

Strategic Plan



LILYDALE HEIGHTS
COLLEGE

School Strategic Plan - 2022-2026

Lilydale Heights College (7219)

<p>School vision</p>	<p>Lilydale Heights College is a fully inclusive learning community that enables all students to become aspirational learners and responsible 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 foster a learning environment that strives for excellence, purposefully keeping pace with our exciting and challenging world by connecting students with learning programs that are rich and varied. At Lilydale Heights College 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 students’ strengths and building their capacity in order to inspire lifelong learning.</p>
<p>School values</p>	<p>Lilydale Heights College is a fully inclusive learning community that enables students to become successful lifelong learners and confident global citizens.</p> <p>This core purpose is underpinned by three core values:</p> <ul style="list-style-type: none"> • Excellence: Challenging yourself to achieve your best • Respect: Holding yourself, others, and our environment in high regard • Responsibility: Being accountable for all your actions
<p>Context challenges</p>	<p>Established in 1970, Lilydale Heights College 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 32 feeder primary schools, has recently seen significant investment in the development of new buildings and learning spaces designed to support a positive, inclusive environment where all students are able to learn and grow. We have continued to increase our enrolments and staff which has presented positive challenges and opportunities. Our school community shares a moral purpose which is focused on improving learning and wellbeing outcomes for all students. During our period of change and growth, we have fostered a positive community climate with strong relational trust and established a calm and orderly learning environment. Maintaining our positive school culture and strong staff collective responsibility and efficacy will continue to be a priority as our school size increases.</p> <p>We have a collaboratively developed curriculum, an agreed instructional model and a whole school approach to literacy, numeracy, and sustainability. Our work to empower students, families, and the wider community to develop understanding and appreciation of Aboriginal and Torres Strait Islander perspectives, history, and culture has been referred to as ‘system leading’.</p> <p>A school wide systematic approach to understanding student individual learning needs is developing. There is a focus on explicit teaching, and teaching to students’ individual points of learning need has been identified as a future growth area for the College. Improving our use of evidence and data to enable point of need teaching and ensure rigour will be a priority area of focus as we aim to maximise the learning growth of every student.</p> <p>Lilydale Heights College supports students to take an active role within the school through a range of structured leadership and learning opportunities. We have established the preconditions to enhance and embed student agency within classrooms, and now aim to build our</p>

	<p>understanding of what genuine student agency is. Supporting students to make explicit connections with their learning goals, achievement, growth, and pathways will be a priority as we empower them to be aspirational and proactive learners.</p>
<p>Intent, rationale and focus</p>	<p>Lilydale Heights College is a fully inclusive learning community that enables all students to become aspirational learners and responsible global citizens. For the next four years, our Strategic Plan Goals and Key Improvement Strategies will be framed by our College value of 'Excellence: Challenging yourself to achieve your best.'</p> <p>We aim to do this by maximising learning at students' point of need with a clear focus on learning growth and attainment. We will do this by using data and evidence to identify where students are at with their learning, implementing point of need/high impact teaching strategies, and assessing students' learning growth and attainment. Students will be partners in their learning as we implement a whole school approach to authentic student agency, engaging students to design rich, open-ended tasks and supporting them to plan, monitor, and evaluate their own learning.</p> <p>We aim to build upon our targeted responses to intervention approaches, supporting student engagement and increasing their learner confidence. We will do this by focusing on a tiered approach to enhancing student capabilities necessary to thrive, contribute, and respond positively to challenges and opportunities in life.</p> <p>For the next four years, we will focus on the following priority areas:</p> <ul style="list-style-type: none"> • Evidence-based and high impact teaching strategies to enable point of need learning • Staff capability in data literacy • Shared instructional leadership • Student wellbeing, engagement, learning confidence, and inclusion • Student voice and agency.

