Lanyon High School

Network: Tuggeranong

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Reporting against our priorities

Priority 1:   Improve reading, writing and numeracy

Targets or measures

By the end of 2021 we will achieve:
- Increase the percentage of students who achieve expected growth in NAPLAN year 9 writing from 38% to 58%
- Increase the percentage of students who achieve expected growth in NAPLAN year 9 reading from 57% to 67%
- Increase the percentage of students in the top two bands of NAPLAN year 9 numeracy from 3.2% to 11.2%

In 2018 we implemented this priority through the following strategies.

- Develop a strategic framework for the use of data to inform teaching and learning and to monitor student progress.
- Build teacher capacity to use a range of strategies for reading and writing in various subject specific disciplines.
- Use professional learning communities (PLCs) to enhance teaching through the collaborative use of action research
- Build a culture of giving and receiving feedback about all aspects of teaching and learning.
- Develop a whole school curriculum scope and sequence that includes specific learning activities to improve reading, writing and numeracy
- Develop a whole school approach to collecting evidence of learning and reporting on student achievement.

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
expected growth in NAPLAN year 9 writing	38%	50%				
expected growth in NAPLAN year 9 reading	57%	60%				
percentage of students in the top two bands of NAPLAN year 9 numeracy	3.2%	8.5%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Nil						

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Nil						

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
  This evidence shows that the year 9 2018 cohort achieved increased growth compared to the 2017 cohort. At the time NAPLAN was conducted this plan had been in place for only a few months, so it difficult to assume there is a correlation between this growth and improvements in teaching and learning practice.
- Have any of your data sources changed over time? If so, why?
  Data sources did not change during 2018.
- What implications does this evidence have for your next AP?
  Introduction of systematic use of ACER Progressive Achievement test data in Reading and Mathematics (PAT R & M) will assist in tracking student progress between NAPLAN testing events.

Our achievements for this priority

In 2018 we focussed on 6 out of the 8 Key Improvement Strategies (KIS) associated with this priority. The strategies on numeracy and differentiation were not addressed at all to provide a narrower focus on foundational work on the use of data, curriculum documentation and effective assessment strategies.

The existing data plan was re-viewed in order to organise data collection under the headings of Academic Progress, Literacy & Numeracy and Student Wellbeing. Teaching staff were provided with access to NAPLAN data by class via Sentral. PAT R & M testing was conducted, and there was a preliminary analysis of year level data.

All teaching staff conducted action research on subject specific vocabulary to build their capacity for using a range of reading and writing strategies in their teaching. Each faculty area developed strategies for ensuring students understand the nature and use of vocabulary that is required for effective learning in different subjects.

Professional Learning Communities (PLCs) were used to enhance the quality of teaching and impact of learning through action research. All action research required teachers to collect quantitative student learning data. Teachers could choose if they wished to also collect qualitative and/or perception data. All staff presented their research and included reflections on how the findings of their research will influence future teaching and learning.

All executive teachers observed the staff that they supervise at least once per term and provided written feedback. Contract staff were also observed and provided with feedback. Most of the feedback focussed directly on the AITSL Teaching Standards.

A template for documenting the scope and sequence of all subject areas was identified. Draft scope and sequence were created in most subject areas, with the exception being Japanese due to staff changes.

Executive teachers were provided with one-on-one training sessions to build their capacity to lead their respective faculties in aligning assessment tasks to the Achievement Standards (AS) of the Australian Curriculum (AC). Faculties were provided with release time to analyse and modify assessment tasks, as well as develop assessment rubrics on a 5-point scale that aligned to the AS.

Challenges we will address in our next Action Plan

Teacher professional learning on data analysis was limited throughout the year due to staff turnover of school leaders with expertise in this area. In 2019 a Professional Learning plan will be developed in order to ensure that there is a systematic approach to building the capacity of teachers to access and interpret NAPLAN and PAT R & M data at a whole school and class level.

Building teacher capacity to teach reading and writing in 2019 will occur through Professional Learning Communities by conducting action research. This will build on the action research that was conducted in 2018.

In 2019 we will provide professional learning that deepens teachers' understanding of the intent of PLCs based on the Du Four model. Action research will continue to focus on improving reading or writing that is subject specific.

The type of written feedback provided for teachers in 2018 was at the discretion of their executive teachers and so in 2019 their will be a refocus on the use of the Quality Teaching Model in order to provide consistent, objective feedback for teachers. Also, all staff will be provided with professional learning on QTM and participate in instructional rounds that include a response-to-feedback element.

A review of the scope and sequence curriculum documents will take place in 2019 in order to ensure there are consistent levels of detail for each subject area. The recruitment of an experienced Japanese teacher will assist in ensuring the Japanese curriculum is documented. Unit planners will be linked to scope and sequence document and that these planners will include subject specific literacy learning activities.

