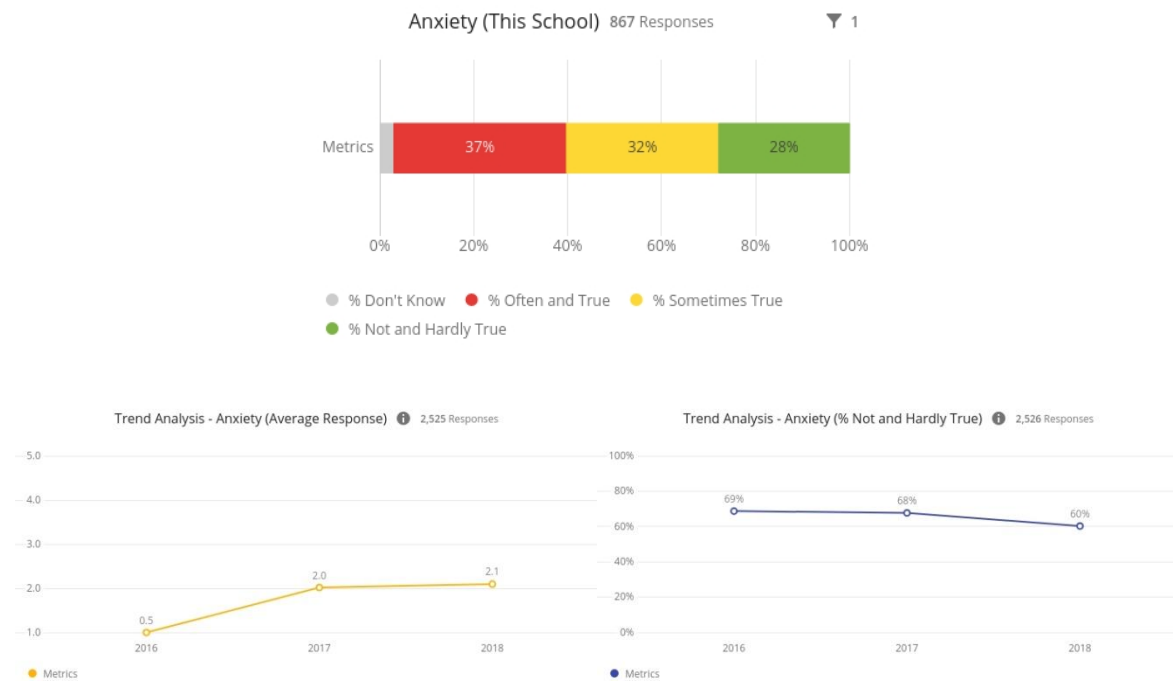
School program and process data

Targets or Measures	Base (2016)	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
The percentage of students who ranked anxiety levels as needing improvement using the ASCSIMT is reduced from 24 percent in 2016 to 19 percent or lower by 2021.	24%	25%				<=19%
By 2021, 80 percent or more of those students assessed against the general capability sub-element of “becoming confident, resilient and adaptable” will, usually or always, demonstrate this capacity.						>=80%

## What this evidence tells us

### Anxiety

The Anxiety scale assesses autonomic arousal, skeletal muscle effects, situational anxiety, and subjective experience of anxious affect. Students were asked to use 4-point frequency scales to rate the extent to which they have experienced each state over the past week.

