



Lanyon High School Board Report 2015



LANYON HIGH SCHOOL



Learning as a community • Striving for excellence

★ 1996-2016 Celebrating 20 Years of Excellence in Public Education
A community fostering excellence in learning, inclusivity and active citizenship

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The school website is <http://www.lanyonhs.act.edu.au>.

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Introduction to School

Lanyon High School, established in 1996, is situated at the southern end of the Tuggeranong Valley in Canberra and is a member of the Lanyon Cluster of Schools and a founding member of the Murrumbidgee Learning Academy (MLA). The school vision is complemented by the cluster and MLA vision which focuses on quality teaching and learning, culture and relationships, leadership and collaboration, and evidence.

The foundation of our curriculum at Lanyon High School is a strong focus on literacy and numeracy in all areas of the curriculum. Students can study Japanese and a wide range of electives in years 9 and 10, including the visual and performing arts, hospitality, outdoor education, information communication technologies, multimedia, horticulture and sustainability. Leadership opportunities for senior students within the curriculum include the Sports Leadership and Community Leadership classes. Extension opportunities for students are embedded into learning elements, our units of work, in all areas of the curriculum, with specialist extension classes in senior Mathematics, senior English and recently introduced in junior and senior Science.

There are many opportunities for student leadership and extension in extra-curricular activities, including sport, dance, drama, music, debating, chess, and to study vocational education and training courses, work experience and Australian School Based Apprenticeships. We have also developed community partnerships with organisations such as Lanyon Community Centre, University of Canberra, Questacon, Australian National University and Tuggeranong Arts Centre to further enrich student learning.

Teachers set high expectations for students in their learning and provide quality individual feedback through Assessment for Learning. Using the Learning by Design framework to design teaching and learning, teachers work collaboratively to ensure educational programs are inclusive and of high intellectual quality. Lanyon High School strives to challenge, support, engage, motivate and value all students as individuals who are connected to their community. Our goal is to prepare students to be active citizens in contemporary society and to be lifelong learners. This aligns with the vision of the Lanyon Cluster of Schools and ensures that the teaching and learning is cumulative and coherent from preschool to year 10, supporting students' transition in learning from year 6 to year 7.

Lanyon High School provides a safe environment and establishes quality relationships between people through cooperative learning, restorative practices, and embedding values education in the curriculum, particularly focusing on 'giving'. Our Student Services team which includes an executive teacher, a pastoral care coordinator, counsellor, youth worker, school nurse and student welfare officer, support students as individuals, always focusing on connecting them to their learning.

Student enrolment

In 2015 there were a total of 354 students enrolled at this school.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	191
Female	163
Indigenous	14
LBOTE	46

Source: Planning and Performance, December 2015

The population of Lanyon High School has steadily declined over recent years reflecting the changing demographic of the Lanyon Valley and declining enrolments in all three feeder primary schools. The population of Lanyon High School in 2015 decreased by 50 students compared to 2014. We expect the population to stabilise next year with a small cohort of approximately 86 year 7 students. There continues to be an increase in the number of students coming to Lanyon High School from Bonython Primary School.

Student attendance

The following table identifies the attendance rate of students by year level during 2015. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
7	90.0
8	87.0
9	89.0
10	85.0

Source: Planning and Performance, December 2015

At Lanyon High School student attendance is monitored through an attendance roll being taken at the beginning of every lesson. Variations to the morning attendance record are sent through to Student Services, where parents are notified if required. Parents are sent an SMS text message if their child has not arrived at school and the school has not been notified.

Longer term absence is monitored in the first instance by Pastoral Care (PC) teachers. After three days of unexplained absence the PC teacher will call home to parents. Where absence is persistent and the student requires additional support, parents are contacted by the Pastoral Care Advisor or Student Services staff and further support is provided. This may result in parent interviews, Individual Learning Plans for students, referral to outside agencies, referral to the school psychologist, nurse of youth worker, and notification to the Education and Training Directorate.

In 2013 Lanyon High School implemented a *Year 10 Certificate* Policy. This policy addresses the three criteria for gaining a year 10 Certificate, one of which is satisfactory attendance. The Lanyon High School policy states that 90% attendance is required by students in years 9 and

10, unless a medical certificate can be provided by a health professional. Attendance rates at all year levels increased.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

100 percent of all Lanyon High School teaching staff have a certificate, diploma or degree.

