Lanyon High School

Network: Tuggeranong

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 20XX which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

Alignment with the *Future of Education* and *Set up for Success* Strategies

Set up for Success and *Future of Education Strategies*

Foundation: A fair start for every child, Students at the centre

In 2023 our school supported this foundation through – Priority 1 and 2

- Application of PLCs focusses on what we want students to learn and developing effective strategies to differentiate teaching and learning that best matches the needs of the learner. This includes both academic learning and socio-emotional development.

Foundation: Every child has a story, Strong communities for learning

In 2023 our school supported this foundation through – Priority 1

- Our PLC model has a strong culture of collaboration amongst staff as they work together to build their individual and collective skills.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Reporting against our priorities

Priority 1: Improve academic growth for students

Targets or measures

By the end of 2026 we will achieve:

- Increase the average scaled score growth from year 7 to year 10 for Reading, Vocabulary, Mathematics and Science as per the table below.
- 52% of students agree or strongly agree that with the statement 'Teachers give useful feedback'. The target was set by average the results of like schools over 2017 – 2020.
- Decrease difference between students' responses of 'actual' and 'preferred' for the aggregate of questions relating to 'Clarity of instruction'. Actual target to be set during 2022 once baseline has been established.

In 2022 we implemented this priority through the following strategies.

- Continued implementation of the du Four model of Professional Learning Communities through whole staff use of Professional Learning Teams.
- Continued implementation of the High Reliability Schools Framework
- Continued capacity building of staff in pedagogical approaches of Marzano's High Yield Strategies
- Implementation of a classroom climate survey

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 2022	Year 2	Year 3	Year 4	Target Year 5
Average scaled growth in PAT reading	15	8				25
Average scaled growth in PAT mathematics	6	2				15
Average scaled growth in PAT science	4	3				15
Average scaled growth in PAT vocabulary	12	15				25

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results. *[Delete text if not relevant to your school].*

Perception data

Targets or Measures	Base	Year 1 2022	Year 2	Year 3	Year 4	Year 5
Proportion of students who agree or strongly agree that 'Teachers give useful feedback'	52%	44%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Difference between students' responses of 'actual' and 'preferred' for the aggregate of questions relating to 'Clarity of instruction'		Not available				

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What this evidence tells us

The data is all domains shows that the school has made very small progress towards the goals of the improvement plan. Given that this is the first year of the plan, this is not surprising. There were significant interruptions to teaching and learning throughout 2022 due to the ongoing impacts of COVID-19. High numbers of students and staff absenteeism, along with two periods of remote learning, meant that there was inconsistency in all elements of data integrity. There was limited student participation in the end-of-year PAT testing. The system-wide Satisfaction and Climate Survey was conducted at a time when the whole school was under significant stress due to the impacts of staff shortages and high frequency of class collapsing. In term 2 the classroom climate was attempted but all of these factors meant that the data collected could not be considered for establishing a baseline.

Our achievements for this priority

- **Implementation of High Reliability Schools (HRS) Framework and Professional Learning Teams;**
    - All staff continue to implementation strategies relating to the first level of HRS, safe and collaborative culture, through the use of Positive Behaviours for Learning (PBL), Classroom Management and Instructional Strategies (CM&IS) and developing effective learning and teaching strategies through collaboration in PLTs.
    - A regular, optional session was put in place for teachers to gain greater understanding of CM&IS in order to maintain a safe and orderly classroom environment.
    - Professional learning continues to be delivered about PBL lessons that are informed by data analysis which is performed by the PBL team.
    - Students have demonstrated high levels of engagement with the PBL positive and points system.
    - Teachers continue to growth in understanding and confidence to identify the essential content of their units of work and to be able to track student growth. Teachers documented this growth in PLTs minutes.
    - Teachers also documented the effectiveness of various approaches to teaching through details subject units plans.
    - The plans identified various strategies of pedagogy that were effective as well as various approaches to collecting evidence of learning.
    - Teachers continue to build confidence in being able to use Marzano's high yield strategies and professional learning was provided by the Directorate on Enabling Pedagogies. Some classroom observations and feedback to teachers was provided, particularly early career teachers.
    - This feedback was based on with the AITSL classroom continuum or the CM&IS framework.
    - In terms of student learning data, there has not yet been a significant impact of learning growth.