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Goal 1	Optimise the learning growth of every student.
Target 1.1	By 2026, the percentage of Year 9 students meeting at or above NAPLAN benchmark growth will increase; Numeracy from 41.1 per cent (2021) to 80 per cent Reading from 67 per cent (2021) to 80 per cent Writing from 71.1 per cent (2021) to 85 per cent.
Target 1.2	By 2026, the percentage of Year 9 students in the top two bands in NAPLAN will increase; Numeracy from 16 per cent (2022) to 24 per cent Reading from 14 per cent (2022) to 20 per cent Writing from 10 per cent (2022) to 18 per cent.
Target 1.3	By 2026, increase the percentage of Year 7 to 10 students working at or above the expected level against the Victorian Curriculum (teacher judgements): Measurement and Geometry from 59 per cent (2021) to 63 per cent Number and Algebra from 53 per cent (2021) to 61 per cent Statistics and Probability from 61 per cent (2021) to 65 per cent.
Target 1.4	By 2026, increase the percentage of Year 7 to 10 students working at or above the expected level against the Victorian Curriculum (teacher judgements): Reading and viewing from 15 per cent (2022) to 23 per cent Speaking and listening from 11 per cent (2022) to 19 per cent Writing from 12 per cent (2022) to 20 per cent.
Target 1.5	By 2026, increase the VCE all study scores mean from 23.23 (2021) to 28.
Target 1.6	By 2026, increase the VCE-VM completion rates from 67% (2022) to 100%

Target 1.7	<p>By 2026, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors;</p> <p>Instructional leadership from 90 per cent (2021) to 94 per cent</p> <p>Academic emphasis from 44 per cent (2021) to 52</p> <p>Collective efficacy from 60 per cent (2021) to 64 per cent</p> <p>Understand how to analyse data from 52 per cent (2021) to 56 per cent</p> <p>Use data for curriculum planning from 56 per cent (2021) to 60 per cent.</p>
Target 1.8	<p>By 2026, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors;</p> <p>Stimulating learning from 51 per cent (2022) to 60 per cent</p> <p>Differentiated learning challenge from 55 per cent (2022) to 60 per cent</p> <p>Self-regulation and goal setting from 47 per cent (2022) to 60 per cent</p>
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed point of need teaching and learning.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff and student capability to analyse and use data to inform, monitor and evaluate learning.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen the instructional leadership of learning and wellbeing.

Goal 2	Empower students to be aspirational and proactive learners.
Target 2.1	By 2026, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors; Sense of confidence from 48 per cent (2022) to 60 per cent Sense of connectedness from 43 per cent (2022) to 50 per cent Student voice and agency from 34 per cent (2022) to 50 per cent
Target 2.2	By 2026, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors; Parent participation and involvement from 56 per cent (2021) to 63 per cent Student agency and voice from 67 per cent (2021) 72 per cent Confidence and resiliency skills from 75 per cent (2021) to 79 per cent Student motivation and support from 52 per cent (2021) to 60 per cent
Target 2.3	By 2026, the positive percentage endorsement rate will improve in the Staff Opinion Survey factor Promote student ownership of learning goals from 72 (2021) to 76 per cent.
Target 2.4	By 2026, decrease the percentage of students with 20 or more days absent from 19 per cent (2021) to 15 per cent.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build staff and student's capability to activate student voice, agency and leadership.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing, engagement, learning confidence and inclusion.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Build student capacity to set challenging and aspirational goals and monitor their own learning growth.

Annual Implementation Plan – 2024

Goal 1	Optimise the learning growth of every student.
12-month target 2.1 target	By Nov 2024 80% of students in Year 7-10 will demonstrate growth in PAT; - Numeracy and reading
12-month target 2.2 target	By Nov 2024 the percentage Year 7-10 student in the top two bands in PAT will increase. -Numeracy and Reading
12-month target 2.3 target	By July 2024 the percentage of Year 7-10 students demonstrating expected growth against Victorian Curriculum will be 80% in assessed Numeracy measures (teacher judgments)
12-month target 2.4 target	By July 2024 the percentage of Year 7-10 students demonstrating expected growth against Victorian Curriculum will be 80% in all English measures (teacher judgments)
12-month target 2.5 target	By 2024, increase the VCE all study scores mean from 26 (2023) to 27.
12-month target 2.6 target	By 2024, continue to achieve the 100% target for VCE-VM completion.
12-month target 2.7 target	By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors; Instructional leadership to 92 per cent Academic emphasis to 48 per cent Collective efficacy to 62 per cent Understand how to analyse data to 54 per cent Use data for curriculum planning to 58 per cent
12-month target 2.8 target	By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors; Stimulating learning to 56 per cent Differentiated learning challenge to 56 per cent Self-regulation and goal setting to 53 per cent