56 percent of the teachers have completed postgraduate study.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	56

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

In 2015 there was 34 teaching staff. The full time equivalent was 31, with 0.8 being temporary. There are 12 non teaching staff and this recorded at 10.5 full time equivalent.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	34
Teaching Staff :Full time Equivalent Permanent	31.0
Teaching Staff :Full time Equivalent Temporary	0.8
Non Teaching Staff (Head Count)	12
Non Teaching Staff :Full time Equivalent	10.5

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staffs at this school.

Note: * Indigenous staff are reported where the staff member has self identified.

Volunteers

There were no volunteers working at Lanyon High School on a regular basis in 2015.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be reviewed in 2016. A copy of their most recent validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2015 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2015, 82 percent of parents and carers, 100 percent of staff, and 69 percent of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 28 number of staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

Item	(%)
Teachers at this school expect students to do their best.	96
Teachers at this school provide students with useful feedback about their school work.	96
Teachers at this school treat students fairly.	93
This school is well maintained.	100
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100

Item (cont)	(%)
Student behaviour is well managed at this school.	89
Students like being at this school.	89
This school looks for ways to improve.	100
This school takes staff opinions seriously.	89
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	93
This school works with parents to support students' learning.	89
I receive useful feedback about my work at this school.	71
Staff are well supported at this school.	86

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 45 number of parents who took part in the survey are tabled below.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	89
Teachers at this school provide my child with useful feedback about his or her school work.	82
Teachers at this school treat students fairly.	80
This school is well maintained.	87
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	59
My child likes being at this school.	87
This school looks for ways to improve.	82
This school takes parents' opinions seriously.	82
Teachers at this school motivate my child to learn.	87
My child is making good progress at this school.	82
My child's learning needs are being met at this school.	87
This school works with me to support my child's learning.	84

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 168 number of students who took part in the survey are tabled below.

Table: Proportion of students in years 7 to 10 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	73
Teachers at my school treat students fairly.	55
My school is well maintained.	52
I feel safe at my school.	55
I can talk to my teachers about my concerns.	49
Student behaviour is well managed at my school.	35
I like being at my school.	51
My school looks for ways to improve.	69
My school takes students' opinions seriously.	45
My teachers motivate me to learn.	71
My school gives me opportunities to do interesting things.	73

Source: 2015 School Satisfaction Surveys, August/September 2015

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

Learning and Assessment

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2015, 1.00 % of year 7 students and 0.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

Table: Lanyon High School 2015 NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	519	521	575	521
Writing	488	486	507	486
Spelling	511	500	551	500
Grammar & Punctuation	514	516	552	516
Numeracy	504	502	573	502

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found when reporting against our priorities.

Progress against School Priorities in 2015

Priority 1

Build teacher capacity and collaboration

Target/s

- There will be growth in the number of teachers who are at the wisdom / coaching level as indicated in teacher confidence surveys
- 90% of teachers reach a 'confident' level in implementing school wide practices by the end of 2015
- 90% of teachers meet their professional pathways goals by the end of 2015

Progress

The first of 2 key improvement strategies in this strategic priority is to **embed a whole school approach to peer mentoring, coaching, action research and lesson observations.**

An observation of every teacher by at least two peers took place each semester with written and verbal feedback provided. Teacher's and PLC executive reflect on the nature and detail of these observation processes. PLC executive collate and collect the lesson observation templates. They indicate the success against this action across the school. In addition, 71 percent of staff agreed or strongly agreed that they get constructive feedback about their practice on the school satisfaction survey.

100 percent of teachers were involved in an Action Research project in 2015, and presented their results to colleagues in the Lanyon Cluster. In addition, all teaching staff were involved in professional reading associated with their action research topic. Action Research teams (with a combination of staff from the four Lanyon Cluster schools; pre-school to year 10) met in terms one, two and three to discuss professional readings, directions and findings for improving their teaching.

The second of the key improvement strategies was to **provide differentiated and targeted professional learning for teachers**. In 2015 this included *Formative Assessment and Feedback, Literacy and Numeracy and Using data to inform practice*. The professional learning timetable for staff meetings was set up and implemented early in the year using google calendar. This information was made available to all staff prior to meetings in the form of shared slides, documents and readings.