- **Classroom climate survey**
    Most teachers begun using the classroom climate survey in term 2.
    Whilst the survey process was not able to be completed because of staff and student absenteeism, most staff are now familiar with the survey platform.

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Challenges we will address in our next Action Plan

- There will continue to be a focus on the use of PLTs with the implementation of differentiation strategies.
  - > Professional learning will be delivered on the PLTs framework to ensure that all teachers understand the PLT cycle, the importance of identifying essential content and the need to ensure that teachers can answer the key questions of 'what do I want students to learn' and 'how do I know if they've learnt it'.
  - > Professional learning will be provided on the Tomlinson model of differentiation. Teachers will then link this to the PLT process to use information about the students to make decisions on how to differentiate teaching and learning in order to better meet the needs of students.
  - > A renewal of classroom observation will take place to ensure that teachers receive formal feedback from colleagues about the classroom practice.
  - > Elements of the HRS surveys will be utilised to gauge areas for future focus.
  - > Re-investment in data literacy skills for teachers in the use of PAT data and classroom data.
- The classroom climate survey will be conducting in term 2 and 3.
  - > Students will have the opportunity to view the data from the survey, analyse and co-design solutions for an improve teaching with the classroom.

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Priority 2:   Equip students with the capabilities to learn and live successfully

Targets or measures

By the end of 2026 we will achieve:

- 78% of students agree or strongly agree that with the statement 'I know how to be a good digital citizen'. The target was set by average the results of like schools over 2017 – 2020.
- 61% of students agree or strongly agree that with the statement 'Students at this school are being equipped with the capabilities to learn and live successfully'. The target was set by average the results of like schools over 2019 – 2020.
- Decrease difference between students' responses of 'actual' and 'preferred' for the aggregate of questions relating to 'Student Cohesiveness'.
- To be set during 2022

In 2022 we implemented this priority through the following strategies.

- Build capacity of trauma informed practices and creating a positive classroom environment
- Development of differentiated Pastoral Care Curriculum (for socio-emotional learning) including the identification of a Positive Psychology approach for the school.
- Mapping of the skills and qualities of a digital citizen.

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.

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Students agree or strongly agree that with the statement 'I know how to be a good digital citizen'.	78%	60%				
Students agree or strongly agree that with the statement 'Students at this school are being equipped with the capabilities to learn and live successfully'.	61%	45%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Difference between students' responses of 'actual' and 'preferred' for the aggregate of questions relating to 'Student Cohesiveness'.	Not available	Not available				

What this evidence tells us

The data shows us that there was a significant drop in confidence by students in terms of the priorities. We would suspect that this was strongly impacted by the effects of COVID-19 and high levels of class collapsing across the school. The timing of this survey, in August 2022, was at the height of staff shortages, remote learning and a variety of other factors that were affective the continuity of learning and wellbeing of the whole school community.

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Our achievements for this priority

