

# School Strategic Plan 2022-2026

Lilydale High School (7995)



Submitted for review by Wendy Powson (School Principal) on 01 January, 2023 at 10:01 AM

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# School Strategic Plan - 2022-2026

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<b>School vision</b>	<p>Vision Statement: Why do we exist? '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' 'Excellence in learning, resilience in life, thriving in community'</p> <p>Our vision statement was co-created in 2015 and underpins every decision made in relation to our students. The vision statement and school values are used in annual workshops with students where they reflect on them and discuss their meaning and relevance. The values are included in everyday interactions and conversation</p> <p>Excellence in Learning:</p> <ul style="list-style-type: none"><li>• A belief that every child has the capacity to learn</li><li>• Reflective and collaborative teaching practice</li><li>• High expectations in every classroom</li><li>• Individual success is encouraged and excellence appreciated</li><li>• Using data to support individual needs and improve learning</li><li>• Diversity and different abilities are understood, appreciated and catered for in every classroom</li><li>• Skills required for success in the 21st century are incorporated into student learning</li><li>• The curriculum is viable and guaranteed, documented and constantly reviewed</li></ul> <p>Resilience in Life:</p> <ul style="list-style-type: none"><li>• Personal development is fostered through curriculum and extra curriculum programs and everyday interactions</li><li>• Students are encouraged to act with initiative, integrity and self discipline</li><li>• Students take responsibility for their actions</li><li>• Students are encouraged to be thoughtful, considerate and tolerant of others</li></ul> <p>Thriving in Community:</p> <ul style="list-style-type: none"><li>• Opportunities for students to engage with the wider community exist</li></ul>
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	<ul style="list-style-type: none"> <li>• Students are guided and supported to be successful in their chosen pathway</li> <li>• Students gain an understanding of the world in which they live through curriculum and extra curricular opportunities</li> </ul> <p>Students engage with local and global issues and experiences through well structured curriculum.</p>
<p><b>School values</b></p>	<p>VALUES</p> <p>The school believes that each student’s happiness, confidence, feelings of security and sense of belonging are dependent upon an environment where all members are considerate, respectful and courteous to each other. A strength of the school is its ability to maintain a pastoral concern for each individual student through the initial enrolment through to post school experience.</p> <p>The values that underpin the guiding principles and beliefs at Lilydale High School include:</p> <p>Values for Learning:</p> <p>Responsibility - we demonstrate responsibility by: Being accountable for our learning and our actions and contributing to a safe and caring learning environment  Discipline - we demonstrate discipline by: Working independently, collaborating with others, following through with our learning and allowing others to do the same  Reflection - we demonstrate the ability to reflect by: Being able to articulate what we've learned, how we've learnt it and how we can improve our future learning</p> <p>Values for Community:</p> <p>Respect - we demonstrate respect by: Being courteous and caring for those around us and our environment  Initiative - we demonstrate initiative by: Being resourceful and ensuring we look for, and take, opportunities that come our way  Compassion - we demonstrate compassion by: Caring about the well being of others by being kind and considerate  Integrity - we demonstrate integrity by: Being trustworthy, fair, just and honest in our everyday actions</p>

<b>Context challenges</b>	<p>Current challenges include:</p> <ul style="list-style-type: none"> <li>Improving attendance data that has declined since the pandemic</li> <li>Improve wellbeing and resilience of all students</li> <li>Privileging time to carefully examine the data of every student and build into curriculum differentiated tasks and pedagogy</li> <li>Consistency of teaching practice</li> <li>An alignment of teacher judgements and on demand/NAPLAN data</li> <li>Improving VCE data - English, Maths and average study scores</li> </ul>
<b>Intent, rationale and focus</b>	<p>What:</p> <ul style="list-style-type: none"> <li>Improve data both academic and engagement - numeracy, literacy, attendance and VCE</li> <li>Ensure the wellbeing and resilience data demonstrates acceptable levels of student safety and wellness both physical and emotional/mental</li> <li>Pathways for every student are provided through the school wide pathways program</li> <li>Pride in their school and student autonomy is another focus.</li> </ul> <p>Why:</p> <p>Students need to be literate and numerate no matter what pathway they choose to take. They also need to enjoy good levels of emotional wellbeing and wellness to 'thrive in community' and a carefully planned pathway from their secondary education will provide them with a secure and optimistic future.</p> <p>Priorities:</p> <ul style="list-style-type: none"> <li>Wellbeing and building resilience must be a priority to enable students to be successful with their studies, this includes; attendance and completing secondary school to year 12 and equivalent. This will underpin the entire four year strategic plan.</li> <li>Improving literacy and numeracy data will always be a priority, numeracy will be a particular focus for this strategic period</li> <li>The pathways program will also be a priority. Resourcing the program to keep up with the contemporary nature of further study and the workforce, will be a focus</li> </ul>