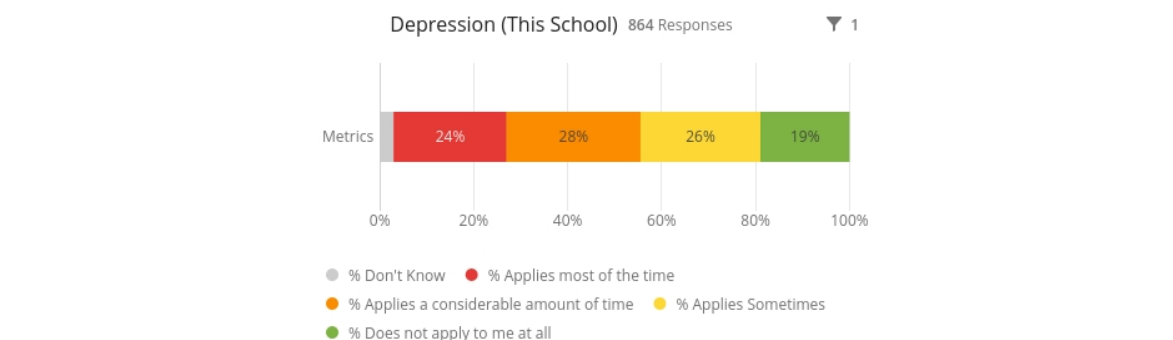


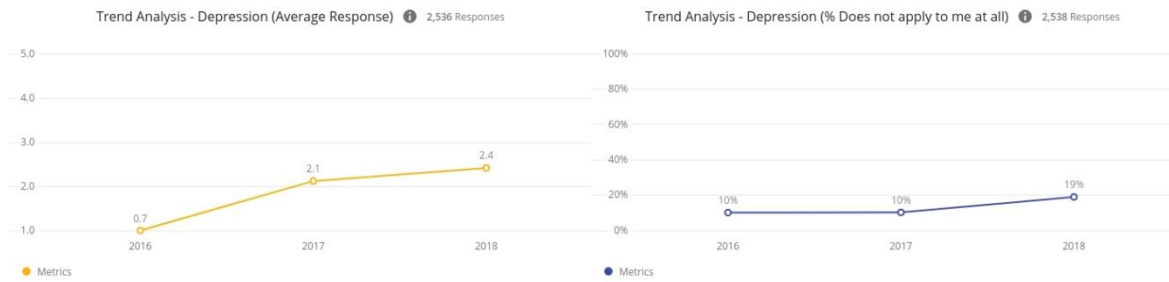
The 2018 student survey results and Qualtrics trend analysis for anxiety show:

- a slight increase in the average response to survey items since 2017 (2.0 to 2.1)
- a steady decline in the overall trend of students hardly or not at all experiencing anxiety since 2016 (69% to 60%)

### Depression

The Depression scale assesses dysphoria, hopelessness, devaluation of life, self-deprecation, lack of interest, anhedonia, and inertia. Students were asked to use 4-point frequency scales to rate the extent to which they have experienced each state over the past week.



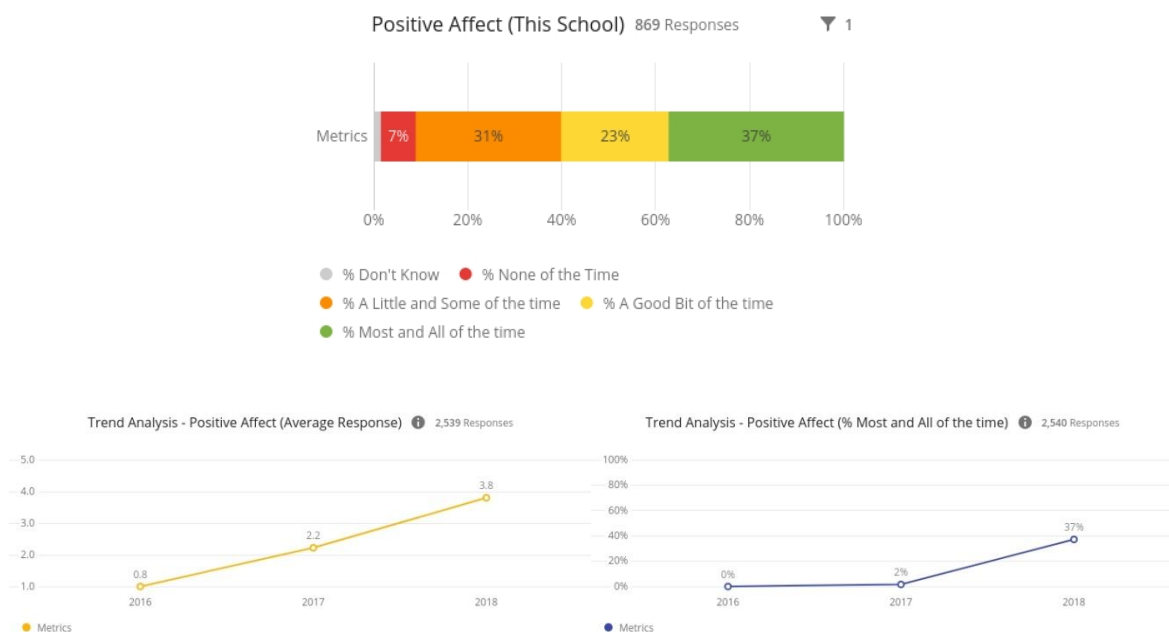


The 2018 student survey results and Qualtrics trend analysis for depression show:

- a slight increase in the average response to survey items since 2017 (2.1 to 2.7)
- an improvement in the percentage of students not experiencing depression since 2017 (10% to 19%)

### Positive Affect

Positive affect refers to one's propensity to experience positive emotions and interact with others and with life's challenges in a positive way. This survey asks students to rate terms on a scale of 1 to 4 to indicate the extent to which the respondent agrees that this applies to them.