Significant progress was made by teachers to ensure that major assessment tasks were clearly aligned to the AS of the AC. Work will continue on this area in future. The next challenge is to ensure there is a consistent understanding of the nature of formative assessment in order to continuously collect evidence of learning.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Priority 2: **Ensure all students have pathways for success**

Targets or measures

By the end of 2021 we will achieve:

- Australian School Climate and School Identification Measurement Tool – questions relating to overall 'Student Relations' who respond with either 'Excellent' or 'Adequate' increases from a total of 69.7% to 79.7%.
- Student School Satisfaction Survey question; 'Student behaviour is well managed at this school' increases from 24% to 44%.
- Student School Satisfaction Survey question; 'My school takes students opinions seriously' increases from 43% to 73%.
- Staff School Satisfaction Survey question; 'Staff involve students in decisions and planning' from 64% to 84%

In 2018 we implemented this priority through the following strategies.
- Implementation of whole school Positive Behaviour for Learning practices.
- Creation of a whole school scope and sequence of wellbeing and pastoral care curriculum that is aligned to the capabilities of the Australian Curriculum.
- Creation of Continuum of Education Support (CES) model that meets the needs of a range of learners;
    - Identify a suite of community support programs that identify specific outcomes for students
    - Engage students in careers and pathways planning
    - Develop a flexible learning program

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Nil						

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
'Student Relations' who respond with either 'Excellent' or 'Adequate' increases from a total of 69.7% to 79.7%.	69.7%	-				
'Student behaviour is well managed at this school' increases from 24% to 44%.	24%	21%				
Student School Satisfaction Survey question; 'My school takes students opinions seriously' increases from 43% to 73%.	43%	47%				
Staff School Satisfaction Survey question; 'Staff involve students in decisions and planning' from 64% to 84%	64%	-				

Analysis → Priorities → Strategies → Actions → Impact (for student)

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Nil						

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
  The comparative data that was able to be collected indicates that actions taken in 2018 had limited positive impact.
- Have any of your data sources changed over time? If so, why?
  Changes to the providers and data aggregation of the Climate and Satisfaction survey have meant that the measures used need to be adjusted in relation to certain statements that were being monitored.
- What implications does this evidence have for your next AP?
  The data collected shows a small improvement in the nature of student voice across the school. It also shows a small decrease in students' perceptions about behaviour management. Each of these trends align with the nature of events that occurred during the school year. Student forums were run with more rigour and feedback provided to staff in a staff meeting. Several changes in key members of the leadership throughout the year were likely to impact on students' perceptions of behaviour management.

Our achievements for this priority

In 2018 we focussed on 3 of the 4 Key Improvement Strategies (KIS) in order to have a narrow focus. The key areas of focus were; ongoing implementation of the Positive Behaviours (PBL) for Learning program, a review of the Pastoral Care curriculum and the development of the Continuum of Education Support model for Lanyon High School.

The student and staff consultation process for PBL non-classroom-based behaviours was effective in developing the matrix and implementation process. Students spent time in pastoral care lessons, and particularly in the Year 10 Leadership class, reviewing the non-classroom behaviour matrix and feedback was used to adjust these behavioural expectations. Lessons were prepared for students that will be delivered through pastoral care lessons and professional learning was provided for both teaching and non-teaching staff.

The Pastoral Care (PC) curriculum was reviewed and a new scope and sequence was developed. Time was provided as a priority at each staff meeting for pastoral care teams to meet and ensure confidence in the intended learning outcomes of each PC lesson.

Significant progress was made in the development of a Continuum of Education Support (CES) model that provides a variety of flexible learning pathways. A new timetable was developed for the 2019 school year, a qualified careers teacher was recruited, and plans were drafted for the refurbishment of a portable classroom that can be used to facilitate flexible learning programs.

Challenges we will address in our next Action Plan

In 2019 we will continue to focus on the same 3 KISs in order to ensure effective implementation and completion of the associated actions.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

For PBL, the next steps will be implementation of the non-classroom behaviour matrix, implementation of a rewards system and consultation around the classroom based behavioural expectations. Each of these involves structured lessons through pastoral care classes and time in year assemblies and whole school assemblies to explain all of these elements.

The reviewed pastoral care curriculum will be delivered and will require systematic reflection and feedback from students and staff. Along with this, more professional learning will be provided to staff to ensure they have the capacity to collect and analyse student wellbeing data as it relates to the pastoral care program.

The CES will be implemented and include identification and training for key staff who will case manage students. An intake process will be developed to ensure students are supported in finding a flexible learning pathway that meets their needs. The portable classrooms will be refurbished in order to provide suitable spaces and resources for the CES.

Analysis → Priorities → Strategies → Actions → Impact (for student)