

# School Strategic Plan 2018-2022

Lyndhurst Secondary College (7108)



LYNDHURST  
SECONDARY  
COLLEGE

Submitted for review by Kondilo Prades (School Principal) on 07 June, 2019 at 12:42 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2022

Lyndhurst Secondary College (7108)

<p><b>School vision</b></p>	<p>Lyndhurst Secondary College aims to provide a strong education for secondary students within the Lyndhurst, Lynbrook, Cranbourne North and wider Cranbourne community. We expect our students to transition into further education and training as they prepare themselves to be active participants as adults in our community. We are “empowering students for learning and life”.</p>
<p><b>School values</b></p>	<p>The Lyndhurst Secondary College community is committed to providing a safe, challenging and stimulating learning environment. We champion commitment, excellence and integrity in order to develop open-minded citizens capable of contributing confidently and responsibly to an ever-changing world.</p> <p>To do this we focus on three core elements:</p> <p>Learning: We expect all students to value learning, to make the most of every opportunity to learn, to set high expectations of themselves and others, to achieve excellence.</p> <p>Students: Our focus is on students, their commitment to their growth as individuals in a strong and supportive learning environment.</p> <p>Community: We expect all students to value their community, both locally and world-wide, and to conduct themselves with integrity as they go about their day to day lives.</p> <p>These values are underpinned by a focus on High Expectations based around Respect for Self, Others and the Environment.</p>
<p><b>Context challenges</b></p>	<p>Lyndhurst Secondary College is situated just north of Cranbourne in the south-western corner of the City of Casey, an area of generally low socio-economic indicators. The College presently has an enrolment of 660 students who are generally from backgrounds in which completion of Year 12 or equivalent was and is seen as a major achievement. The Student Family Occupation (SFO) index has progressively increased over each of the past five years moving from 0.5658 to 0.6679, an increase of 19%. Our students come from a large number of feeder primary schools, however we work closely with five key primary schools to facilitate quality transition - Courtenay Gardens, Cranbourne- Carlisle, Lynbrook, Lyndhurst and Rangebank Primary Schools. Over recent years the cultural mix of the College has changed dramatically with an increasing number of students of a Non English Speaking Background. Over the past five years the proportion of students with a Language Background Other Than English (LBOTE) has increased from 16% to 31%. There are approximately 6% of our students who come to our College who ‘qualify’ for English as an Additional Language and the proportion of Aboriginal/Torres Strait Islanders is between 1-2% of the overall student population</p> <p>Physically, the College is situated adjacent to a major highway and has a very large Gymnasium, a well-resourced Drama Theatre, a large Library, and many significant specialist facilities: Music, Food Technology, Visual Arts, an Automotive workshop, Wood and Metal technology rooms, as well as extensive Science based classrooms. The College also has a dedicated ‘Inquiry Centre’</p>

	<p>purpose-built to support the Year 9 Inquiry program, as well as a Senior School area set aside for VCE and VCAL classes. The College has significant computer resources housed in a number of dedicated classrooms, supported by a student netbook program.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our three main focus areas for the College for the next four years based on the review findings are as follows:</p> <ol style="list-style-type: none"> <li>1. Improve learning outcomes for all our students with a particular focus on literacy and numeracy</li> <li>2. Promote and further develop Student Voice, Leadership and Agency</li> <li>3. Community engagement</li> </ol> <p>All of these areas are extremely important in providing better outcomes for our students. Over the last four years, a great deal of work and progress has been made in creating an orderly environment, creating an instructional model to promote consistency in Teaching and Learning, developing opportunities for staff to collaborate and work together and start using data to plan for students learning at their point of need. We have developed students pride in the College and have reiterated our School Values and having High Expectations for all that we do. The review identified the strength in leadership and that the College has now got the solid foundation it needs on which to build and continue to improve.</p> <p>Literacy, Student Voice and Agency and our work within our community is our primary focus for the next four years. This will lead to better outcomes for all of our students, not only while they are at Lyndhurst but in life.</p>

# School Strategic Plan - 2018-2022

Lyndhurst Secondary College (7108)

<b>Goal 1</b>	Improve learning growth and outcomes for every student
<b>Target 1.1</b>	By 2022, the percentages of medium and high relative growth in NAPLAN Years 7-9 in reading, writing and numeracy will improve to 80%.
<b>Target 1.2</b>	By 2022, the mean VCE study score will improve from 27 to 29.
<b>Target 1.3</b>	By 2022 all VCE studies to have a positive average adjusted score according to VCEDS Report 10.
<b>Target 1.4</b>	By 2022, VCAL to have 95% successful completion rate
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build teacher capability to use data to effectively inform practice
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop a shared understanding and consistent implementation of the college's Instructional Model
<b>Key Improvement Strategy 1.c</b> Intellectual engagement and self-awareness	Build instructional and shared leadership capability
<b>Goal 2</b>	Build agency, voice and leadership for every student in the college

<b>Target 2.1</b>	By 2022, the percentages of positive responses in the AtSS will increase from 2018 benchmarks for self-regulation and goal setting (from 63% to 75%) and student voice and agency (from 48% to 60%).
<b>Target 2.2</b>	By 2022, the percentages of positive responses in the parent survey will increase from 82% to 87% for effective teaching, from 94% to 95% for high expectations for success and from 85% to 88% for student voice and agency.
<b>Target 2.3</b>	By 2022, the percentages of positive responses in the staff survey will increase for collective efficacy from 42% to 60% and for academic emphasis from 34% to 50%.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Empower students as active learners and leaders
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop across the school a shared understanding of student voice, leadership and agency and how they are applied
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Develop processes to include all students in school decision making
<b>Goal 3</b>	To improve student engagement both within the college and the wider community
<b>Target 3.1</b>	By 2022, the percentages of positive responses in the AtSS will increase from 2018 benchmarks for student confidence from 62% to 70%, high expectations for success from 73% to 80%, and for sense of connectedness from 54% to 62%.
<b>Target 3.2</b>	By 2022, the percentages of positive responses in the parent survey will increase for student connectedness from 90% to 92%, teacher communication from 74% to 80%, and parent participation and involvement from 74% to 79%.

<b>Target 3.3</b>	By 2022, the average student absence days will decrease to below 20 days (23.6 in 2017).
<b>Target 3.4</b>	By 2022, the percentages of positive responses in the staff survey will increase for staff trust in students and parents from 34% to 50%, for parents and wider community involvement from 45% to 60%.  The college also to consider increases in participation rates in surveys and NAPLAN.
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Implement strategies to increase student attendance
<b>Key Improvement Strategy 3.b</b> Building communities	Develop opportunities for students to connect meaningfully with the wider community
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Increase parent and carers engagement in the learning of their children