

School Strategic Plan for Lilydale High School School No. 7995 2015-2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President’s endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed... <i>R Stephens</i></p> <p>Name...Bob Stephens.....</p> <p>Date.....16 January 2015.....</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

School Profile

<p>Philosophy</p> <p>The school's educational philosophy rests on the conviction that each student has the capacity to learn. This belief encourages student initiative and curiosity. Students, as part of the whole school community, are expected to take responsibility for their own actions. The Values for Learning: Responsibility, Discipline, Reflection and Values for Community: Respect, Integrity, Compassion, Initiative, underpin everyday interactions.</p>	
<p>Purpose</p>	<p>Vision Statement</p> <p><i>'LHS is dedicated to providing an environment that values academic excellence and maximises opportunities and pathways to enable all students to become resilient and contributing members of the community'</i></p> <p><i>'Excellence in learning, resilience in life, thriving in community'</i></p> <ul style="list-style-type: none"> • Excellence in student academic achievement • A culture of high expectations for all learners and school community members • Creating opportunities for every student to be successful in their chosen pathway • Encouraging students to act with integrity, self discipline and to take the initiative to contribute to their community
<p>Values</p>	<p>The values that underpin the guiding principles and beliefs at Lilydale High School include:</p> <p><i>Values for Learning:</i> Responsibility, Discipline, Reflection,</p> <p><i>Values for Community:</i> Respect, Integrity, Compassion, Initiative,</p>

<p>Environmental Context</p>	<p>Lilydale High School is a large co-educational school situated in the outer eastern suburbs of Melbourne with a total student enrolment of approximately 2000 students.</p> <p>The school currently has a teaching staff of approximately 150 teachers. Principal Class include the Principal, 4 Assistant Principals, and 17 Leading Teachers complete the overall leadership team. The non-teaching staff of 21 comprises 8 Administrative staff, 2 First Aid/Administrative staff, 2 Laboratory Technicians, 2 Library Assistants, 6 Computer Technicians, 3 Domestic Arts Aides, 4 Integration Aides and a Maintenance Manager.</p> <p>The total student enrolment in 2015 was 2103. Strong demand for enrolment has maintained a large enrolment over the past fifteen years. Students from approximately 50 primary feeder schools, including many from the Yarra Valley, attend the school. Student achievement and successes are constantly recognised and rewarded at awards nights and assemblies and acknowledged in the newsletter. The school has a strong sporting tradition and has experienced a great deal of success over the years.</p> <p>The curriculum is broad and sequential and aims to engage all students. The focus over the course of the plan will be: collaborative teaching practice to ensure a guaranteed and viable curriculum, the introduction of an Instructional Model, integration of ICT, use of data to inform teaching, moderation, in-house professional learning focussed on evidence based practice, and regular peer teaching observations.</p> <p>The new measure of the school performance framework identified two headline areas for improvement as measured by the NAPLAN. These were Year 7 Numeracy and Relative Gain in Numeracy for the matched cohort Yr 7-9. The four year average in both of these areas fell below the required benchmark.</p> <p>Lilydale High School has extensive facilities and equipment covering all Key Learning Areas. The most recent additions have included a new Science and Technology Centre, an extensive Arts wing and a new VCE locker and toilet facility. The new Performing Arts Centre was completed in December 2015. Development of the school's ICT infrastructure continues to be a focus. The school library and resource centre has also been refitted in the last four years.</p> <p>Visitors to the school often comment on the environment that is characterised by a calm atmosphere and mutual respect between all members of the school community including teachers, students and parents.</p> <p>The school population is characterised by students from predominantly English speaking background. There is a relatively small number of students from different cultural backgrounds. The SFO is 0.4379 in 2014 and has remained largely unchanged during the review period.</p>

Service Standards	<p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. <p>Specific</p> <ul style="list-style-type: none"> • The school will respond to all communication by parents and caregivers within 2 working days. • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • Students will engage in regular workshops of the Code of Conduct and Anti Harassment policies • All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.