Staff identified their professional learning needs in pathway discussions in early 2015. PLC executive worked with individual teachers to find PL to address their needs. Differentiated professional learning was also available through the Monday afternoon MLA workshops in semester one. These sessions were facilitated by staff at the four Lanyon Cluster schools. Again the Professional Learning Communities played a role in overseeing professional learning and tracking teacher participation. Coaching and mentoring sessions, through the Lanyon Cluster, are provided for Executive staff. Four sessions were run in 2015 with a focus on Response to Intervention (RTI).

In terms of the targets for this strategic priority the school can proudly report that 100 percent of teachers presented action research projects.

Staff confidence surveys were carried out at the beginning and end of 2015 to measure growth in teacher capacity and whole school practice. We exceeded our target and demonstrated growth of teachers who believed they were at coaching level.

- 28 percent of teachers stated they were at wisdom/coaching level for implementing formative assessment strategies in the class. 15 percent growth from January.
- 27 percent of teachers stated they were at wisdom/coaching level for using LbD as a primary planning tool. 3 percent growth from January.
- 28 percent of teachers stated they were at wisdom/coaching level for embedding Essential Learnings and Cross Curricular Perspectives in planning documents. 18 percent growth from January.
- 33 percent of teachers stated they were at wisdom/coaching level for embedding Literacy Strategies in my teaching practice. 21 percent growth from January.
- 27 percent of teachers stated they were at wisdom/coaching level for embedding numeracy strategies. 2 percent growth from January.
- 25 percent of teachers stated they were at wisdom/coaching level for using data to inform planning and improve my teaching practice. 9 per cent growth from January.
- 27 percent of teachers stated they were at wisdom/coaching level in using common language and strategies in my class eg PEC paragraphs. 9 percent growth from January.

While we have not met our target of *90 percent of teachers reaching confident level in implementing all school wide practices*, we have achieved this in 4 areas. We have also shown growth in 6 areas out of the 7 measured.

- 91 percent of teachers reached “confident and above level” in implementing formative assessment strategies in the class. This was a 32 percent growth from January.
- 70 percent of teachers reached “confident and above level” in using LbD as a primary planning tool. This was 10 percent growth.
- 72 percent of teachers reached “confident and above level” of teachers embedding Essential Learnings and Cross Curricular Perspectives in planning documents. This was a 1 percent growth and will be a further focus in 2016.
- 94 percent of teachers reached “confident and above level” embedding Literacy Strategies in teaching practice. This was 25 percent growth.
- 91 percent of teachers reached “confident and above level” embedding numeracy strategies. In January 93% were at the confident and above level, this was a 2 percent drop in November.
- 84 percent of teachers reached “confident and above level” using data to inform planning and improve teaching practice. This was 13 percent growth from January.
- 91 percent of teachers reached “confident and above level” in using common language and strategies in my class eg PEC paragraphs. This was 10 percent growth.

Priority 2

Improve Student Learning Outcomes

Target/s

- 80 percent of students achieve 4+ A to C grades each semester
- 75 percent of students experience growth in reading and numeracy between year 7 and year 9
- 75 percent of students achieve the NAPLAN performance targets for 2015:
 - Yr7 Reading 525 ± 10
 Numeracy 505 ± 10
 - Yr 9 Reading 561 ± 12
 Numeracy 558 ± 10
- 75 percent of students demonstrate growth in years 7 and 8 in reading, writing and numeracy through school based tracking systems

Progress

The first of four key improvement strategies was to **implement quality pedagogy, which addresses high expectations, intellectual quality, student diversity, engagement and agency.**

The sharing of best practice has been further embedded through several key developments, including planned sharing at staff and curriculum bank meetings, subject audits and through technology (Google Apps for Education). Staff share their work on Google drive so that teachers who were away or would like to access more can do so. Teachers share how they are using formative assessment strategies, effective use of ICT (in particular Google Apps for Education) and teaching strategies to help enhance student achievement. In 2015 75 percent of staff have presented with the remaining 25 percent having shared last year. This practice will continue to be a priority in 2016.

