

LILYDALE HIGH SCHOOL

School Strategic Plan

2006–2009

Part 1– School Profile

Purpose:

Lilydale High School is at the forefront of education in the Shire of Lilydale and the Yarra Ranges as an outstanding and leading state secondary school. It is committed to education innovation, best practice and learning experiences for all students, enabling them to reach their full academic, social and physical potential.

Considerable emphasis is placed on academic achievement within the school program. Academic excellence is seen by the whole community as a cornerstone of a worthwhile education.

The school will maintain its long tradition of providing excellent educational programs for students from Years 7 to 12, ensuring students are educated for their future, and maintaining its highly regarded place in the community.

Lilydale High School is proud of its 85 years of service to the people of the Shire of Lilydale and the Yarra Ranges and looks forward to providing for the educational needs of this area of Melbourne in the future.

Values:

The school's educational philosophy rests on the belief that each student has the ability and capacity to learn. The school believes that each student's happiness, confidence, feelings of security and sense of belonging are dependent upon an environment where all members are considerate, respectful and courteous to each other. A strength of the school is its ability to maintain a pastoral concern for each individual student through the initial enrolment through to post school experience

The values that underpin the guiding principles and beliefs at Lilydale High School include:

Initiative – being an independent self starter

Integrity – being an honest, fair and reliable member of the school and broader community

Self discipline – having the strength of character to make responsible decisions

Responsibility – being accountable for ones actions both socially and academically

Respect – having a high regard for yourself and others and the school environment

Commitment – striving for the highest possible academic achievement

Environmental Context:

Social – community and demographics

- Collaborative decision making processes that include the whole school community, resulting in clearly defined policies and programs, aim to ensure that each child is challenged and extended academically, creatively, socially and physically.
- Lilydale High School is in Group 1 of the Department of Education and Training 'Like School Group' classification. The school has a low number of students from non-English speaking background.
- The number of students whose parents receive the Education Maintenance Allowance is 29.09% (2005)
- The total student enrolment in 2005 was 1920. Strong demand for enrolment has been the driving force behind the school population increase over the last ten years. Students from approximately 50 Primary feeder schools attend LHS
- Teachers are caring, dedicated, professional and committed to providing an excellent quality of education for their students with a broad range of experience and expertise making up the staffing profile. There are specialist teachers in Careers and Student Welfare.
- The annual Staff Opinion Survey results continue to be outstandingly positive in all areas indicating extremely high levels of staff morale, enthusiasm and motivation towards maximising student potential.
- Lilydale High is part of the Yarra Valley Environs Innovation and Excellence cluster, participating in a varied range of educational programs with seven primary schools
- A range of programs encourages parents to participate and visit the school throughout the year.

Environmental – grounds and facilities

- Stage one of the three stage major works program was completed at the end of 2004. This facility comprises a state of the art Science and Technology building with twelve new rooms and computer pods.
- Stage two is currently underway and will include twenty two new teaching spaces catering for a range of subject areas, and staff and student facilities. Estimated completion of stage two is the beginning of the school year 2008.
- Whilst the building program is underway, a number of relocatable classrooms are on site. When the upgrade is complete, all rooms will be fully air conditioned with up to date ITC facilities including; computer access, data projector and electronic whiteboards.
- The school grounds are well established and attractive with teachers and students regularly involved in their up keep. Student seating, shade and two extensive playgrounds, designed particularly for Year 7 and 8 students, are a feature of the grounds.
- A fitness track, basketball and down ball courts enable students to regularly participate in physical activity.

- The Performing Arts Centre will be upgraded in the next 6 months with a minor works program to enable the expanding music and drama programs to successfully develop.

Educational

- High expectations of students as learners and teachers as professionals who are innovative in their approach to their teaching, is constantly the message of the school.
- Great efforts are made to see that as many students as possible consistently attain outstanding achievements in a wide variety of areas, including VCE results, sports and community service activities.
- Career education, work experience and the development of skills in self-directed research serve to reinforce outstanding academic outcomes.
- In 2005 Lilydale High School gained accreditation as a 'Performance and Development Culture School'
- In 2005 a great deal of work was completed to implement the new VELS in English and Mathematics in Semester 1 of 2006. Both subjects successfully reported against the Standards mid year 2006.
- All other Key Learning Areas are working in teams to ensure that the VELS are embedded across the curriculum in 2007.
- A team are undertaking Professional Development in PoLT. These principles are being incorporated into the curriculum (VELS)
- Secondary and Primary teachers from across the Innovation and Excellence Cluster are working collaboratively in the areas of literacy and student wellbeing with educational consultant, Dr John Munroe from Melbourne University
- Comprehensive Literacy and Numeracy Recovery Programs have been established. These programs provide for recovery classes in Year 7, small withdrawal groups in Year 8 and elective literacy support programs in Years 9 and 10.
- Numerous vocational preparation courses are also offered including Work Experience, G.A.P., P.E.T. and VET programs. Student Health and Well-being Days, Study and Organizational Skills Programs, VCE Tutorial Programs and Examination Revision Programs are also implemented.
- The Select Entry Accelerated Learning Program, which the school has conducted since 1994, has received wide acclaim within the school and in the wider community. The Department of Education & Training accredited program enables students to complete their high schooling in five years.

