School Annual Implementation Plan for

LALOR SECONDARY COLLEGE

Based on Strategic Plan 2015 - 2018

Endorsements

| Endorsement by School Principal | Signed………………………………………  
|                               | Name: Silvana Sena  
|                               | Date………………………………………  |

| Endorsement by School Council | Signed………………………………………  
|                               | Name: Karen Freeman  
|                               | Date………………………………………  
<p>|                               | School Council President’s endorsement represents endorsement of School Strategic Plan by School Council  |</p>
<table>
<thead>
<tr>
<th>Strategic Direction</th>
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<td><strong>Goals</strong></td>
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</table>
| **Achievement** | To extend the literacy and numeracy capabilities of every student through targeted support, differentiated curriculum and challenge in order to further improve VCE results. | • The *New Pedagogies for Deep Learning* School Conditions Rubric self-assessment and student assessment data to show progression to ‘Accelerating’ in all areas.  
• The VCE mean be at least 30 for all studies  
• The % of ATAR be as follows:  
  -30% above 80  
  -50% above 70  
  -5% of study scores at VCE be above 40.  
• The ATTSS Survey Results show:  
  -Teacher Effectiveness is 4.0  
  -Stimulating Learning 3.5.  
  -95% VCAL completion rate  
• The NAPLAN results show;  
  -No more than 25% of all students remain in the bottom two categories from Years 7 to 9 for both Literacy (Reading & Writing) and Numeracy  
  -The rate of growth in both Literacy and Numeracy is greater than similar schools  
• The AusVELS teacher judgements reflect the State spread of scores over the four years  
• Students adapting goal-setting, checklists, concept maps, feed-forward writing through re-engagement of Lalor Teaching & Learning framework | • |
| **Engagement** | To improve students’ engagement with the school through approaches that increase opportunities for self-management of students’ learning | • The *New Pedagogies for Deep Learning* School Conditions Rubric self-assessment and student assessment data to show progression to ‘Accelerating’ in all areas.  
• Learning Confidence mean in the Attitude to School Survey to | • |
<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Productivity</th>
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<td><strong>To maintain students’ feelings of safety, and improve their sense of pride in, and connectedness to, the school.</strong></td>
<td><strong>To strengthen the direct links between funding, staffing and resources and the strategic directions of the school.</strong></td>
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| - ATTSS improvement  
  - Student Safety from 4.31 to 5  
  - Student Distress from 5.02 to 5.5  
  - Teacher Empathy 3.5 to 4.5  
  - Peer Connectedness 4.07 to 4.5  
- Parent Opinion Survey improvement  
  - Social Skills from 5.28 to 5.6  
  - School connectedness from 4.98 to 5.5  
  - Connectedness to Peers from 5.84 to 6.25  
- Reduction of the SPR data by 25% compared to the end of 2014 data. | - All teachers are allotted according to the annual Workforce Planning Document.  
- The staffing budget to move from a deficit position to a position of surplus.  
- An SRP that is in surplus. |
- CRT costs to be contained and trend downwards.
- Staff Opinion Survey to move to the 67th percentile in the areas of:
  - Collective Responsibility
  - Collective Efficacy
  - Collective Focus on Student Learning
  - Applicability of Professional Learning
  - Collective Participation
- Parent Opinion Survey to move to the 4th quartile in the areas of:
  - School Improvement
  - Parent Input
  - General Satisfaction
  - Approachability
  - Stimulating Learning
- Completion of Stage 1A of Master Plan.
- Target of $400,000.00 for Master Plan funds
<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>What the activities and programs required to progress the key improvement strategies</th>
<th>How the budget, equipment, IT, learning time, learning space</th>
<th>Who the individuals or teams responsible for implementation</th>
<th>When the date, week, month or term for completion</th>
<th>Achievement milestones the changes in practice or behaviours</th>
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<tbody>
<tr>
<td>Achievement</td>
<td>• Publicised vertical and horizontal curriculum map for Years 7 to 10</td>
<td>• Completion of all curriculum documentation that is available through the college memory</td>
<td>• Individual targeted intervention occurs within the classroom by classroom teachers</td>
<td>• Completion of the 2015 reporting and assessment review</td>
<td>• KLA’s to initiate the inclusion of the 6 C’s &amp; SOLO taxonomy into formative and summative assessments</td>
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<td>• Completion of the 2015 reporting and assessment review</td>
<td>• Implementation of a structured PD schedule in line with the school priorities listed</td>
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<td>• Student access to digital</td>
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| Engagement | | | | devices and Compass school network  
| | Increase connectedness across staff and students in ATTSS  
| | All PD plans contain specific reference to the New Pedagogies initiative  
| | All PD plans to include data analysis and resulting actions  
| | Improvement in student attendance data  
| | Completion of School Conditions Rubric Assessment as part of participation in NPDL (all staff led by TAC and FOR)  
| | Presentation to teaching staff of findings by Pedagogy Project Team in relation to deep learning (TAC and FOR)  
| | Curriculum day with focus on differentiation to be planned  
<p>| | Inclusion of two differentiated assessment tasks in all syllabi |</p>
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<tr>
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- Mapping of Years 7-10 Curriculum, both horizontally and vertically.
- Plan detailing careers component in each of the KLAs across Years 7 – 10
- Implementation of revised counselling of students in transition between year levels and beyond the school
- Documented and shared PLT work focussed on improving Numeracy and Literacy across KLAs
- Increased number of students achieving house points
- Compass (or like) to include all relevant student data for teacher access
- Students in Years 7 – 10 to receive Academic Subject Awards at Presentation Evening
- Staff Code of Conduct that includes ‘How We Work with Young People at Lalor Secondary College’
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<td>Structured Pastoral Care program within HPE</td>
<td>Implementation of the Year 9 Explore program (SenseAbility &amp; MindMatters)</td>
<td>Implementation of pastoral care in Year 7 &amp; and 8 HPE</td>
<td>Reduction in Silent Planning Room exits in all year levels</td>
<td>Initiatives and concerns raised via Student Focus groups are addressed</td>
<td>Staff Code of Conduct incorporating behaviours about how we work with children.</td>
<td>A common and consistent understanding and implementation of the Student Code of Behaviour</td>
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- Leadership Structure for 2016 developed
- Reduction of CRT spending
- Full use of Compass by all staff, and by parents
- Agreement reached between the school and the City of Whittlesea for new community gym
- Implementation of Stage One of Master Plan
- Progression towards establishing a partnership with Whittlesea Council for joint funding of new gymnasium
- A Parent Portal that is actively accessed and a prime point of communication with parents
- Partnership established with the Whittlesea Council
- Staff to receive School Value Cards appropriately from students and
- An increase in the Building Fund
- Recommendations re addressing areas of concern on the Staff Opinion Survey