Another action was to continue to embed Learning by Design (LbD) learning elements as the primary planning tool for all teaching units in the school and ensure that these are reviewed every year to include best practice. Existing Learning elements are being used across the school with experienced staff updating them and mentoring inexperienced staff in the LbD design process. The use of Learning by Design Learning Elements is widespread in Green and Red Learning Teams, with limited use in Gold Learning Teams. New and inexperienced teachers have had access to professional learning and time with the SLC Professional Practice. Professional Learning was offered in Week 0, as well as through the MLA PL.

Another action was to improve the differentiation of learning for students in every classroom. Catering for both extension and lower level students. Professional Learning was run in early term one to analyse NAPLAN, PAT and data from the classroom. From here teachers were able to create individual learning plans and focus on extending and differentiating the curriculum by creating individual learning goals for students. As well as offering extension opportunities in the classroom we have continued to grow and develop our extra curricular opportunities.

Ninety percent of students have participated in at least one extracurricular activity. There were special focus times in designated theme weeks, such as History Week, Health and PE Week, Water Week, Science Week and Book Week. This is reflected in points given as part of the Graduation and JET points systems.

In second semester we were involved in an extension program. The program was designed and run with Questacon Science and Technology Centre and their partners Raytheon to provide a challenging course. Through a combination of classroom workshops and virtual excursions students have connected with Questacon presenters and explored concepts through investigatory process. We will continue to pursue this partnership in 2016.

As identified in our subject audits the fourth part of this key improvement strategy, documenting all facets of the Australian Curriculum, with particular focus on the General Capabilities and Cross-Curricular Priorities has had mixed results. Scope and sequences and Learning Elements in English are fully documented against the cross-curricular perspectives

and general capabilities. All other areas are working to document this and it will be a focus in 2016.

In semester 2 we created our TIER 2 program to help support students in year 7 who have deficits in literacy. Staff identified student need through formative and summative assessment strategies. Although teachers were differentiating the curriculum and trying to use data to support them, they were still struggling to find the student's zone of proximal development. This program involved 14 students in 3 small groups. They were removed with parental permission from Japanese and for 2 hours each week they worked on building literacy skills. In a short time we have seen growth in the students comprehension skills with a jump of 10 points on the Comprehension PAT test. In 2016 this program will continue with students from year 8 - 10. It will be a 4 hour line with 2 hours focussing on literacy and 2 hours on numeracy. Year 7 will begin in semester 2 as we learn more about their needs.

The second of the key improvement strategies was to **strengthen formative assessment and student accountability**. In order to embed formative assessment practices through coaching in Professional Learning Communities the following occurred: professional learning in curriculum bank meetings with a focus on Assessment for Learning, and readings issued to staff as part of Action Research and school staff meetings. Executive teachers observed that staff are actively embedding and thinking about formative assessment in classroom practice.

Science and Mathematics teachers have been using capacity matrices as a formative assessment tool. The capacity matrices have been modified to suit the TREK (Trust, Respect, Empathy and Knowledge) program. Science and Mathematics teachers have experienced different levels of success with the quality and volume of work submitted through the use of capacity matrices. Most teachers in this area are now combining the use of capacity matrices with CQ rubrics and have found this a more successful assessment strategy. This will continue to be an area of focus in Science and Mathematics but other areas will continue to work with Learning by Design as their primary planning tool.

In addition, common language like the levels of self help and purpose, intent and expectation have been fully implemented into classrooms. The language is fully implemented in our lesson observations, curriculum and classroom practice.

Key Improvement Strategy three was to **embed literacy and numeracy across the curriculum**. Time was allocated in staff meetings where executive teachers and lead teachers led professional learning around Literacy and Numeracy strategies including PEC paragraphs, reading strategies, numeracy nuggets, Pear Deck and Newman's prompts. Teachers are implementing these strategies in the classroom however there has been mixed results with the documentation of this strategy, with a high percentage of learning elements having literacy embedded. The same cannot be said regarding the embedding of numeracy into learning elements. While teachers in the Gold and Green Curriculum Bank embed numeracy in some learning elements and unit outlines, teachers in other learning areas still need to focus on the documentation. In 2016 time has continued to be allocated in staff meetings, as well as this, more explicit documentation will take place linking back to the General Capabilities 'Literacy' and 'Numeracy'.

