

# 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><b>Legislative context for endorsement</b></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

### Philosophy

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 of initiative, self-discipline and personal integrity are reinforced through a carefully considered welfare policy. A key feature of student behaviour is mutual respect which includes positive and non-discriminatory relationships between boys and girls. Self-discipline, responsible behaviour and commitment to worthwhile goals are the main foundations of the school's educational philosophy/outlook. Considerable emphasis is placed on academic achievement within the school program. Academic excellence is the cornerstone of a worthwhile education. Career education, work experience and the development of skills in self-directed research serve to reinforce outstanding academic outcomes.

### Purpose

Lilydale High School is committed to:

- 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

### Values

The values that underpin the guiding principles and beliefs at Lilydale High School include:

- Initiative
- Integrity
- Self discipline
- Positive relationships between all school community members can be observed as this underpins the daily interactions

Environmental Context	<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 2 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, and 4 Integration Aides.</p> <p>The total student enrolment in 2014 was 2120. 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 has been classroom practice, questioning techniques, a variety of teaching strategies, integration of ICT, use of data to inform teaching, moderation, in-house professional learning focussed on evidence based practice, and coaching. The weekly meeting schedule allows teachers to meet regularly with Year Level Coordinators to discuss learning strategies and classroom management. Key Learning Area meetings also focus on classroom practice rather than administrative matters.</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. A new performing Arts Centre is currently beginning construction and will be ready for use by mid-2015. Development of the school's ICT infrastructure has continued during the plan period, most recently including the installation of a projector in every room. 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.</p> <p>The SFO is 0.4379 in 2014 and has remained largely unchanged during the review period.</p>

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

## 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.
<b>Achievement</b>  Achievement refers to both the absolute levels of learning attainment and growth in student learning that	To improve student achievement across the whole curriculum, particularly in Literacy and Numeracy,	Teachers demonstrate evidence of the implementation of the instructional model in their PDP	1. Enable all teachers to consistently implement the agreed Lilydale HS instructional

<p><b>schools strive to support.</b></p> <p><b>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</b></p>	<p><b>and across all ability and Year 7-12 levels, ensuring that each student is appropriately challenged and supported to achieve their personal best.</b></p>	<p><b>All VCE teachers engage in the VCE data review program</b></p> <p><b>There is closer alignment of the AusVELs teacher judgements and AusVELs on demand</b></p> <p><b>VCE data targets:</b></p> <p><b>Mean VCE study scores across all subjects is equal to or above 29.</b></p> <p><b>Percentage of study scores of 40 or more be 5% or above.</b></p> <p><b>Year 9 NAPLAN data targets:</b></p> <p><b>NAPLAN learning gain measure be less than the threshold value in numeracy over the course of the 4 year strategic plan.</b></p> <p><b>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.</b></p>	<p><b>model across Years 7-12.</b></p> <ol style="list-style-type: none"> <li><b>2. Further build teacher capacity to more effectively interpret and use a broad range of data and evidence to ensure the curriculum is differentiated across all domains and levels to better cater for individual learning needs.</b></li> <li><b>3. Continue to build teachers' capabilities to integrate the use of ICT across the curriculum to facilitate more stimulating learning, 21st century skill building and higher levels of student engagement.</b></li> <li><b>4. Stretch the Literacy and Numeracy skills of every student at every level of capability across the school.</b></li> <li><b>5. Further build teacher capacity for making more consistent and accurate assessment judgements through greater use of common assessment tasks, shared criteria, rubrics, cross marking, moderation, on demand testing, the use of regular and effective feedback</b></li> </ol>
---	---	--	---

			and by establishing explicit moderation protocols.
<p><b>Engagement</b></p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To create a stimulating learning environment where there are increased opportunities for higher levels of student motivation, learning confidence and more active involvement in learning (cognitive engagement).</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>	<ol style="list-style-type: none"> <li>1. Increase student cognitive engagement and their capacity to be more independent, motivated, confident, active and resilient learners.</li> <li>2. Further enhance student pathways and transitions as students move through the school.</li> <li>3. Increase parent and community engagement and connection to the school.</li> </ol>
<p><b>Wellbeing</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment</p>	<p>To continue to foster a safe and supportive environment and culture, one that promotes positive relationships and connectedness and</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>	<ol style="list-style-type: none"> <li>1. Continue to improve student attendance, particularly across Years 7-10.</li> <li>2. Continue to strengthen the</li> </ol>