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<b>Goal 1</b>	Improve student numeracy outcomes.
<b>Target 1.1</b>	<p>NAPLAN – Numeracy Benchmark growth</p> <ul style="list-style-type: none"> <li>• By 2026, the percentage of students meeting or above NAPLAN benchmark growth in Numeracy Year 7 to Year 9 will increase from per cent (2021) to 75 per cent.</li> </ul> <p>Priority Cohort – Equity Funded</p> <ul style="list-style-type: none"> <li>• By 2026, the percentage of equality funded students above NAPLAN benchmark growth in Numeracy Year 7 to Year 9 will increase from 8 per cent (2021) to 16 per cent.</li> </ul>
<b>Target 1.2</b>	<p>NAPLAN – Numeracy Top 2 Bands</p> <ul style="list-style-type: none"> <li>• By 2026, the percentage of students achieving the top two bands in NAPLAN Numeracy Year 9, will increase from 8 per cent (2021) to 16 per cent.</li> </ul> <p>Priority Cohort – Female</p> <ul style="list-style-type: none"> <li>• By 2026, the percentage of Year 9 female students achieving the top two bands in NAPLAN Numeracy, will increase from 3 per cent (2021) to 13 per cent.</li> </ul>
<b>Target 1.3</b>	<p>By 2026, the learning measured by teacher judgment for Year 7 to Year 10 students assessed above age expected level will increase;</p> <ul style="list-style-type: none"> <li>• Measurement and Geometry from 10 per cent (2021) to 19 per cent</li> <li>• Number and Algebra from 11 per cent (2021) to 10 per cent</li> <li>• Statistics and Probability from 13 per cent (2021) to 21 per cent.</li> </ul>

<b>Target 1.4</b>	<p>By 2026, increase the VCE mean study score across studies of VCE Mathematics;</p> <ul style="list-style-type: none"> <li>• General Maths* from 25.74 (2021) to 27</li> <li>• Mathematics Methods from 24.69 (2021) to 26</li> <li>• Specialist Mathematics from 26.40 (2021) to 28</li> <li>• Foundation Mathematics from <i>(insert benchmark)</i> 2022 to <i>(insert target)</i></li> </ul> <p><i>*Note Further Math has been renamed to General Math as of 2022</i></p>
<b>Target 1.5</b>	<p>By 2026, increase the percentage of students receiving a satisfactory in the VCE Vocational Major Numeracy from <i>(insert benchmark)</i> 2023 to <i>(insert target)</i>.</p>
<b>Target 1.6</b>	<p>By 2026, increase the senior school completion rates;</p> <ul style="list-style-type: none"> <li>• VCE from 96 per cent (2021) to 98 per cent</li> <li>• VCE VM from <i>(insert benchmark)</i> 2023 to <i>(insert target)</i></li> <li>• VPC from <i>(insert benchmark)</i> 2023 to <i>(insert target)</i>.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document, and embed agreed whole-school, evidenced based instructional practices for numeracy.
<b>Key Improvement Strategy 1.b</b>	Build teacher capacity to deliver the numeracy curriculum across all key learning areas.