The last key improvement strategy is to **strengthen the nexus between data interpretation, planning, teaching and learning**. All teachers at Lanyon High are involved in Action Research, which include elements of data collection and interpretation. Action Research projects are an important aspect of this work facilitating a process of self-reflection, research, implementing classroom interventions and professional dialogue. The Cluster wide action research projects involve all staff with 100 percent of teaching staff, planning, implementing and presenting their work to school and cluster forums. We continue to improve the data that is collected by staff in 2016 through discussion in PLC groups, staff sharing and staff meetings.

Most teaching staff use pre and post data as the basis of their Action Research projects. Further work will continue in 2016 to strengthen the use of data to inform classroom practices. Support has been provided to all teachers to use Accelerus for recording student grades and assessment task performance. Professional Learning has also been provided for staff in using student data (NAPLAN, Accelerus, PAT) to identify student needs and inform teaching practice. Sessions on using assessment to inform practice in literacy and numeracy have been run in 2015 and a session focussed on interpreting last year's NAPLAN data was also run. Executive feedback notes that student data is also evaluated during set meeting times.

In semester 1, 2015 75 per cent of students achieved 4+ A - C grades. In semester 2, 2015 76 per cent of students achieves 4+ A-C grades. In semester 1, 2014 this was 63 percent and semester 2, 2014 was 67 percent. This means that although there continues to be an improvement, the target of "80% of students achieve 4+ A - C grades" was not achieved.

In 2015 we purchased the ACER PAT Comprehension, Vocabulary, Science and Mathematics test. As the table below shows there was growth from their term 1 median scores to term 4. ACER recommend testing with 12 months apart, so we are hoping to see even better growth when we re-test in term 4 next year.

English year 7 shows no growth in the median, however the average did go up and there was particular growth with the top end students. There will be a strong focus with these students in year 8 in ensuring that all students are accessing the curriculum at their level and that there is growth.

Table: School median scores from term 1 and term 4

Year	Math Term 1	Math Term 2	Comprehension Term 1	Comprehension Term 2
Year 7	50.5	55.7	126.9	126.75
Year 8	51.9	55.6	121.3	125.9
Year 9	60.1	65.2	132.1	137.1
Year 10	62.6	63.8	129.95	132.6

Source: PAT Data November 2015

Table: Percentage of students demonstrating growth in Comprehension and Mathematics

Year	Comprehension	Mathematics
Year 7	61.40%	80.95%
Year 8	67.65%	74.35%
Year 9	64.79%	65.33%
Year 10	65.22%	70.00%

Source: PAT Data November 2015

The comprehension test showed an overall average growth of 64.77 percent, while Mathematics showed an overall average of 72.65 percent.

Using NAPLAN Smart Data we are able to calculate that in reading 84 percent of students demonstrated growth and 95 percent demonstrated growth in Numeracy. We exceeded our target of 75 percent of students experience growth in reading and numeracy between year 7 and 9.

Table: School Means cores against Targets

Year	Reading Target	Reading Actual mean	Mathematics Target	Mathematics Actual mean
Year 7	525±10	518.5	505± 10	507.6
Year 9	561±-12	574.6	558±10	574.6

Source: SMART Data November 2015

Priority 3

Strengthen the positive culture for all members of the school community

Target/s

- 70 percent of students agree/strongly agree that overall, they are satisfied they are getting a good education at the school.
- 80 percent of parents' agree/strongly agree that overall, they are satisfied with their child's education at the school.
- 80 percent of staff agree/strongly agree that overall they are satisfied that students are getting a good education at the school.
- 90 percent attendance across the school, including Aboriginal and Torres Strait Islander students.
- 10% decrease in the number of student suspensions in 2015 compared to 2014

Progress

The first key improvement strategy was to **develop student agency, improve attendance and celebrate success**. The first of a range of actions was to ensure that Pastoral Care teachers and advisors are regularly following up attendance for all students.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
7	90.0
8	87.0
9	89.0
10	85.0

Source: Planning and Performance, December 2015

ILPs have not been developed for students with poor attendance, rather the school psychologist and nurse have run two parent meetings to help engage parents of students with poor attendance and anxiety, helping to build their toolkit and support each other. Several students have been accessing the work online through the Google Apps for Education suite, in particular Google Classroom and this has helped support students.