Technological

- Lilydale High School is a member of the Yarra Valley eLearning Community – a Leading Schools Fund project, with six other Secondary Schools
- The Year 7 laptop computer program is incorporated into the curriculum by all Key Learning Areas
- Three Learning Coaches assist the teaching staff to deliver ICT as an integral part of the curriculum

- A ratio of 1:4 desktop computers throughout the school (1 computer to every 4 students)
- 350 laptop computers used by Year 7 and 8 students
- Approximately 50 desktop computers for staff use
- Twenty one mounted multi media projectors and 12 portable projectors
- Two mimio electronic whiteboards, 2 smart boards and promethean electronic whiteboard
- Six LCD large screens for internal communication for staff
- One electronic presentation board for students work
- Multi media equipment in the library CD and DVD burners
- Weather station connected to the website
- IP cameras connected to the reptile house feeding back to the website

Part 2 – Strategic Intent

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Goals	<ul style="list-style-type: none"> To improve student learning outcomes with particular focus on VCE results through enhanced teaching and learning practice 	<ul style="list-style-type: none"> To improve the connectedness of students to school 	<ul style="list-style-type: none"> To improve the transition of students as they progress from Year 8 to 9 to 10 and onto VCE
Targets	<ul style="list-style-type: none"> 5% of VCE studies scores above 40 55% of Study score means be at or above LSG VCE All Study Score be at or above 29 AIM data yr 7 and 9 for English and maths be at or above the LSG mean or equal to the state mean (whichever is higher) 	<ul style="list-style-type: none"> Attitudes To School Survey – questions relating to ‘stimulating learning environment’ and ‘learning confidence’ be at or above state mean for year 9 and 10 students Attendance data Year 7, 8 and 9 – under 16 days absence 	<ul style="list-style-type: none"> Real Retention to be at a rate of 55% Attitudes To School - questions relating to ‘stimulating learning environment’ and ‘learning confidence’ be at or above state mean for year 9 and 10 students Survey data Parent Opinion Survey-transition question responses be at or

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
	<ul style="list-style-type: none"> • VELS data – at or above the LSG levels in English and Maths with 15% of students being beyond expected levels in English and Maths • 100% of staff regularly undertaking ‘in house’ PD – performance and development culture 		<p style="text-align: center;">above the state mean</p>

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
Key Improvement Strategies	<p>To continue to develop and communicate high aspirations and expectations for students in their learning</p> <ul style="list-style-type: none"> • Strengthen the message from the school of high expectations for all students in their learning to the parent and wider community via; parent forums, assemblies, newsletters, mail outs, information nights and awards ceremonies. All members of the school community using a common language that promotes high expectations • Through the introduction of 3 way conferencing, students work with parents and teachers to identify their achievements and set goals for future achievements. This will also supplement the new reporting system • Continue with the VCE Achievement Working Party to develop and implement strategies to improve VCE results <p>To continue to develop innovative and engaging curriculum by incorporating the three strands into planning framework and through the use of ICT</p> <ul style="list-style-type: none"> • Development of an agreed pedagogy across the Key Learning Areas in implementation of VELs including the use of POLT to enhance teacher practice • Use of VCAA and /or ACER data analysis to inform VCE teaching and classroom practice • Implementation of the Learning Management System (Studywiz) across the school and the expansion of the ICT program across all year levels • The continuation and expansion of 'in house' professional development for all staff to improve teaching practice as per the Performance and Development Culture Accreditation 		

	Student Learning Outcomes	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Key Improvement Strategies</p>	<p>To use strategies that are flexible and responsive to the needs and interests of students</p> <ul style="list-style-type: none"> • Maintain the attendance working party and review, refine and maintain strategies • Implement the electronic roll marking system across the school • Set student short and long term academic goals through the implementation of three way conferencing • An expansion of the MIPS program at Year 9 to incorporate ‘at risk’ students • Expand the peer support program for those students from very small primary Schools • Introduction of the Learning management System to track progress through year levels • Focus groups for a range of students in every year level following the Attitudes To School Survey <p>To create a personalised learning environment that recognises and builds on students’ prior experiences, knowledge and skill</p> <ul style="list-style-type: none"> • Expand the Learning Management System to cluster Primary Schools to enable interaction with LHS prior to Year 7 • Consolidate and extend programs to assist the transition between each year level including the strengthening of goal setting and study skills at Years 9 and 10 • Develop digital portfolios at all year levels to compliment 3 way conferencing • Increase the use of the intranet to enable students to access course and pathways information and teachers to access student information and progress • Collect and collate destination data for students who leave school after the beginning of Year 10 and before the completion of Year 12 		

Part 3 – Signatures

SIGNED by the Principal

.....
Name [INSERT NAME]
Date /.../.....

SIGNED by the School Council President.....

Name [INSERT NAME]
Date /.../.....

SIGNED by the Regional Director (or nominee)

.....
Name [INSERT NAME]
Date /.../.....