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Deepen the capacity and confidence of all staff to use data to inform their practice.</p>
<p><b>Goal 2</b></p>	<p>Improve student literacy outcomes</p>
<p><b>Target 2.1</b></p>	<p>NAPLAN – Literacy Benchmark growth</p> <p>By 2026, the percentage of students meeting or above NAPLAN benchmark growth in Literacy Year 7 to Year 9 will increase;</p> <ul style="list-style-type: none"> <li>• Reading from 60 per cent (2021) to 70 per cent.</li> <li>• Writing from 62 per cent (2021) to 70 per cent.</li> </ul> <p>Priority Cohort – Equity Funded</p> <ul style="list-style-type: none"> <li>• By 2026, the percentage of equality funded students meeting or above NAPLAN benchmark growth in Reading Year 7 to Year 9 will increase from 40 per cent (2021) to 75 per cent.</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2026, the percentage of Year 9 students will increase in NAPLAN Literacy by Band;</p> <ul style="list-style-type: none"> <li>• Reading top 2 bands will increase from 17 per cent (2021) to 21 per cent.</li> <li>• Reading bottom 2 bands will decrease 31 per cent (2021) to 22 per cent.</li> <li>• Writing top 2 bands will increase from 8 per cent (2021) to 16 per cent.</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing bottom 2 bands will decrease from 46 per cent (2019) and 41 per cent (2021) to 38 per cent.</li> </ul> <p>Priority Cohort – Males</p> <ul style="list-style-type: none"> <li>• By 2026, the percentage of Year 9 male students achieving the in the bottom top two bands in NAPLAN, will decrease from 53 per cent (2021) to 41 per cent.</li> </ul>
<b>Target 2.3</b>	<p>By 2026, the learning growth measured by teacher judgment for Year 7 to Year 10 students assessed above age expected level at semester 2 will increase;</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 16 per cent (2021) to 20 per cent.</li> <li>• Speaking and listening from 8 per cent (2021) to 12 per cent.</li> <li>• Writing from 11 per cent (2020) to 19 per cent.</li> </ul>
<b>Target 2.4</b>	<p>By 2026, increase the VCE mean study score across studies of VCE English</p> <ul style="list-style-type: none"> <li>• English from 26.20 (2021) to 28.</li> <li>• English Language from 23.86 (2021) to 27.</li> <li>• Literature from 24.47 (2021) to 27.</li> <li>• Foundation English from (insert benchmark) 2022 to (insert target).</li> </ul>
<b>Target 2.5</b>	<p>By 2026, increase the percentage of students receiving a satisfactory in the VCE Vocational Major Literacy from (insert benchmark) 2023 to (insert target).</p>
<b>Target 2.6</b>	<p>By 2026, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors;</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 41 per cent (2021) to 53 per cent.</li> </ul>

	<ul style="list-style-type: none"> <li>• Collective efficacy from 56 per cent (2021) to 68 per cent.</li> <li>• Understand how to analysis data from 61 per cent (2021) to 65 per cent.</li> <li>• Monitoring effectiveness of using data from 59 per cent (2021) to 78 per cent.</li> <li>• Moderate assessment tasks together from 68 per cent (2021) to 85 per cent.</li> <li>• Understanding formative assessment from 59 per cent (2021) to 71 per cent.</li> </ul>
<b>Target 2.7</b>	<p>By 2026, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors;</p> <ul style="list-style-type: none"> <li>• Stimulating learning from 47 per cent (2021) to 59 per cent.</li> <li>• Differentiated learning challenge from 49 per cent (2021) to 57 per cent.</li> <li>• Self-regulation and goal setting from 51 per cent (2021) to 66 per cent.</li> <li>• Sense of confidence from 50 per cent (2021) to 67 per cent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further embed literacy capability across all learning areas.
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and adapt the school’s instructional model to embed a trauma informed approach.

<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further develop shared instructional leadership practices to build high expectations, increase consistency and monitor agreed practices.</p>
<p><b>Goal 3</b></p>	<p>Strengthen the resilience of all students.</p>
<p><b>Target 3.1</b></p>	<p>By 2026, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors;</p> <ul style="list-style-type: none"> <li>• Resilience from 6 per cent (2021) to 18 per cent.</li> <li>• Sense of connectedness from 43 per cent (2021) to 57 per cent.</li> <li>• Student voice and agency from 32 per cent (2021) to 48 per cent.</li> <li>• Emotional awareness and regulation from 61 per cent (2021) to 65 per cent.</li> <li>• Attitudes to attendance from 69 per cent (2021) to 78 per cent.</li> <li>• Managing bullying from 44 per cent (2021) to 52 per cent.</li> </ul>
<p><b>Target 3.2</b></p>	<p>By 2026, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors;</p> <ul style="list-style-type: none"> <li>• Student connectedness from 84 per cent (2021) to 88 per cent.</li> <li>• Confidence and resiliency skills from 81 per cent (2021) to 85 per cent.</li> <li>• Student motivation and support from 65 per cent (2021) to 76 per cent.</li> <li>• Student agency and voice from 77 per cent (2021) to 81 per cent.</li> </ul>
<p><b>Target 3.3</b></p>	<p>By 2026, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors;</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 79 per cent (2021) to 83 per cent.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff safety and wellbeing consultation and participation from (insert benchmark) 2022 to (insert target).</li> <li>• Build resilience and a resilient, supportive environment (insert benchmark) 2022 to (insert target).</li> </ul>
<b>Target 3.4</b>	By 2026, decrease the percentage of students with 20 or more days absent from 36 per cent (2019) and 38 per cent (2021) to 24 per cent.
<b>Key Improvement Strategy 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and update the whole school approach to teaching critical thinking skills and developing student problem solving capabilities.
<b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school tiered approach to student agency in learning and wellbeing.
<b>Key Improvement Strategy 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a proactive wellbeing strategy across the school that improves the engagement, wellbeing and resilience of students.