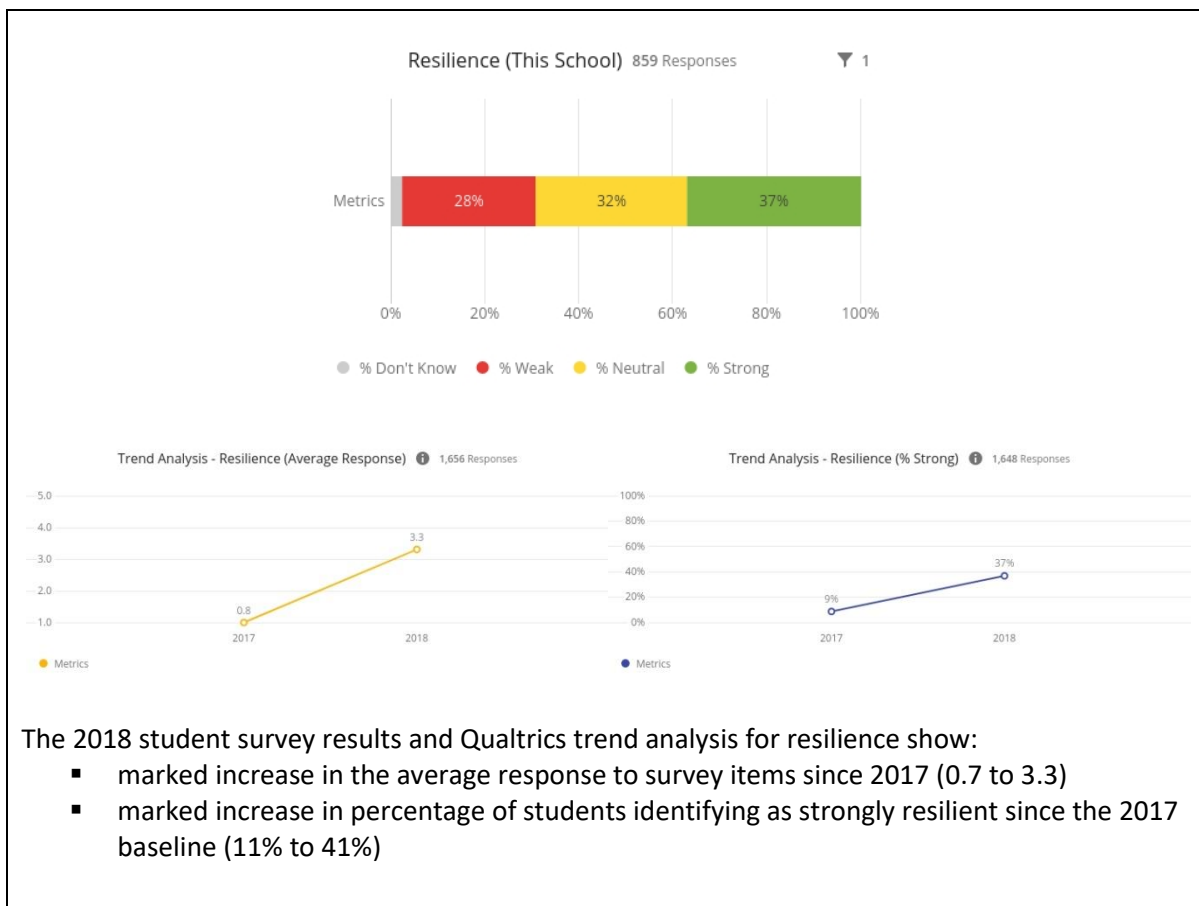


The 2018 student survey results and Qualtrics trend analysis for positive affect show:

- a steady increase in the average response to survey items since 2016 (0.8 to 3.8)
- a marked increase in the percentage of students experiencing a positive affect since 2016 (0% to 37%)

### Resilience

Resilience is generally thought of as a "positive adaptation" after a stressful or adverse situation.



### Our achievements for this priority

All staff attended “The Learning Brain and Resilient Mindset” PL by Andrew Fuller.

Each Term all students participate in a HIVE session which is a Social and Emotional Learning program that supports students in building resilience.

A variety of student forum events have occurred through-out the year to support and promote student voice at LHS including; five ways week, school action groups, gay pride week, Year 9 Big Day In and fundraising events for community organisations.

Frequent parent forums were held by the Principal and Deputy to provide parents with strategies to support their student/s both academically and emotionally. Some forums had a focus on strategies to build resilience.

### Challenges we will address in our next Action Plan

To begin the implementation of ‘Be You’ into the school Social Emotional Learning curriculum.

Finalise mapping the SEL program within all curriculum areas.

Develop a school-based tool to collect the current level of resilience of students.