The school values, vision and motto have been imbedded in all our school publications. There has been mixed results on it being embedded in the pastoral care program with some year groups focussing more, in particular year 7. They are referred to throughout the pastoral care program, however further documentation in the Pastoral Care program is needed.

Initiated in 2014 the JET (Junior Engagement Tally) points system has continued to grow in 2015. This is a junior points system that acts as an incentive for students who demonstrate the school values in years 7 and 8. JET excursions have been planned for both semesters 1 and 2 as an incentive for developing a positive school culture. 70 percent of year 7 students qualified in semester 1 2015 which was 53 percent increase from semester 1 2014. 80 percent of year 7 students attended the semester 1 excursion to Flip Out. At this stage 80 percent of year 7 students have qualified for the semester 2 JET excursion to Wet and Wild. 100 percent of all year 7 students attended the final JET excursion. In semester 1 40 percent of year 8 students qualified, this was a jump of 23 percent from semester 1, 2014. 30 percent of year 8 students have been qualified for the semester 2 excursion and 90 percent attended the final JET excursion.

Year level student forums were held in terms 1, 2 and 3. Students from the year 10 Leadership class ran the forums and reported back each time with developments and improvements in the school. In term 4 a whole school forum was run and was successful, this will continue to be a focus in 2016.

Our year 10 Leadership class has continued to build student agency, as well as create and maintain links with the wider community. Students have participated in, planned and implemented a number of projects such as the Lanyon disco which has boosted the school's sense of community, developed the Sadako paper cranes installation to educate the whole school about what she symbolises and run student forums to gather information about students views. Students have actively sought out opportunities to assist the school and make a difference. Leadership has equipped our students with many practical tools and techniques to work in teams, run meetings and develop communication skills. Our student leaders run our assemblies and regularly speak in classes and special events like the Anzac Spirit launch and represented the school when the media came to see our Sadako Sasaki 1000 Paper Cranes tribute. In 2015 for the class in 2016 we have 40 students apply, which represents over 40% of the year 9 student population.

TREK students connectedness to the school has improved as well as the uptake of vocational and alternative programs. The suspensions rates have remained low and the teachers have case managed the students and worked with the parents on their attendance. There are two separate strands to this program, Literacy and Numeracy with a strong focus on wellbeing, it operates in year 8 to 10. This model program developed by staff at Lanyon HS is seen as a successful alternative to learning support units (LSU) and achievements centres (AC) conducted in other schools. It has become an exemplar of best practice, widely acclaimed in Canberra and currently being adopted by a number of other schools.

In 2015 there was a further reduction in individual student suspensions, this has been very pleasing and continues to demonstrate a strengthening of positive school culture amongst students. In 2014 there were 72 individual student suspensions, in 2015 this has dropped to 51. This is pleasing after a high number of suspensions were recording in 2013 of 183. This was a 30 per cent reduction in suspensions from 2014 to 2015.

Table: Individual student suspension data

Year	2013	2014	2015
Number of individual suspensions	183	72	51

The second key improvement strategy was to develop parent agency and community links. Some of these links included ongoing events like the year 9 Expo. The Giving Projects were extremely successful with 97 percent of students completing a giving project. The giving projects helped to build community links with students working with our Cluster Primary Schools, the local childcare centres, as well as other organisations like Mary Mead and the Lanyon Community Centre. Parents, carers, community members and teachers from the Cluster Primary Schools as well as other Tuggeranong Schools all visited and were part of the assessment procedure.

In term 3 the Lanyon Cluster held a parent forum run by parenting expert Justin Coulson, this was well attended with over 60 people in attendance. The forum was aimed at giving parents skills to communicate and develop positive relationships with their children. In 2016 this will continue to be an area of focus.

Other connections with Police Citizens and Youth Club, Walkabout, The Youth Centre, Ted Noffs, Canberra Institute of Technology, Family Treehouse, work experience and Australian School Based Apprenticeship were also important in offering support to kids and providing important links into our community.