<p>KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop and embed point of need teaching and learning.</p>			
<p>Actions</p>	<p>Continue to build staff capability and understanding of developmental assessment Implement the data and evidence plan and continue to build staff data literacy</p>			
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Facilitate work by Faculty Coordinators to create and use Curriculum Maps and Developmental Assessment rubrics - Develop Action Learning Tasks (ALTs) focused on building staff capacity to implement point of need teaching - Facilitate the work of the Data and Evidence team - Allocate time for staff to access and act on information on student learning and wellbeing including IEPs, assessment data, records of specialist involvement, attendance <p>Staff will:</p> <ul style="list-style-type: none"> - Create and trial developmental assessment - Complete Action Learning Tasks to improve practice in point-of-need teaching - Access an increased range of evidence on student learning and wellbeing in alignment with a documented evidence calendar - Use evidence to inform their teaching practice <p>Students will:</p> <ul style="list-style-type: none"> - Reflect on their learning growth and participate in formative assessment activities - Develop their data literacy and ownership of their learning - Complete and reflect on assessment tasks in alignment with the school's data and evidence plan 			
<p>Success Indicators</p>	<p>Documented Curriculum Maps in Faculty Areas Document Developmental Assessment Rubrics in Faculty areas Staff completion of Action Learning Tasks Improvement in Stimulated and Differentiated Learning in the Student Attitude to School Survey Diagnostic assessment (e.g. Essential Assessment, PAT) and Teacher Judgements indicating learning growth</p>			
<p>Activities</p>				

Faculties create Curriculum Maps in line with Victorian Curriculum.	
Faculties use Curriculum Maps to create and begin to trial Developmental Rubrics.	
Learning Leaders develop Action Learning Tasks focused on improving data literacy, formative assessment, point of need teaching.	
Data and Evidence Team implement 2024 actions.	
Allocate time for teachers to access information on student learning and wellbeing including IEPs, assessment data, records of specialist involvement, attendance data.	
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff and student capability to analyse and use data to inform, monitor and evaluate learning.
Actions	Build staff capability and understanding of Developmental Assessment Increase staff data literacy through ALTs and Faculty meetings Increase students capability to evaluate their learning and to set goals in response to their achievements
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Provide structure and opportunity for construction of Developmental Assessment - Collect and collate student data in view of annual Evidence Map - Construct ALTs which reflect point of need of teachers - Focus on all forms of student data with a view to building capacity of all staff <p>Staff will:</p> <ul style="list-style-type: none"> - Interpret and respond to student data - Develop and deliver ALTs which focus on and respond to individual needs through point of need strategies <p>Students will:</p> <ul style="list-style-type: none"> - Evaluate their interim and semester reports and set goals at the start of each term
Success Indicators	Developmental Assessment spreadsheets across all faculties level 5 to 10+ Data collected as per Evidence Map

	<p>ALT evidence collected through Learning Team meetings</p> <p>Student Compass contains completed reflections on reports on Insights Tab</p> <p>Implementation of Year 2 actions for Data & Evidence Team</p>
Activities	
Develop 2 Action Learning Tasks (ALTs) for 2024	
Rollout the schedule as outlined in Evidence Map to collect data and evidence to inform teaching and learning	
Organise the roll out of students reflection in SELF	
Organisation of time release for faculty representatives to complete Developmental Assessment spreadsheets and then rubrics	
Sustain the actions of the Data and Evidence Team to facilitate Year 2 goals	
<p>KIS 1.c</p> <p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Strengthen the instructional leadership of learning and wellbeing.</p>
Actions	<p>Embed the school organisational structure including the roles and responsibilities to support student learning and wellbeing</p> <p>Build the capacity of middle leaders to clearly understand their role within the school organisational structure</p> <p>Strengthen instructional leadership by developing the capacity of Leaders through Learning Teams & Faculty Teams</p> <p>Implement a whole school approach to using ICT within the College to support teacher collaboration and the development of quality teaching and learning practices</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Implement the findings of the ICT working party to plan for the roll out of a whole school approach to using ICT within the College. Promote the strategies developed by the ICT working party - Engage in leadership development opportunities - Role model leadership behaviours

