

# Lanyon High School

## Annual Action Plan Report 2017

### Context

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The 2017 calendar year was the first in implementation of the Strategic Plan 2017-2021 after School Review in 2016. The two priorities of the new Strategic Plan focused on building high academic expectations and increasing parent/carer involvement in the school. The recommendations from school review focused on building a culture of high expectations and quality learning. This included; developing a coaching and mentoring model for staff, building the capacity of teachers to use data to differentiate teaching and learning with specific mention of meetings the learning needs of high achieving students and ensuring that specific improvements were sought in measurable student learning outcomes.

The most challenging aspect of 2017 was the impact of several changes to the senior leadership team. The substantive principal retired at the end of semester 1, there was an acting principal in term 3 and a new principal appointed at the start of term 4. Also in semester 1 the deputy principal was seconded out of the school for the majority of the semester. Some difficulty was experienced in achieving the goals of the Annual Action Plan as there was not always clear alignment between the Key Performance Indicators and the Specific Actions associated with the Key Improvement Strategies. Progress was made on a number of Key Improvement Strategies as a result of the commitment of the executive staff and their actions in enacting many of these strategies.

### Methodology

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In preparing this report a range of sources of data were collected and the principal met with each executive teacher. Quantitative data sources included;

- NAPLAN data
- Grade and attendance data from MAZE
- PAT Comprehension and Mathematics data
- Satisfaction and Climate survey data
- Attendance data for specific groups, clubs and activities
- Staff survey data from an end of the year regarding the Key Improvement Strategies.

Meetings with the executive teachers provided anecdotal feedback on the effectiveness of the correlation between Key Improvement Strategies (KIS), Specific Actions and Key Performance indicators. These meetings also gave information about the progress towards certain goals and factors that may have inhibited this progress. A staff survey was designed that sought feedback from all teachers about their perceived progress towards the KIS. It included both qualitative and quantitative data on each KIS.

# Evaluation of Performance

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## Priority 1

*Build student ethos to have high expectations and a commitment to academic excellence*

### Targets

NAPLAN target Year 7 Reading - 521 +/- 12 Year 7 Numeracy 505 +/- 10 Year 9 Reading 562 +/- 12 Year 9 Numeracy 555 +/- 10	Results from 2017 Year 7 Reading – 496 Year 7 Numeracy - 492 Year 9 Reading – 555 Year 9 Numeracy - 555
80 percent of students receiving 4+ A - C grades	Year 7 - 81% Year 8 - 78% Year 9 - 67% Year 10 - 71%
90 percent of students moving up a band in NAPLAN	38 (68%) moved up one or more bands out of 56 students participated in year 7 and year 9.
Track top 10 students in each year group - PAT data growth	Not completed.
80 percent of students, staff and parents believe that Lanyon High school is providing good education Progress	83% agree or strongly agree parent is “satisfied with my child’s education at this school”. 88% staff 66% students

### **KIS: Build teacher capabilities to implement common pedagogical practices:**

Staff meetings concentrated as much as possible on professional learning that focussed on variation pedagogical practices. During the first half of the year particular attention was given to the use of Learning Intentions and Success Criteria as well as making adjustments for students with special learning needs. Professional learning also included building staff capacity to have high expectations in the classroom in terms of student behaviour and commitment to learning. In the second half of the year the Curriculum Section of Education Support Office (ESO) provided a series of sessions that focussed on the Australian Curriculum and assessing against the Achievement Standards.

Ensuring that all curriculum documents are clearly aligned to the Australian Curriculum is still progressing. Curriculum Banks use their meeting times to continue with this work and to provide opportunities for moderation of assessment tasks.

All teachers completed an action research project and presented this to small groups of staff as part of the Lanyon Cluster Action Learning Mini Conference. Staff worked individually or small groups to present action research that was performed on a class during the year. The presentation included evidence of comprehensive background research and effectively use of the collection and analysis of data. Some of the data collected related to performance data and some on student perception data. Staff were able to combine their background research with their investigation to draw clear conclusion from their action research task.

**KIS: Strengthen capacity of executive to ensure high expectations of all staff, including admin staff.**

Some progress was made in building the capacity of executive teachers to provide targeted support and growth of both teaching and non-teacher staff. Various models of coaching styles were investigated but no particular model was adopted. All staff undertook formal professional development plan conversations and goals were defined and reflected upon.