Lanyon Cluster assemblies continued to flourish in 2015. These assemblies were a positive and engaging way to connect with primary aged students of all grades, and have proven to be an integral part of our strong transition process from primary to high school. A cluster assembly was held every semester. The Lanyon High School Leadership class played an active role in running each assembly and in our term 2 ANZAC assembly all students in year 3 and 4 were able to contribute to the Lanyon High School Sea of Poppies Commemorative wall. This will continue as part of the Lanyon Cluster tradition.

In 2015 *Lanyon at the Stars* did not take place due to staffing expertise issues. This is a priority for 2016.

The last key improvement strategy is to develop teacher agency. All Lanyon High School teachers were involved in PRT's (Professional Responsibility Teams) in 2015, ensuring high levels of engagement in school life. Professional Portfolio interviews conducted in PLC's reflect this high level of involvement. A range of professional learning workshops have been organised through the MLA with a strong focus on differentiated professional learning and leadership opportunities for all staff.

As mentioned we consulted with staff in a term 1 staff meeting in order to engage them in the process to change the LHS school vision to reflect the values of the school.

In the school Satisfaction Surveys there were high levels of positive responses and growth. All three surveys demonstrated growth in all areas but 2 which stayed the same.

Of particular note:

Students

- Teachers expect me to do my best demonstrated growth from 82 percent up to 88 percent
- School is well maintained from 62 percent to 68 percent
- School behaviour is well managed from 56 percent to 62 percent

Teachers

- School is well maintained from 78 percent to 88 percent
- Students feel safe from 80 percent to 88 percent
- School takes staff opinions seriously from 80 percent to 86 percent

TQI records of teacher professional learning throughout the year also indicate the wide range of differentiated opportunities that are available to Lanyon High teachers, continuing the high level of commitment of the school and cluster to building teacher capacity.

Our school progress against our targets are as follows:

Growth from:

- Data from the school satisfaction survey shows that for the question “am I / my child / the student getting a good education at this school” we were below our target by 1 percent for student responses, however well above for both parents (82 percent) and staff (100 percent).
- 69 percent of students agree that they are getting a good education from LHS. This is one percentage point lower than our target but 13 percent higher than 2014
- 82 percent of parents agree that their child is receiving a good education from LHS. This is 2 percentage points higher than in 2014, and 2 percentage points above our target.
- 100 percent of staff agree that students receive a good education at LHS. This is 18 percentage points higher than in 2014 and 20 percentage points above our target.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	224577.36	317550.37	542127.73
Voluntary contributions	0.00	0.00	0.00
Contributions & donations	0.00	45.00	45.00
Subject contributions	1331.82	1918.80	3250.62
External income (including community use)	3185.62	8825.31	12010.93
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6865.20	6763.62	13628.82
TOTAL INCOME	235960.00	335103.10	571063.10
EXPENDITURE			
Utilities and general overheads	66926.05	74626.07	141552.12
Cleaning	76866.46	79332.85	156199.31
Security	5593.69	917.00	6510.69
Maintenance	28506.95	31433.09	59940.04
Administration	1683.45	1132.24	2815.69
Staffing	0.00	0.00	0.00
Communication	513.74	8588.65	9102.39
Assets	16113.52	51956.29	68069.81
Leases	0.00	0.00	0.00
General office expenditure	24379.63	42726.00	67105.63
Educational	16995.77	28265.71	45261.48
Subject consumables	130.76	-221.67	-90.91
TOTAL EXPENDITURE	237710.02	318756.23	556466.25
OPERATING RESULT	-1750.02	16346.87	14596.85
Actual Accumulated Funds	218937.07	212441.04	212441.04
Outstanding commitments (minus)	-30640.88	0.00	-30640.88
BALANCE	186546.17	228787.91	196397.01

Professional learning

The average expenditure at the school level per full time equivalent teacher on professional learning was \$660.00.

Voluntary contributions

These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

Reserves

Name and purpose	Amount	Expected Completion
School furniture, classroom upgrades	\$100 000	12/15

Endorsement Page

I declare that the Lanyon High School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative: Tracey Paternoster
 Community Representative
 Teacher Representative: Laura Hicks
 Student Representative: Maya Johnston
 Board Chair: Tracey Paternoster
 Principal: Bill Thompson

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2015.

Principal Signature:  Date: 05.05.16

I approve the report, prepared in accordance with the provision of the *Education Act*, section 52.

Board Chair Signature:  Date: 5/5/16