

# School Strategic Plan 2022-2026

Lyndhurst Secondary College (7108)



LYNDHURST  
SECONDARY  
COLLEGE

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# School Strategic Plan - 2022-2026

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<b>School vision</b>	Our vision is to empower students for learning and life.
<b>School values</b>	<p>Our College Values (known as our Lyndhurst Legacy Values) guide our daily work and apply to all members of our learning community.</p> <p>Our Values are:</p> <ul style="list-style-type: none"><li>- Commitment: We always strive to work on ourselves and achieve our personal best in all things we do.</li><li>- Excellence: We celebrate our successes and acknowledge the effort in our learning and life.</li><li>- Integrity: We are both honest and driven to do the right thing at all times.</li><li>- Respect: We respect one another's right to safety and dignity.</li></ul> <p>This is underpinned by High Expectations, whereby all members of the community have high expectations of ourselves and believe that we are capable of achieving more than we set out to.</p>
<b>Context challenges</b>	<p>Analysis of the school's NAPLAN data indicated lower than preferred levels of students achieving strong levels of growth. Data including the Attitudes to School Survey indicated a need to focus on stimulated learning and differentiating the curriculum to both engage students, as well as ensure learning was at the right point of need. This includes students needing additional support with their literacy and numeracy, as well as students of high-ability who need extending and challenging in their learning.</p> <p>Students positively endorsed student voice and agency practices, but data improvement in this area was a strong desire of the college community. This included students being more empowered in their learning, including setting and reviewing learning goals, as well as developing learners to be independent and ready to thrive in life beyond school.</p> <p>Over the past few years, the increasing need to support and foster positive wellbeing in students has developed into a large priority for the college. This includes students feeling less connected to school than in previous years, as well as supporting all students to develop resilience and coping strategies for both learning and life.</p> <p>Particular attention is given to the supports, interventions and structures to ensure our most vulnerable cohorts (including students with additional needs, Koorie, refugee, Out of Home Care and EAL students) have appropriate tiered supports for both their learning and their wellbeing.</p>

**Intent, rationale and focus**

Our college is focused on seeing improvement and growth in learning, engagement and wellbeing measures for our college community. This is important as it guides the fundamental belief that all students can learn when there is guaranteed and viable curriculum, engaging learning and co-curricular opportunities and strong proactive and responsive wellbeing structures and measures in place.

As a college, we are prioritising the following key areas:

- Learning growth for all students in literacy and numeracy
- Development of empowered students that are independent, engaged and motivated learners
- Improved social and emotional wellbeing of all students

Our college intends to have a strong focus on curriculum design and development over the four years, which includes a focus on the implementation of high-quality curriculum maps and assessment practices. In addition, pedagogical practices will be a focus, including the embedding of the college's Instructional Model and the High Impact Teaching Strategies (HITS). Furthermore, the introduction, implementation and embedding of the High Impact Wellbeing Strategies (HIWS) will support wellbeing priority areas. These will all be supported by the continued focus on strengthen leadership capabilities and organisational structures at the college.

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<b>Goal 1</b>	Improve the learning growth of every student in literacy and numeracy.
<b>Target 1.1</b>	<p>Increase the percentage of students in the 'Strong' and 'Exceeding' proficiency levels for:</p> <ul style="list-style-type: none"><li>• Year 9 Reading from 53% (2023) to 60% (2026)</li><li>• Year 9 Writing from 56% (2023) to 58% (2026)</li><li>• Year 9 Numeracy from 55% (2023) to 60% (2026)</li></ul> <p>NAPLAN growth targets will be developed upon the availability of NAPLAN growth measures (currently unavailable due to change in reporting methods for NAPLAN).</p>
<b>Target 1.2</b>	<p>Increase the percentage positive endorsement of staff in the School Staff Survey for the factors:</p> <ul style="list-style-type: none"><li>• academic emphasis from 22% (2022) to 35% (2026)</li><li>• guaranteed and viable curriculum from 40% (2022) to 56% (2026)</li><li>• understand how to analyse data from 33% (2022) to 50% (2026)</li></ul>
<b>Target 1.3</b>	<p>Increase the percentage positive endorsement of students in the AtoSS for the factors:</p> <ul style="list-style-type: none"><li>• differentiated learning challenge from 58% (2022) to 62% (2026)</li><li>• effective teaching time from 59% (2022) to 65% (2026)</li><li>• sense of confidence from 57% (2022) to 60% (2026)</li></ul>