<p>Achievement</p>	<p>Improve student achievement across the whole curriculum, particularly in Literacy and Numeracy</p>	<p>VCE data targets:</p> <ul style="list-style-type: none"> • Mean VCE study score is ≥ 30. • Percentage of study scores of 40 or more $\geq 8\%$ <p>Year 9 NAPLAN targets: NAPLAN learning gain across all measures</p> <ul style="list-style-type: none"> • less than the 30% low growth • more than 20% high growth <p>Year 9 writing: 90% of students be at or above national minimum standards in year 9 NAPLAN writing over the course of the strategic plan.</p>	<ol style="list-style-type: none"> 1. Build teacher capacity to more effectively interpret and use a broad range of data and assessments 2. Create a content and skill based guaranteed and viable curriculum that is developed and is consistently delivered by all staff. 3. Build teacher knowledge of VCAA course design and assessment
<p>Engagement</p>	<p>Create a stimulating learning environment for students where there are increased opportunities for higher levels of active engagement in their learning</p>	<p>Staff survey</p> <p>Student survey</p> <p>Retention</p> <p>Exit data</p>	<ol style="list-style-type: none"> 1. Ensures the curriculum is differentiated to better cater for individual learning needs. 2. Build teachers' capabilities to integrate the use of ICT across the curriculum to facilitate more stimulating learning. 3. Further enhance student pathways and transitions as students move through the school.

<p>Wellbeing</p>	<p>Foster a culture that promotes resilience, positive relationships and the development of students' social and emotional skills</p>	<p>Attendance (year 7 – 12 mean) decrease from 21.12 full time equivalent days absent to below 18 days over the course of the 4 year strategic plan.</p> <p>Connectedness to school and stimulating learning data, years 7 – 12 be equal to or above both the regional and state mean over the course of the 4 year strategic plan.</p> <p>Staff survey</p>	<ol style="list-style-type: none"> 1. Strengthen the school's wellbeing programs with a focus on resilience and a positive school culture 2. Enhance student leadership opportunities to engender school pride.
<p>Productivity</p>	<p>Build the capacity of the school to function as a strategic organisation</p>	<p>Parent survey Staff survey</p>	<ol style="list-style-type: none"> 1. Invest in leadership development and staff professional learning as a priority 2. Establish processes and structures that support the achievement of the specified goals and strategies outlined in the new SSP.

School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.			
Key Improvement Strategies		Actions	Achievement Milestone
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement	Year 1	<ul style="list-style-type: none"> ▪ Continue to implement Bastow literacy and numeracy initiatives from years 7-9 and introduce at year 10 ▪ Continue to drive use of ICT in teaching and learning through introduction of a range of ICT ▪ Continue with the VCE data initiative that involves all VCE teachers: examination of GAT scores and data use to enhance teaching strategies ▪ Continuous online reporting commences 	<ul style="list-style-type: none"> ▪ Students in years 7 - 10 engaging with the writer's notebook and writing folio processes in class ▪ All VCE teachers include the VCE data interview process as part of their PDP ▪ A greater % of teachers are using a suite of ICT options
	Year 2	<ul style="list-style-type: none"> ▪ Focus on collaboration amongst teaching staff when setting up curriculum to ensure a guaranteed and viable curriculum exists at every year level. ▪ Teachers working in triads to develop consistent teaching strategies across KLAS based on the instructional model 	<ul style="list-style-type: none"> ▪ Collaborative teams set up to enable all teachers to work with colleagues fortnightly to plan curriculum delivery ▪ Regular observations of each member of the triads - recorded as part of the PDP
	Year 3	<ul style="list-style-type: none"> ▪ Review and refine the use of data to improve student achievement 	<ul style="list-style-type: none"> ▪ Leadership team to complete the review
	Year 4	<ul style="list-style-type: none"> ▪ Review and prepare the self evaluation for the next Strategic Plan 	<ul style="list-style-type: none"> ▪ Self evaluation prepared