**KIS: Establish a school wide data plan**

A comprehensive data plan was developed, with extensive linkages to a range of data collected including; grades, student attendance, PAT Reading, PAT Mathematics, NAPLAN, Learning intentions and some community activities.

**KIS: Develop a culture that reflects high expectations in classrooms with a focus on learning**

Extensive lesson observations occurred between classroom teachers and by executive teachers of classroom teachers. Observations focussed on the beginnings of lessons, in particular the use of Learning Intentions and the behaviours of the teachers that established behavioural expectations at the start of each lesson. Results from the end of year staff survey indicate the most staff have been observed and observed others. Also, most staff received effective written feedback based on being observed from which they were able to act upon to improve their pedagogy.

The implementation of The Lanyon Way has allowed the school community to develop actions that relate to the values of the school; *Student empowerment, Respectful relationships, Pride in our community & Resilience*. The Lanyon Way states certain behaviours that staff and students will adhere to at all times. This has been a useful tool in conversation with students who need assistance to clarify how that can continue to have respectful relationship within the Lanyon High School community.

**KIS: Focus on STEM and extension/enrichment programs**

Numeracy clubs were established and activities made available to students that focused on academic enrichment and extensions. These included STEM club, Drama club, Writing enrichment, ANU Enrichment Data and Dance Nation. Most were designed and facilitated by teachers and other Lanyon High School staff.

## Priority 2

Strategic plan version: *Increase active involvement of parents and carers in their child's learning*  
 AAP version: *Encourage students and parents to be active members of the school and local community by strengthening partnerships*

Targets; by the end of 2018 the school will achieve:

80 percent of students receiving 4+ A - C grades	Year 7 - 81% Year 8 - 78% Year 9 - 67% Year 10 - 71%
80 percent attendance	Year 7 – 86% Year 8 – 88% Year 9 – 88% Year 10 – 85%
WEX 90 percent of year 10 students complete work experience	78 out of 91 students attendance WEX – 86%

### **KIS: Engage parents/carers in a partnership with the school**

Numerous events were held at Lanyon High School with high levels of attendance and participation from the community. These include parent teacher nights, principal's breakfasts, a year 7 parent welcome evenings and student performance events. The most notable community event was LanFest, a twilight fair with numerous stalls. The event was well attended and created a positive community feel at the school

The two most other effective means of parent communication was that of the school Facebook page and the use of the G-suite guardian summaries. The first mechanism was used to keep parents informed of upcoming events and successes across the school. The Lanyon High School page has 831 followers. Parents regularly use the private message function to communicate with the school and there was a 100% response rate to enquiries within one hour of a private message being received. The second mechanism assists parents and carers to monitor the progress of their child/ren in completion and submission of major class tasks.

### **KIS: Individualise student learning by offering opportunities to link with the community**

A range of community programs were offered and accepted by a number of students. Some of which include; Menslink mentoring, Farm Skills at Dairy flat, Lanyon Community Centre mentoring programs and Young Carers. A large number of students participated in various careers and transitions programs including; Work experience (WEX), Road Ready, ASBA's and Vocational Learning Options (VLOs). Data relating to these is as follows;

- WEX – 78 out of 91 year 10s participated with a average of 5.8 days per student
- ASBAs – 5 students were engaged with ASBAs and 3 in studies of Certificate II courses.
- FLOs – 14 students completed Vocational Learning Option courses in such areas as hospitality, hair dressing and child care
- Road Ready – 81 student completed the course

- White card training – 16 students achieved their white card.

The theme that runs through the pastoral care program in years 7 to 9 is 'giving'. This culminates in year 9 with the 'Giving Expo' in week 10 of term 3. Students in year 9 develop a community based project that focuses on giving to the community. Students present their projects to and receive feedback from the Lanyon High School community at the two day Expo. Community members who attend this expo include Lanyon High School staff and students from other year levels, Lanyon Cluster primary school students in years 5 and 6, parents, local politicians and local community members. Giving projects ranged from knitting beanies for children with cancer, to volunteering time at local primary schools or charity organisations.

- 97% of year 9 students participated in a giving project
- 95% of year 9 students presented their giving projects at the community Expo.