

## 2018 WA Education Awards

### Lynwood Senior High School ~ *Learners Today, Leaders Tomorrow*

As a highly aspirational school, Lynwood Senior High School is demonstrating commitment to a culture of high performance – high care by building the social capital of students and staff to enable their engagement and success. Lynwood is implementing a rigorous and strategic school-improvement process, building on previous successes whilst setting strategic aspirations, assessing and building capability of staff, acting and planning to ensure continuous improvement as determined in the Business Plan 2018–2020. Vic Zbar’s “Generating whole-school improvement; the stages of sustained success” (2013) provides the blueprint for this work in our school with an ICSEA of 973, 39% of students in the bottom quarter and 70% in the bottom half of socio-economic distribution, a highly culturally diverse school population (60 languages), an Intensive English Centre, and 43% of students with language background other than English. Our priorities therefore continue to embrace a strong focus on literacy; excellence in teaching and learning; student and staff wellbeing and leadership development. The first stage of establishing the pre-conditions for school improvement at Lynwood meant developing a clear vision with strong leadership establishing high expectations, a focus on what mattered most and sustaining an orderly environment. Implementing academic programs both to engage students (LEAF) and extend (Specialist Environment and Life Sciences) combined with an enhanced Student Services Team allowed improvements in the learning environment to occur. School data provides solid evidence of sustained improvement for at least the last 5 years. Overall attendance is well above Like-Schools and WA Public Schools (2014 – 91%, 2015 – 92%, 2016 – 91.9%, 2017 – 91.5%) and the “regular” attendance of students in the same period is significantly above Like and WA Public Schools. In 2017 for Lynwood this was 72.9% compared to 55.3% for Like-Schools and 62.0% for WA Public Schools. Further evidence of the sustaining of this orderly environment is the significant decrease in student suspension from 2015-2018. The number of days of suspension in 2016 compared to 2015 fell by 41%; 2017 by 50% and in 2018 we are on track to decrease by 67%.

The results of the Lynwood 2018 Organisational Health Index survey through the Fogarty Foundation and globally benchmarked against 836 organisations and schools, placed our school in the top decile of healthy work organisations, moving up from the top quartile in 2017. It was strongly acknowledged that the school’s leaders actively solicited staff involvement in setting the school’s direction and overwhelmingly the majority of staff wanted to work at Lynwood because of the culture and work environment (94/117 staff). More importantly, 97% of staff agreed that the school had developed high levels of student loyalty (high attendance rates, school pride, recommending school to other students for example). The student survey employed in 2018 through Fogarty – Tell Them From Me (TTFM) indicated that Lynwood students felt “institutionally” engaged with 92% students demonstrating positive attendance and 91% students committed to demonstrating positive behaviour at school. Mean scores for school level factors such as quality instruction, positive teacher-student relations, positive learning climate and expectations for success were all higher for Lynwood than the corresponding TTFM Norms. Students reported a truancy rate of 8%, the TTFM Norm for these years is 27%.

Lynwood is proud to cater for students with limited schooling, refugees, under-performing, disengaging, ESL, Aboriginal students, those with special needs and those academically talented through delivery of a range of programs and support services. Literacy data collection and tracking is essential and extensive, providing the basis for targeted support and interventions to individuals and groups of students. NAPLAN, OLNA, the South Australian Spelling Test, PAT-R, e-write and other diagnostic tests provide comprehensive information on each child which is analysed and acted upon. A whole-school Literacy

Committee drives strategy implementation in every learning area, providing resources and up-to-date progress data on every student available on the Literacy Lynwood Connect Community. Since 2015, The Sound Way Literacy Program, a direct instruction model developing spelling, writing and reading has been delivered to all Year 7 students and all Year 7-9 students participate in a Reading Appreciation Program (RAP). In February 2018

Lynwood Senior High School was congratulated by ACARA for having demonstrated substantially above average gains in reading and/or numeracy achievement as measured by NAPLAN. With student services staff implementing outstanding case management; monitoring and analysing student performance and engagement data; instituting highly accountable mechanisms to monitor and support improvement in student performance including a rigorous Good Standing Policy wrapped around exemplary teamwork, Lynwood has consistently exceeded expectations in Senior School results with an average 99.8% WACE Achievement from 2009-2014 with 100% graduation in four of those years. In January 2018, Lynwood was congratulated by the Regional Executive Director for excellent or commendable performances in outstanding Median ATAR – best in the school’s history of 85.7 (75.6 - 2016, 75.4 - 2015); Attainment Rate above Like and Public Schools at 97% (100% - 2016, 87% - 2015); solid WACE Achievement 85% (87% - 2016) and an average of 98.5 for the previous four years, above Like-Schools and Public Schools. The median ATAR 2017 of 85.7 placed Lynwood Senior High School in 28th place in the ATAR top 50 performing schools in WA and 8th place in the top performing Public Schools. Thirty one percent (31%) of ATAR students in 2017 achieved an ATAR score of 90+ and 62% achieved an ATAR 80+ compared to 38% in 2016. Certificate III qualifications was the best in the region with 97 students (41%). Vic Zbar would say we are “punching above our weight”.