<p><b>Key Improvement Strategy 1.a</b> 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>Build the capability of the school leadership team to lead and develop a culture of continuous improvement.</p>
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop, document and implement a guaranteed and viable curriculum.</p>
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build capability of staff to develop, capture, analyse and utilise assessment and data to differentiate teaching and learning practices to support all students at point of need.</p>
<p><b>Goal 2</b></p>	<p>Empower students to be independent, engaged and motivated learners.</p>
<p><b>Target 2.1</b></p>	<p>Increase the percentage positive endorsement of students in the AtoSS for the factors:</p> <ul style="list-style-type: none"> <li>• stimulated learning from 49% (2022) to 56% (2026)</li> <li>• self-regulation and goal setting from 58% (2022) to 63% (2026)</li> <li>• student voice and agency from 42% (2022) to 45% (2026)</li> </ul>
<p><b>Target 2.2</b></p>	<p>Increase the percentage positive endorsement of parents in the Parent Opinion Survey for the factors:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 42% (2022) to 52% (2026)</li> </ul>

	<ul style="list-style-type: none"> <li>• high expectations for success from 68% (2022) to 78% (2026)</li> </ul>
<b>Target 2.3</b>	<p>Increase the percentage positive endorsement of staff in the School Staff Survey for the factors:</p> <ul style="list-style-type: none"> <li>• promote student ownership of learning from 40% (2022) to 55% (2026)</li> <li>• collective focus on student learning from 55% (2022) to 70% (2026)</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen opportunities for student voice, agency and leadership.
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Strengthen the partnership between staff, students, carers, families and community to create a shared responsibility for students' learning
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop teacher capability to support students to set goals in order to be reflective and self-monitoring learners.
<b>Goal 3</b>	Improve the social and emotional wellbeing of all students.
<b>Target 3.1</b>	Increase the percentage positive endorsement of students in the AtoSS for the factors:

	<ul style="list-style-type: none"> <li>• resilience from 64% (2022) to 69% (2026)</li> <li>• emotional awareness and regulation from 58% (2022) to 62% (2026)</li> <li>• sense of connectedness from 44% (2022) to 52% (2026)</li> </ul>
<b>Target 3.2</b>	<p>Increase the percentage positive endorsement of parents in the Parent Opinion Survey for the factors:</p> <ul style="list-style-type: none"> <li>• teacher communication from 63% (2022) to 72% (2026)</li> <li>• confidence and resiliency skills from 68% (2022) to 74% (2026)</li> </ul>
<b>Target 3.3</b>	<p>Increase the percentage positive endorsement of staff in the School Staff Survey for the factor:</p> <ul style="list-style-type: none"> <li>• parent and community involvement from 41% (2022) to 47% (2026)</li> </ul>
<b>Target 3.4</b>	<p>Decrease the percentage of students with 20 or more absent days from 51% (2022) to below 40% (2026).</p>
<p><b>Key Improvement Strategy 3.a</b>  Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop and implement a whole school approach to empower students, build resilience and strengthen their social and emotional literacy.</p>
<p><b>Key Improvement Strategy 3.b</b>  Responsive, tiered and contextualised approaches and strong relationships to</p>	<p>Develop and implement a whole school process with a tiered and responsive approach to support student wellbeing and inclusion.</p>

support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the partnership between staff, students, carers, families and community to create a shared responsibility for students' wellbeing.