- **Creating a positive classroom and school environment**
  - PBL continued to be implementation across the school with a focus on the define classroom expectations.
  - There was a strong focus on the House Points system, sharing of data with students and improve the quality of re-teaching behaviours, based on data analysis.
  - "Brain break" packs were created for particular students in order to develop effective habits of self-regulations whilst increasing the time spent in class.
  - Youth Support Workers continued to provide both one-on-one supports and developed programs to address the needs of particular groups of students, e.g., LGBTIA, young carers.
  - A planning document for YSW programs was created to provide clarity to students and staff about intended outcomes for students involved with various programs/groups across that school.
  - A Community Engagement Coordinator leadership position was designed, and a person recruited into the role to be part of the position.
  - This new leader mapped out the existed community engagement activities at the school as well as quickly adding to these with the involvement of volunteers to support students with literacy, including of community organisations at school events and the improvements in the rigour associated with both internal and external support programs.
  - A map of Student Support Services was designed to articulate the roles of Student Services, Pastoral Care and Community Engagement.
  - A whole school calendar of wellbeing events, including celebration days (e.g., Harmony Day), was mapped out in order to identify priorities and support students to engage with wellbeing and awareness activities.
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- **Renewal of Pastoral Care Curriculum, differentiated activities, careers and pathways, elements of digital citizenship and the identification of a positive psychology program.**
  - The pastoral care curriculum was updated throughout the year with learning activities tailored to specific year groups.
  - Positive learning activities were conducted within the limits of COVID restrictions which include Year 9 Giving Projects, Year 10 Pre-Learners Course and Work Experience.
  - Differentiation learning activities on Pastoral Care - the Pastoral Care Advisors for each year collected data regarding student interest in a variety of suggested topics relating to Life Skills. They used this data to inform their planning of a one off lesson for each year group as part of the Pastoral Care Curriculum that was differentiated by student interest. Pastoral Care teaching teams were engaged in data analysis and lesson planning for this process and Pastoral Care Advisors led the planning and logistical components. Each year group experienced differing levels of success due to staffing pressures at the time. Students anecdotally reported high levels of interest in the topics and that they found the lessons to be useful. Staff reported that student engagement was high and that the experience had been positive and had provided them with an opportunity to connect with their year group in relevant and meaningful learning opportunities for assessment and reporting purposes. Pastoral Care Advisors found the data collection and logistical coordination time consuming and reported that staffing pressures made it difficult to gain traction with planning in some cases but that the overall learning experience and impact on students was worthwhile and very positive.
  - Research was conducted into the various definitions and potential elements of *Digital citizenship (DC)*

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- Mapping of DC against elements of three of the Australian Curriculum capabilities (Personal and Social, Digital Literacies and Ethical Understanding) plus some of the subjects of such as Health and PE.
- The PERMAH positive psychology framework was identified as being suitable to meet the needs of students.
  Positive Emotion + gratitude, **E**ngagement + mindfulness, **R**elationships + empathy, **M**eaning + purpose, **A**ccomplishment + optimism, **H**ealth + strengths.
- A wellbeing diary based on the PERHAM framework was developed during 2022 to be used by the 2023 year 7 and 8 cohorts as part of the PC curriculum.
- A careers officer position was appointed towards the end of 2021 and through 2022 they developed a Careers Service Summary as well as establish a careers office with resources and information relation to work experience, vocational learning options and careers guidance.
- A Careers Services Summary was compiled which documented data relating to particular: 72% of students completed a career interview, 74 completed at work experience placement, 5 students participated in vocational learning options ad 11 industry workshops were delivered with guest speakers.
- A regular careers information section was included in the school's newsletter for parent/carer information.

Challenges we will address in our next Action Plan

- **Create effective and productive learning environments;**
  - > PBL and CM&IS will continue to be implemented across the school with ongoing data analysis used to target particular re-teaching of behaviour or capacity building of staff.
  - > Professional learning will be delivered on creating a positive classroom culture with elements of the Berry Street Model to be included.
  - > Youth Support Worker programs will develop a well-defined referral program and document explicit intended outcomes for students.
  - > Relationships with community organisation will be enhance with clear rigour and feedback mechanisms.
- **Enhance the Pastoral Care Curriculum to include differentiated learning opportunities and more targeted approaches to; positive psychology, careers and pathways and digital citizenship;**
  - > A broader range of data-information differentiated socio-emotional activities will be development and documented in unit plans for Pastoral Care classes.
  - > The PERMAH positive psychology wellbeing diary will be using in the year 7 and 8 Pastoral Care classes and evaluated in terms of its effectively and understanding, include with the broader parent/carer community.
  - > A school-based definition of Digital Citizenship will be draft and mapped against various existing learning and teacher programs.
  - > Staff will have opportunity to build their knowledge and application for the career pathways planning process.
  - > Analysis will be attempted on the 2022 Personal and Social Capability report data to determine the feasibility of using this to track learning progress in social awareness and self-awareness.
- **The classroom climate survey will be conducting in term 2 and 3;**
  - > Students will have the opportunity to view the data from the survey, analyse and co-design solutions for improving the classroom climate.

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