

# School Strategic Plan 2018-2021

Lilydale Heights College (7219)



**LILYDALE HEIGHTS**  

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**COLLEGE**

Submitted for review by Rosina Fotia (School Principal) on 12 November, 2018 at 11:16 AM

Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 12 November, 2018 at 11:28 AM

Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2021

Lilydale Heights College (7219)

<b>School vision</b>	Lilydale Heights College is a fully inclusive learning community which enables all students to become successful lifelong learners and confident global citizens. We aim to give every student in our care the very best possible education in order to prepare them for life beyond school. We purposefully strive to keep pace with our exciting and challenging world by connecting students and learning programs that are rich and varied. At Lilydale Heights we teach more than subjects. We understand the need to prepare our students to meet an ever changing future. We educate for life by knowing student's strengths and building their capacity in order to inspire lifelong learning.
<b>School values</b>	Lilydale Heights College is a fully inclusive learning community which enables students to become successful lifelong learners and confident global citizens. This core purpose is underpinned by three core values: <ul style="list-style-type: none"><li>• Excellence: Challenging yourself to achieve your best</li><li>• Respect: Respecting yourself, others and our environment</li><li>• Responsibility: Being accountable for all your actions</li></ul>
<b>Context challenges</b>	Established in 1970, Lilydale Heights has not only responded positively to, but also anticipated change and as a result has met community needs. The College, which draws its student population from a range of backgrounds and currently has over 31 feeder primary schools. Recent increases in enrolment and commitment to the Lilydale and Upper Yarra Education Plan present positive challenges and opportunities. Small cohorts at the senior end of the school create timetabling issues and restrict subject offerings for students. This also limits opportunities for moderation within subjects. Attendance continues to be an obstacle although recent changes to follow up procedures and improved communication with parents have shown an improvement in the data. Developing and maintaining a culture of high expectations with regards to academic rigor and achievement, student attendance, completion of work and self-management continues to remain a priority.
<b>Intent, rationale and focus</b>	To continue to be a fully inclusive learning community which develops a culture of high expectations for all of its stakeholders. This will ensure that every staff member, teacher and parent is united in their understanding of the importance of providing an educational where every child experiences learning growth. This will be addressed by: Continuing the College focus on developing a guaranteed and viable curriculum which differentiates the learning for every child

	<p>Use of data to inform practice Increasing consistency in pedagogical practice through the introduction of a learning sequence modelled on HiTs Increasing the use of student agency in curriculum design Whole school literacy and numeracy plans Expanding the using of CAPs as a vehicle to embed the use of targeted goals for every student.</p>
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<b>Goal 1</b>	Improve learning growth for all students.			
<b>Target 1.1</b>	Increase the percentage of NAPLAN high relative growth across all areas.			
	Year Level	NAPLAN dimension	2018 %	2021 % Target
	7	Reading	18	25
	7	Writing	15	25
	7	Numeracy	14	25
	7	Grammar	19	25
	7	Spelling	21	25
	9	Reading	27	30
	9	Writing	10	25
	9	Numeracy	18	25
	9	Grammar	18	25
	9	Spelling	10	25
<b>Target 1.2</b>	Improve the accuracy of teacher judgement in relation to NAPLAN achievement.			
	Year Level	Dimension	2017 % Teacher Judgements at or above standard	2021% Teacher judgements at or above standard
	7-10	Reading and Viewing	72	80

	7-10	Writing	69	80
	7-10	Speaking and listening	76	80
	7-10	Measurement and geometry	64	80
	7-10	Number and Algebra	57	80
	7-10	Statistics and Probability	58	80
<b>Target 1.3</b>	Increase the percentage of students who achieve 37 study score or above at VCE.			
	2017 VCE % scores above 37	2021 VCE % scores above 37	Target	
	2	10		
<b>Target 1.4</b>	Achieve 100 per cent completion for Intermediate and Senior VCAL.			
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Establish and implement a guaranteed and viable curriculum.			
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Implement comprehensive professional learning opportunities for teachers to develop curriculum and assessment knowledge and data literacy.			
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Embed the generation, analysis and use of student achievement data to inform the design of differentiated and targeted learning opportunities for all students.			
<b>Goal 2</b>	Engage students in learning to improve student achievement.			

