School Strategic Plan for
Lyneham High School

North Gungahlin network
2013-2016

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<tr>
<th>Endorsement by School Principal</th>
<th>Name: Colleen Matheson</th>
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<th>Endorsement by School Board Chair</th>
<th>Name: Steve Sant</th>
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<th>Endorsement by School Network Leader</th>
<th>Name: Steve Kyburz</th>
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### School Context

The selection of the priorities within this plan was made by consideration of the External Validation Report (2012), System Survey feedback and school self-assessment. The school’s Improvement Committee and the Leadership teams lead the process and worked in conjunction with the School Board.

### Strategic Priority 1: Increase student voice and influence across the school

#### Performance Measure
- Student satisfaction survey results relating to the question “I have a say in my own learning”
- Student satisfaction survey results relating to the question “I have the opportunity to participate in decision making at this school”

#### Key Improvement Strategies
- Develop the capacity of staff to understand the nature and importance of student voice and influence
- Develop a variety of mechanisms that can be used by teachers to gather student feedback about courses of study and teacher pedagogy
- Develop the capacity of staff to accept, reflect and act upon that feedback
- Improve the understanding and use of formative assessment across the school
- Provide systems and structures that enable students to influence decision making in the school

#### Domains covered by this priority
- Student Environment
- Leading and Managing
- Learning and Teaching

### Strategic Priority 2: Build a culture of continuous teacher improvement through giving, receiving and acting on feedback from colleagues

#### Performance Measure
- Teachers’ Pathways portfolios providing written evidence of having received, reflected and acted on feedback from their colleagues
- Analysis of the coding of particular elements of the Quality Teaching model over time

#### Key Improvement Strategies
- Develop a process to deliver, analyse, reflect and act on constructive feedback on classroom practice for staff at all levels
- Provide effective, professional learning on using the Quality Teaching model to improve assessment tasks
- Provide effective and professional learning and in class coaching to meet the literacy and numeracy requirements specific to all KLas
- Ensure that all executive teachers accept this priority as a key component of their leadership role

#### Domains covered by this priority
- Learning and Teaching
- Leading and Managing

### Strategic Priority 3: Implement the next stages of the Australian Curriculum, including assessment against the achievement standards

#### Performance Measure
- Curriculum documents indicating the implementation of the Australian Curriculum in staged identified learning areas
- School documentation indicating reporting and assessment alignment to the Achievement Standards of the Australian Curriculum

#### Key Improvement Strategies
- Develop the capacity of executive staff to lead implement of the Australian Curriculum
- Provide time and support for faculties to access relevant professional learning and to implement the Australian Curriculum in identified learning areas, including alignment of assessment to the achievement standards
- Working with the Education and Training Directorate, clarify and implement a whole school approach to assessment, grading and reporting
Provide opportunities for the wider school community to understand the implications of the implementation of the Australian curriculum

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