Since 2017, the Lynwood Senior High School Executive Team has utilised evidence and research on School Development Days, workshops and staff meetings to consolidate a school-wide, self-reflective culture focused on improving classroom teaching and to facilitate the development of the most recent Business Plan. Over a period of 18 months, the School Board and staff have been extensively consulted on the shaping of our strategic direction including the development of the new school vision, agreed and shared moral purpose, school values, beliefs about teaching and learning and the school motto resulting in community ownership of the strategic 2018 WA Education Awards vision. Collaboratively agreed priorities have built upon the school’s demonstrated success in sustaining improvement in the first stage of whole-school continuous improvement as outlined by Zbar (2013). Planning, monitoring and accountability is strongly evidence based and the conditions for learning have been enhanced, essential to undertaking the second stage of school improvement as outlined by Zbar and featured in the 2018-2020 Business Plan – building the capacity of teachers through use of an instructional model; coaching and mutual observation, feedback and support; underpinned by the catalyst of leadership. In 2018 in line with school priorities, Lynwood engaged all teaching staff in professional learning of Explicit Instruction (Ybarra and Hollingsworth) and implemented a “rigorous train-the-trainer” model with 18 teachers and 3 leader/classroom observers, coached by [REDACTED]. A second tier of learning driven by research and led by the Executive Team as a school priority is building capacity of middle managers to engage in this strategy with confidence. The EI strategy is forming the basis for classroom observation and feedback and collaborative action as teachers share development of EI lessons and share their experience with other teachers, building a common language across this rapidly developing professional learning community. To prioritise the development of teachers and school leaders the Principal appointed a Level 5 Associate Principal during 2017 who is now leading the EI strategy. A Deputy Principal with strength in development of STEM was appointed later that year.

Lynwood became an Innovation Partnership School (STEM) in 2018 and is providing advice to other schools and feedback to DoE regarding ICT infrastructure in this rapidly changing space. As a school priority, we are shaping the way our teachers engage in the use of ICT to

enhance student learning. A rationalisation of resources leading to an exciting transition of teachers being able to access the most up to date portable devices for use in the classroom, office and home, “breaking down the walls”, is encouraging seamless use of technology in our school community and enabling our students to develop the skills required in a 21st century workforce.

Lynwood has a multitude of community partnerships and runs a strong School Volunteer Program with volunteers assisting with reading, mentoring students and attending to the Aquaponics system. The Principal has formed a dynamic new School Board with experts in teaching and learning/pedagogy, STEM, and the Board Chair works within our school with students and staff to implement a unique and exciting program on Social Emotional Learning (SEL). Lynwood has utilised research which shows that structured SEL programs can have an impact on academic performance, improve students attitude towards school and readiness for post-secondary education, increase positive relationships and improve mental health. To maximise the benefit for our students, we have partnered with Everyday Leader, a SEL organisation that focuses on providing evidence based SEL in secondary schools whilst removing the barriers of funding and teacher capacity. Everyday Leader partners with both local and global experts in the field of Psychology, Health Sciences, Implementation and Pedagogy to ensure the program is based in scientifically validated interventions and teaching methodologies. To expand our students understanding of global citizenship, Everyday Leader has immersed our full Year 12 cohort in an interactive, project based learning experience titled Social Impact Shark Tank. Students begin the project by gaining a deeper understanding of their internal worlds, focusing on topics such as; values, character strengths, talents and passions, before looking outwardly at the wider world. This program is designed to explore purpose and help students develop a greater understanding of the world around them and inspire them to think ‘bigger picture’ by exploring the global challenges we face as a society and put their efforts towards a potential solution. Along the way students are taught workplace skills such as project management and time-lining, goal setting, stakeholder management, budgeting and public speaking. To support the delivery of this ambitious program, Everyday Leader engages a multitude of external change-makers to expose students to a diverse array of individuals and organisations. These include university researchers and lecturers, industry professionals, community organisations, government officials and non-profit leaders. To develop a whole school approach to SEL, elements of interventions and common language have been pulled through into our Behavioural Management processes such as understanding the concept of “character strengths” and students having to reflect What Went Well during their day.

Lynwood is in a unique position of being the only Public high school in WA to have a specialty, externally facilitated SEL Program with a long-term partner for a minimum of 6 years. In 2019 Everyday Leader will be launching a SEL based program to be delivered by teachers in TAG time, further increasing student exposure to learning in this area, but more importantly, continuing to build capacity within teachers. Currently the Executive Team is developing a strategic approach to the long-term health and wellbeing of staff, working with KAYA Consulting and dovetailing this to the Everyday Leader Program to ensure a sustainable, long-term healthy and productive workforce which will continue to enhance outcomes for students who are being equipped to deal constructively with the challenges they will inevitably face.

As well as continuing an innovative partnership with Sport Education Development Australia (SEDA) which provides unique vocational opportunities to students, Lynwood has a range of other partnerships which support students to access tertiary studies. These include ABCN which provides mentoring, academic and leadership development; ASPIRE UWA which runs programs for our Year 7-12 students and Year 12 ATAR revision programs, as well as providing university entrance concessions to our students through the Broadway Program; Curtin University Step-Up Program which boosts ATAR scores of 60 to 70 to allow access

and the Murdoch Rise Program and ECU do similar. We have a strong focus on providing opportunity, setting high expectations and supporting our students to reach them. Lynwood is complex, diverse, challenging and much loved by the school community and staff. The passion and commitment of students, staff and community members working together in a spirit of absolute positivity and possibility for what our students can achieve, is a significant hallmark of this wonderful school.