

Lyneham High School Strategic Plan

2017-2021

North Gungahlin Network

**Endorsement by School Principal**

Name: Colleen Matheson

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| Signed |  | Date: |  |

**Endorsement by School Board Chair**

Name: James Cameron

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| Signed |  | Date: |  |

**Endorsement by School Network Leader**

Name: Judy Hamilton

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**School Profile**

The values of Lyneham High School are *Care*, *Quality* and *Creativity*. We aspire to always:

* exercise **Care** for own well-being and for the well-being of others
* take pride in the **Quality** of the learning and teaching that happens in our school
* operate in an environment that fosters **Creativity** and innovation

LHS has developed a culture where we take pride in the school’s diversity and where achievements, of all kinds, are celebrated.

In 2016, the External Review Report commended the school’s flagship programs (in particular, LEAP (The Lyneham Enriched Academic Program), SEAL (Sporting Excellence at Lyneham) and the school band program). It was noted that these programs have high levels of public and school credibility and visibility and contribute to the culture of high expectations that exists at Lyneham High School (LHS).

In 2016, the External Review Report commended LHS for the manner in which the school has embraced becoming a professional learning community and for the strong reflective practices that have driven cultural change in the school. The report recommended that the school draw on the rich discussion evident in Professional Learning Teams and around the Quality Teaching model (QTm) lens to identify the key teaching practices that will support the school’s improvement agenda. The report recommended that the school continue to develop the capacity of school leaders and other practitioners to model, coach and mentor others.

The report also commended the increasing student voice and governance in the school, in particular the widespread use of student feedback in teacher decision making, and recommended that the school continue to find ways to further increase student governance, voice and agency to engage the full range of students.

The work carried out to support teachers in reporting against the Achievement Standards as part of implementing the Australian Curriculum was commended as a significant shift in practice. The report recommended that the school pay particular attention to the explicit embedding of the general capabilities and cross-curriculum priorities. This should include checking for vertical alignment of the curriculum, ensuring cross-curricula opportunities and deep understanding of key concepts, ideas and principles.

The External Review Report also commended the restructuring of the school’s student support model as leading to improved student learning outcomes and providing opportunities for teachers to explore meeting individual needs on a whole school level. The report recommended that the school continue with the work already commenced to develop and deliver a strategic and targeted well-being and socio-emotional learning (SEL) plan to address the needs of all students, and continue to develop a balance between care and challenge for students.

In moving into the next strategic planning cycle, it was suggested that the improvement agenda be explicitly expressed in terms of specific improvements sought in measurable student learning outcomes. This will involve determining specific data sets, documenting a school data plan and supporting staff to interpret and use data as a tool to differentiate learning for students. A systematic process for identifying, tracking and addressing the needs of all learners will need to be developed. As the school builds a shared understanding of differentiation and of effective strategies for differentiation, teachers will need to build their capacity to use data to differentiate learning.

**Strategic Priority 1**

**Strategic Priority One:**

**All students are engaged and successful learners**

**Student outcomes to be achieved:** All students will be emotionally, behaviourally and cognitively engaged in school. All will be challenged and making progress. Learning opportunities will be tailored to meet the individual needs of all students.

**Targets:**

* 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.