<b>Target 2.1</b>	<p>Improve Student Attitudes in survey data for Teacher effectiveness, Stimulating learning, Learning confidence, Student voice and agency.</p> <table border="0"> <thead> <tr> <th>Student Attitudes Survey Component</th> <th>2018</th> <th>2021 target</th> </tr> </thead> <tbody> <tr> <td>Teacher effectiveness</td> <td>62</td> <td>75</td> </tr> <tr> <td>Stimulating Learning</td> <td>56</td> <td>70</td> </tr> <tr> <td>Learning Confidence</td> <td>56</td> <td>70</td> </tr> <tr> <td>Student Voice and Agency</td> <td>42</td> <td>60</td> </tr> </tbody> </table>	Student Attitudes Survey Component	2018	2021 target	Teacher effectiveness	62	75	Stimulating Learning	56	70	Learning Confidence	56	70	Student Voice and Agency	42	60
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<b>Target 2.2</b>	<p>Staff opinion survey – improve measures of teacher instructional practice, collegiality and evidence-based practice</p> <table border="0"> <thead> <tr> <th>Staff Opinion Survey Component</th> <th>2017</th> <th>2021 target</th> </tr> </thead> <tbody> <tr> <td>Teacher Instructional Practice (Collective efficacy)</td> <td>62.6</td> <td>70</td> </tr> <tr> <td>Collegiality (Collective responsibility)</td> <td>78.88</td> <td>85</td> </tr> <tr> <td>Evidence Based Practice (Guaranteed and viable Curriculum)</td> <td>72.64</td> <td>80</td> </tr> </tbody> </table>	Staff Opinion Survey Component	2017	2021 target	Teacher Instructional Practice (Collective efficacy)	62.6	70	Collegiality (Collective responsibility)	78.88	85	Evidence Based Practice (Guaranteed and viable Curriculum)	72.64	80			
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<b>Target 2.3</b>	<p>Improve student attendance</p>															

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<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop, embed and evaluate the implementation of a whole school instructional model.																					
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Establish a range of approaches to support the consistent use of high impact teaching strategies, including collaboration with students.																					
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Implement a whole school approach to the inclusion of opportunities for student agency in all learning programs.																					
<b>Goal 3</b>	Develop an aspirational culture in the College to maximise student outcomes.																					
<b>Target 3.1</b>	<p>Increase student retention between years 9-12.</p> <table> <thead> <tr> <th>Relative Retention</th> <th>2017</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Years 9-12</td> <td>85.6</td> <td>95</td> </tr> </tbody> </table>	Relative Retention	2017	2021 Target	Years 9-12	85.6	95															
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<b>Target 3.2</b>	<p>Increased students' continued education or employment.</p> <table border="1"> <thead> <tr> <th>On Track data</th> <th>% 2017</th> <th>% 2021 target</th> </tr> </thead> <tbody> <tr> <td>Employment %</td> <td>32.4</td> <td>15</td> </tr> <tr> <td>Further Study %</td> <td>67.6</td> <td>70</td> </tr> <tr> <td>Traineeship %</td> <td>0</td> <td>15</td> </tr> <tr> <td>Unemployed %</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	On Track data	% 2017	% 2021 target	Employment %	32.4	15	Further Study %	67.6	70	Traineeship %	0	15	Unemployed %	0	0
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<b>Target 3.3</b>	<p>Improve student and parent opinion in Transition measures</p> <table border="1"> <thead> <tr> <th>Parent Opinion Survey Component</th> <th>2018</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>% Transitions</td> <td>89</td> <td>95</td> </tr> </tbody> </table>	Parent Opinion Survey Component	2018	2021 Target	% Transitions	89	95									
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<b>Key Improvement Strategy 3.a</b> Building communities	<p>Enhance engagement with parents and the school community.</p>															
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	<p>Develop and implement a comprehensive, whole school pathways and careers program to enhance student aspirations.</p>															
<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	<p>Embed the school vision and values in all school practices to enhance the culture and raise expectations for all learners.</p>															
<b>Key Improvement Strategy 3.d</b> Setting expectations and promoting inclusion	<p>Establish a culture of students' aspirational goal setting which are monitored and progress is evaluated.</p>															