	<ul style="list-style-type: none"> - Provide leadership to support the development of effective teaching and learning and guidance and direction for instructional improvement - Provide explicit induction for Faculty Leaders and Liaisons to understand their roles and responsibilities as leaders <p>Staff will:</p> <ul style="list-style-type: none"> - Share leadership and responsibility for improving student outcomes - Contribute to the instructional leadership within the college based on their expertise and willingness to support others - Have role clarity and understanding of all roles within the college - Use Faculty Team time to focus on planning, coordinating and evaluating quality curriculum, teaching strategies and assessment practices - Use ICT consistently across the College according to the findings of the ICT working party to support teacher collaboration and the development of quality teaching and learning practices <p>Students will:</p> <ul style="list-style-type: none"> - Use ICT consistently across the College to support learning according to the findings of the ICT working party - Be actively engaged in their learning - Be able to access learning designed to meet their points of need and extend their capabilities - Identify appropriate points for support
<p>Success Indicators</p>	<p>ICT Working Party recommendations and implementation Organisational chart and roles and responsibility handbook visibility for staff Meeting/Professional Learning schedule Faculty Team agenda that focus on planning, coordinating and evaluating quality curriculum, teaching strategies and assessment practices Increase in students showing growth in PAT Testing (Reading and Numeracy) Increase in students in the top two bands in PAT Testing Increase in Year 7 to 10 students to showing growth the Victorian Curriculum Increase in the VCE study scores mean Increased percentage endorsement rate in the Staff Opinion Survey factors: Instructional leadership, Academic emphasis, Collective efficacy, Understand how to analyse data, Use data for curriculum planning Increased percentage endorsement in the Attitudes to School Survey factors; Stimulating learning, Differentiated learning challenge, Self-regulation and goal setting Faculty Leaders and liaisons feel comfortable and confident in their role</p>
<p>Activities</p>	

ICT Working Party to implement relevant Professional Learning around their findings in dedicated whole staff sessions. Implementation of whole school approach to ICT use	
Meeting/Professional Learning schedule that: <ul style="list-style-type: none"> • meets the needs of the Data and Evidence Improvement Plan • provides Learning Teams opportunities to build teacher capability in data, evidence and point of need/High Impact Teaching strategies • provides Faculty Teams with time to focus planning, coordinating and evaluating quality curriculum, teaching strategies, assessment practices and implementation of the whole school approach to ICT. This should be reflected in Faculty team agendas 	
Display organisational chart and roles and responsibilities in the Staff Handbook	
PAT testing occurring in November for Year 7-10 as well as in February for Year 7	
Induction sessions for Faculty Coordinators and Liaisons every term	
Review, develop and align the Literacy, Numeracy and Sustainability plans with current AIP. Continue to implement these plans to support the teaching and learning of Literacy, Numeracy and Sustainability.	
Build our Learning Walks and Peer Observations across the school	
Goal 2	Empower students to be aspirational and proactive learners.
12-month target 3.1 target	By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey for Student voice and agency from 33 percent to 38 per cent
12-month target 3.2 target	By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey for Student agency and voice to 69 percent.
12-month target 3.3 target	By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey for Promote student ownership of learning goals to 75 percent.
12-month target 3.4 target	By the end of 2024, the percentage of students with 20 or more days absent will decrease to 30 percent.
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students'	Build staff and student's capability to activate student voice, agency and leadership.