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| **Key Improvement Strategies** | **Timelines and milestones** | **Lead roles/**  **Accountabilities/ Delegations** | **Targeted Resources** | **Key Performance Indicators** |
| **Work to engage all students (emotionally, behaviourally and cognitively) in learning**   * Develop an understanding of the elements of engagement across the whole school community * Investigate, implement and evaluate strategies for the engagement of all students * Develop and implement a structured well-being and socio-emotional plan (SEL) that is strategic and targeted | 2017  2017 onwards  Developed 2017  Implemented  2018-19 | Senior leadership team  Executive teachers through the Performance and Development (P&D) process  Senior leadership team.  Professional Learning Teams (PLTs).  SLB Students, SLC Student Support & SLC Student Wellbeing | Professional learning,  Use of PLT meeting time,  Meeting time, Mindmatters resources,  Support from Education Support Office (ESO) sections: NSET, Student Engagement, Transitions and Careers  ANU support re ASCSIMT survey | Performance and development documentation.  PLT reports.  Wellbeing and Social and Emotional Learning (SEL) plan  National Safe School Framework results  ASCSIMT results  Student attendance data  System Survey results  Cognitive Engagement Survey |
| **Improve effective use of data in the school**   * Choose appropriate data sets to measure successful learning * Develop a data plan and identify responsibilities * Support staff to interpret data and use as an effective tool to differentiate * Develop a tracking process for student performance * Check for vertical alignment of the curriculum, ensuring there are clear continuums of learning and skills in each Key Learning Area (KLA) | 2017  2017  2017 – begin with one class; by 2021 – all classes and all students.  2020 | Senior leadership team  SLC Assessment and Reporting  SLC Literacy and Numeracy  In 2020, 2021 this becomes the responsibility of executive of key learning areas  Deputy Principal Staff and Executive Assessment and Reporting | PL on new student administration system  PL on organisation and interpreting data  PL on Progressive Achievement,  PL on NAPLAN,  Support from ESO  PLT time | Detailed data plan  Staff survey data  Feedback from PLT groups  Tracking tools  Curriculum documents |
| **Differentiate learning to cater for individual differences**   * Develop a common understanding of curriculum differentiation and of “success in learning” across the whole school community * Investigate and implement effective strategies for differentiation in the classroom * Define *underperformance*. Develop a register of students who are underperforming for a variety of reasons and work strategically to improve individual performance. Ensure that qualitative records are maintained. * Document adjustments in learning * Build capacity of leaders and other staff to model, coach and mentor | 2017-2018  2017 onwards  beginning with one class – all classes by 2012  2017 onwards  2018 onwards  2017 onwards | SLB Students with SLA and SLB Staff  KLA executive teachers  PLT teams  Senior executive team  Executive team  Student Services team  Professional Learning teams  All staff  KLA executive teachers  SLCs Professional Practice.  Entire leadership team.  Teachers with required expertise. | Use of Gateways Education as a critical friend.  PL for whole executive team.  Ongoing PL for whole staff.  Network sharing.  PLT time | Staff survey results and reflections  Grade data  NAPLAN results  PAT M and R results  Underperforming students register, including qualitative individual data  Staff skills set register  Documentation of adjustments |

**Strategic Priority Two:**

**All students will be critical and creative thinkers and resilient people**

**Student outcomes to be achieved:** Students will use both logic and imagination to reflect on how they can best tackle issues, tasks and challenges. Students will be able to inquire into possibilities, seek alternatives, be innovative risk-takers and become confident, resilient and adaptable.

**Targets:**

* 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.

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| **Key Improvement Strategies** | **Timelines and milestones** | **Lead roles/**  **Accountabilities/ Delegations** | **Targeted Resources** | **Key Performance Indicators** |
| **Use the Australian Curriculum Critical and Creative Thinking capability to inform effective teaching practices and monitor student development.**   * Ensure the whole school community has an understanding of the critical and creative thinking capability * Develop strategies to improve critical and creative thinking * Develop assessment tools and recording instruments to assess and track the development of this capability and develop teacher capacity to do this | 2017  In 2018 start with at least one unit of work in each KLA.  By 2021 critical and creative thinking will be taught and assessed in each KLA where it will add depth and richness to learning. | Senior executive team  Executive team | Professional Learning,  Australian Curriculum learning continuum  Support from Learning and Teaching Branch  Executive Conference  Executive, staff and faculty time  Parent Forums | Data gathered from Organisation and Participation section of the academic report  Curriculum documentation  School developed assessment and tracking tool  School generated questions on system survey |
| **Use the Australian Curriculum sub-element of Resilience from the Personal and Social Capability to inform teaching practices and monitor student development**   * Ensure the whole school community has an understanding of resilience as a sub element of the personal and social capability * Develop strategies to improve student resilience * Develop assessment tools and recording instrument to assess and track the development of resilience and develop teacher capacity to do this. | 2017  In 2018 start with at least one unit of work in each KLA.  By 2021 resilience will be taught and assessed in each KLA where it will add depth and richness to learning. | Senior executive team  Executive team | Professional Learning  Australian Curriculum learning continuum  Support from Learning and Teaching Branch  Executive Conference  Executive, staff and faculty time  Parent Forums | System Survey Results  ASCSIMT  School generated questions on system survey  Data gathered from Organisation and Participation section of the academic report.  Curriculum documentation.  School developed assessment and tracking tool. |