<p>for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>supports the development of students' social and emotional skills so that they are well placed for success now and beyond school.</p>		<p>school's wellbeing programs and positive school culture so that the students' pride in, connectedness to, and sense of belonging in the school is enhanced.</p> <p>3. Enhance student leadership opportunities.</p>
<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To effectively allocate and use resources (human, physical and financial) to achieve the goals in Achievement, Engagement and Wellbeing as set out in the SSP 2015-2018.</p>		<p>1. Review the school's structures including the roles and responsibilities of all leaders, how the timetable is organised, the role and responsibilities of Education Support (ES) staff, etc. to better ensure achievement of the specified goals and strategies outlined in the new SSP.</p> <p>2. Continue to invest in leadership development and staff professional learning as a priority, ensuring that knowledge transfer and succession planning are built into leadership development and staff professional learning processes.</p>

			<p><b>3. Continue to resource new ICT trends and developments (including Compass) to ensure an innovative ICT environment which supports students' and teachers' learning, to better track the progress of students as they move through the school and to enhance the communication between home and school.</b></p> <p><b>4. Review the current wellbeing program to ensure adequate resources and the program structures can meet the increased demand given the increased number of enrolments over the review period.</b></p>
--	--	--	--

### 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"> <li>▪ Develop instructional model through consultation with teaching staff.</li> <li>▪ Continue to implement Bastow literacy and numeracy initiatives from years 7-9 and introduce at year 10</li> <li>▪ Continue to drive use of ICT in teaching and learning through introduction of a range of ICT options including reflective websites for all students year 7-10.</li> <li>▪ Continue with the VCE data initiative that involves all VCE teachers: examination of GAT scores and data use to enhance teaching strategies</li> <li>▪ Continuous online reporting commences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instructional model displayed in all classrooms across the school, teachers using it consistently</li> <li>▪ Students in years 7 – 10 engaging with the writer's notebook and writing folio processes in class</li> <li>▪ Students will set up an individual website to use regularly to store assessment items and other resources.</li> <li>▪ All VCE teachers include the VCE data interview process as part of their PDP</li> <li>▪ A greater % of teachers are using a suite of ICT options</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Introduction of school based electronic resources for Maths</li> <li>▪ Teachers working in triads to develop consistent teaching strategies across KLAs based on the instructional model</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students using the resources developed by teachers in every maths class</li> <li>▪ Regular observations of each member of the triads – recorded as part of the PDP</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Introduction of school based electronic resources for Science subjects</li> <li>▪ Review and refine the use of data to improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students able to access their course work via online sources</li> <li>▪ Leadership team to complete the review</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>▪ Introduction of school based electronic resources for Humanities subjects</li> <li>▪ Review and prepare the self evaluation for the next Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students able to access their course and work via online sources</li> <li>▪ Self evaluation prepared</li> </ul>
Engagement	Year 1	<ul style="list-style-type: none"> <li>▪ Every student year 7 – 10 to set up a learning place website to encourage reflective learning</li> <li>▪ Students and parents engage in 3 way conferencing earlier to change the focus to two way information</li> <li>▪ Introduction of Compass to students and parents through workshops</li> <li>▪ Increased involvement of the SRC in school based planning</li> <li>▪ Continue to strengthen partnerships with VET providers and local business</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Websites set up by week 3, term 1 2015</li> <li>▪ 3 way conferencing to move to week 5, term 1 2015. Focus to be on two way information between parent/student and teacher.</li> <li>▪ Students, parents and teachers regularly accessing and using all Compass functions.</li> <li>▪ Attendance at all network meetings</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Increase in the number of student led activities – regular focus groups</li> <li>▪ Introduction to curriculum committee a “Trends in Education and the Workplace’ initiative</li> <li>▪ VCE orientation to be held at Melbourne university</li> <li>▪ Interview skills workshops year 10</li> <li>▪ Continue to strengthen partnerships with VET providers and local business</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students involved in organising and implementing activities from each KLA</li> <li>▪ Trends in education and workplace as a standing item at CC</li> <li>▪ Survey students to ascertain the success of orientation</li> <li>▪ All Year 10 students involved in a workshop</li> <li>▪ Attendance at all network meetings</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ UN student conference to be held at LHS</li> <li>▪ Interview skills workshops for year 8 and 9 students</li> <li>▪ Continue to strengthen partnerships with VET providers and local business</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student conference to take place in May with surrounding schools</li> <li>▪ Every student to be involved in a MIPS interview and interview skills workshops</li> <li>▪ Attendance at all network meetings</li> </ul>

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

	Year 2	<ul style="list-style-type: none"> <li>▪ Review the 6 period day</li> <li>▪ Continue to engage with Bastow Institute courses for leadership development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Six period day has been considered in the context of the changing nature of classroom activities and use of IT</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Review the wellbeing structures across the school</li> <li>▪ Review the VCE 'bring your own' device program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership team to review in semester one</li> <li>▪ VCE team/ curriculum team to review device program</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review and prepare the self evaluation for the next strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self evaluation prepared</li> </ul>