Engagement	Year 1	<ul style="list-style-type: none"> ▪ Develop instructional model through consultation with teaching staff ▪ Students and parents engage in 3 way conferencing earlier to change the focus to two way information ▪ Introduction of Compass to students and parents through workshops ▪ Increased involvement of the SRC in school based planning ▪ Continue to strengthen partnerships with VET providers and local business 	<ul style="list-style-type: none"> ▪ Instructional model displayed in all classrooms across the school, teachers using it consistently ▪ 3 way conferencing to move to week 5, term 1 2015. Focus to be on two way information between parent/student and teacher. ▪ Students, parents and teachers regularly accessing and using all Compass functions. ▪ Attendance at all network meetings
	Year 2	<ul style="list-style-type: none"> ▪ Increase in the number of student led activities – regular focus groups ▪ Year 12 orientation to be held at LaTrobe University ▪ Interview skills workshops year 9 and 10 ▪ Continue to strengthen partnerships with VET providers and local business ▪ Engage a consultant to assist in setting up VCAL for 2017 start ▪ Set up industry themed pathway ▪ Work with the Alliance and technical school development 	<ul style="list-style-type: none"> ▪ Students involved in organising and implementing activities from each KLA ▪ Survey students to ascertain the success of orientation ▪ All Year 9 and 10 students involved in a workshop ▪ Attendance at all network meetings that involve the alliance and the technical school set up ▪ Industry themed pathways set up and introduced at the VCE information evening
	Year 3	<ul style="list-style-type: none"> ▪ Continue to strengthen partnerships with VET providers and local business ▪ Organise a student leadership conference with the surrounding schools 	<ul style="list-style-type: none"> ▪ Student conference to take place in May with surrounding schools ▪ Every student to be involved in a MIPS interview and interview skills workshops ▪ Attendance at all network meetings

	Year 4	<ul style="list-style-type: none"> ▪ Student led activities in the lead up to the centenary of Lilydale High School in 2019 ▪ Introduction of a Lilydale High School Hall of Fame ▪ Review and prepare the self evaluation for the next Strategic Plan 	<ul style="list-style-type: none"> ▪ Year level teams to organise an activity each to commemorate the centenary of Lilydale High School. ▪ Hall of Fame Breakfast in August 2018 ▪ Self evaluation prepared
Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ One day retreats to be introduced from year 7 - 9 focussing on health and wellbeing ▪ Reintroduce breakfast club ▪ 	<ul style="list-style-type: none"> ▪ Year level retreats - activities and discussions to compliment the Health curriculum and build resilience ▪ Local community group to assist with the reintroduction of breakfast club
	Year 2	<ul style="list-style-type: none"> ▪ One day health and wellbeing retreats for all students yr 7-10 focussing on resilience and health and wellbeing ▪ Active Girls Breakfast 2016 ▪ Introduce attendance data sent to the leadership team weekly ▪ Introduce new attendance process that incorporates 'Time Counts' classes 	<ul style="list-style-type: none"> ▪ Year 7 - 10 attendance policy aligns with VCE ▪ AGB - May 2016 ▪ Leadership team to review attendance policy
	Year 3	<ul style="list-style-type: none"> ▪ Review the wellbeing programs across the school ▪ Investigate the current programs and initiatives to enhance student wellbeing ▪ Review and refine attendance policies and processes 	<ul style="list-style-type: none"> ▪ Leadership teams to review the wellbeing programs to ensure they are current and relevant ▪ Working party set up to investigate programs and initiatives ▪ Wellbeing working party to review the current
	Year 4	<ul style="list-style-type: none"> ▪ Active Girls Breakfast 2018 ▪ Review and prepare the self evaluation for the next Strategic Plan ▪ 	<ul style="list-style-type: none"> ▪ AGB - May 2018 ▪ Self evaluation prepared
Productivity	Year 1	<ul style="list-style-type: none"> ▪ Review all leadership roles ▪ Restructure the IT department to take into account the introduction of Compass and changing use of IT in the classroom 	<ul style="list-style-type: none"> ▪ Leadership position descriptions reviewed to reflect school needs ▪ New IT structure is embedded with the staff taking on new roles and demonstrating an improved understanding of the use of IT in the

			classroom.
	Year 2	<ul style="list-style-type: none"> ▪ Review the ES structure to ensure it supports the SSP ▪ Continue to engage with Bastow Institute courses for leadership development ▪ Implement an in house leadership development program 	<ul style="list-style-type: none"> ▪ ES structure is reviewed, each role supports the school's strategic direction - role clarity for all positions ▪ Eight teaching staff undertake the Bastow Leading Literacy program, two to complete the Bastow School Leadership program ▪ Emerging leaders program and Coaching for Success and Coaching for Improvement courses completed by PORs and LT/Prin team respectively
	Year 3	<ul style="list-style-type: none"> ▪ Review the wellbeing structures across the school ▪ Review the VCE 'bring your own' device program 	<ul style="list-style-type: none"> ▪ Leadership team to review in semester one ▪ VCE team/ curriculum team to review device program
Year 4	<ul style="list-style-type: none"> ▪ Review and prepare the self evaluation for the next strategic plan 	<ul style="list-style-type: none"> ▪ Self evaluation prepared 	