participation and engagement in school					
Actions	Develop a whole school model and build staff capacity to provide opportunities for student voice, agency and leadership Empower students to take ownership of their learning				
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Develop and implement a whole school model with students for student voice and agency - Provide professional learning for staff - Ongoing monitoring of whole school model - Provide opportunities for student leadership <p>Staff will:</p> <ul style="list-style-type: none"> - Develop opportunities for student agency in curriculum planning - Engage in professional learning to understand student voice and agency - Provide a framework for students to reflect upon their learning (Parent Teacher Student Conferences) - Provide students opportunities to give staff feedback on teaching practice <p>Students will:</p> <ul style="list-style-type: none"> - Contribute to the development rich and open-ended tasks - Participate in student led forums - Provide the leadership team with ongoing feedback - Lead Parent Teacher Student Conferences - Continue to participate in structured leadership roles 				
Success Indicators	<p>Students to be able to articulate what they are learning, not just what they are doing</p> <p>Students to explain and reflect on reports and assessment feedback, to articulate growth shown and areas of strength and improvement</p> <p>Curriculum and lesson plans will provide opportunity for student voice and agency</p> <p>Attitudes to School Survey will show a percentage increase for student voice and agency</p> <p>Growth in the number of students actively participating in student forums and surveys</p> <p>Increase in student applicants for leadership positions</p>				
Activities					
Develop a whole school model for student voice and agency which will be shared with staff					

Develop an Action Learning Task focusing on student voice and agency	
Schedule professional learning for student voice and agency as a priority	
Organise student led forums at all year levels	
Develop a conversation template and guidelines for Parent Teacher Student Conferences	
Provide opportunities for student leadership at all year levels	
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing, engagement, learning confidence and inclusion.
Actions	To strengthen staff understanding of the whole school wellbeing and inclusion models in order to identify and meet student point of need
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Clarify each of the tiers within Multi Tiered Systems of Support for wellbeing and inclusion - Review and develop consistent, quality support plans for students and build teacher capability to implement these plans (Individual Education Plans, Behavioural Support Plans, Ready to Learn Plans and Absence Learning Plans) - Develop the capability of all staff to support the wellbeing and inclusion needs of all students <p>Staff will:</p> <ul style="list-style-type: none"> - Notify relevant leaders of students considered 'at risk' (learning and wellbeing) - Teachers will identify student point of need and implement individual support plans - Engage in professional learning to support the wellbeing and inclusion of students <p>Students will:</p> <ul style="list-style-type: none"> - Receive intervention support appropriate to their needs - Be further engaged in their learning
Success Indicators	<p>Attitudes to School Survey</p> <p>Attendance Data</p> <p>Completion of support plans (IEPS, BSPs, RLPs) for students at risk (Out of Home Care, Learning Needs, Wellbeing, First</p>

	Nations) Disability Inclusion Profiles documentation PAT Reading and Maths data to show progress/learning growth over 12 months Curriculum documentation of differentiation.			
Activities				
Look out Centre Learning Mentors Professional Learning				
Implement professional learning on the development of Individual Education Plans				
Individual Education Plan implementation PL for all staff				
Develop/Obtain and implement a behaviour and learning observation tool				
Visit other schools to increase understanding of best practice within inclusion and wellbeing				
Review 'Ready to Learn' plan format and plan for implementation in 2025				
Develop roles and responsibilities for the following: Tutor Learning Initiative, MYLNS, Aides and PL on how teachers can utilise these resources effectively				
Build staff understanding of Multi Tiered Systems of Support (MTSS)				
Continue to provide Literacy and Numeracy Intervention as a Tier 2 support through the Quicksmart Program. Partially funded by Inclusion and Equity Funding				
Build our Hands on Learning Program as a Tier 2 Intervention Program from 1 day to 2 days per week				
Employ a Leader of Inclusion (Leading Teacher) and provide time allowance. Role will focus on MTSS, building staff capability and Tier 2 supports				
Administration Support for the Inclusion Team to support with DIPs and other required tasks				
Employment of an Occupational Therapist to provide additional support to students in Tier 2				
Employment of additional Support Staff for classroom interventions and programs				
Provide Time allowance for Student Wellbeing Coordinator to work with students and families				
Employ a Wellbeing Counsellor to support students and families				

Provide intervention programs and resources for students in Tier 2. These programs will be based on the needs of the identified students
Provide preventative programs (Tier 1) to cohorts and targeted intervention programs (Tier 2) for students - Wellbeing. This is based on the needs of the identified students
Implement the SELF program for students

Further questions?

If you have any further questions about the advertised role or Lilydale Heights College, please feel free to contact the College Principal, Shane Kruger, on 9735 1133 or via email at shane.kruger@education.vic.gov.au