<table>
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<th>School number:</th>
<th>7985</th>
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<tbody>
<tr>
<td>Principal:</td>
<td>Silvana Sena</td>
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<tr>
<td>School Council President:</td>
<td>Karen Freeman</td>
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<td>Review Company:</td>
<td>Monash University</td>
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<td>Accredited School Reviewer:</td>
<td>Gaell Hildebrand</td>
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<td>Peers:</td>
<td>Tony Tartaro</td>
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<td>(retired Principal, Buckley Park College)</td>
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<td>Kerrie Heenan</td>
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<td>(Principal, The Lakes South Morang P-9 School)</td>
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<td>Date of Review Meeting:</td>
<td>16th September, 2014</td>
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1. Executive Summary and Context

Lalor Secondary College celebrated its 50th anniversary in 2013 and the school is justifiably proud of its exemplary record in improving its VCE results over the last four years - the second highest improver in Victoria.

As a single campus school of Years 7 to 12, situated in the northern suburbs in the City of Whittlesea, Lalor SC has a successful multicultural mix of students with over 44 different language backgrounds represented by students. Lalor SC has become the school of first choice in its broader area and it has now been given permission to limit its Year 7 intake to those in the school’s immediate neighbourhood (unless an older sibling attends the school). This has led to the school’s enrolment stabilising at around 1080 students.

The facilities, while older style, are well cared for and a new Building the Education Revolution (BER) federally funded Science wing has been built over the last four-year cycle. The school has also re-arranged space off the library to create a Senior Study Centre, largely from its own funds.

As well as offering a High Potential Learning class from Year 7, beginning in 2012, Lalor SC has been a developer of its own learning model called Powerful Learning and “us” (known as PLUS), adapted from the regional work in the field.

The Panel congratulated the Lalor SC staff and school community on the dramatic improvement in VCE results in the last four years. For example, the mean All Study score has increased from 24.8 in 2009 to 29.04 in 2013 (compared with the state mean of 28.71). The percentage of students with ATAR scores above 80 was 25% and above 70 was 39% in 2013 (compared with 20% and 30% respectively across the state). The VCE results have been in a consistently upward trend over the four years. The school has carefully tracked the data and supported teachers in improving their results. The school has been told through VCAA that it is the second highest improving school in the state over this period.

The Victorian Certificate of Applied Learning (VCAL) has been introduced in this cycle and the completion rates of 89% (in 2012) and 93% (in 2013) demonstrate it is working well for the students involved. A strong Vocational Education and Training (VET) program is also offered, to complement both the VCE and the VCAL.

The S/N system of reporting (along with percentage scores for each individual assessment task) was discussed and the Panel heard that this would be replaced in 2015 to encourage students to strive for excellence.

Students have high levels of Learning Confidence, as reported on the Attitude to School surveys, with a mean of 3.82 and at the 80.8 percentile mark in 2014. The Panel noted that this was the second highest factor compared with other schools. The Panel noted that parents had positive opinions about the Learning Focus in the school, Homework and the Reporting approaches used.

The Panel congratulated the school for its efforts in lowering the absenteeism rate from 18.27 days absent per student in 2010 to 14.92 days/student in 2013, even though absences remained high at 18.21 days/student across the state. In particular, the decline in Year 7, 9, 11 and 12 absences is outstanding and a credit to the efforts of the staff who worked on following up absences.

The exit destinations for Year 12 students is positive with 85% of those leaving at the end of Year 12 going on to further study and/or training. Of those going to university almost 90% received first round offers. The Panel commended the school on its successes here.

Lalor SC students consider themselves to be highly motivated - with a score in the top 7% of the state in 2014 - the highest factor for Lalor SC students compared with other schools across the state. Parents also thought their children were highly motivated (top 25% of the state in 2013).
The Panel identified a Pastoral Care gap, or absence, in the school. It was felt that a regular place and time for pastoral matters needs to be built into the fortnightly timetable. However, the Panel judged programs such as *Mindful Mondays* and after school Yoga a success, and the Themes used at each Year level were appropriate.

It was clear to the Panel that communication via *Edmodo* was productive and that students appreciated the access to teachers as required.

Discussion about the success of the Values Cards (embedded with seeds for growing at home) led to the understanding that the method of tracking who had received which Values Cards will continue to be implemented and supported and any who receives one for each Value should be publicly rewarded.

**Improvement goals and strategies**

After the panel discussed the School Self Evaluation (SSE) and other data and information it made the following recommendations for the future.

**Achievement**

**Goal:** To extend the literacy and numeracy capabilities of every student through targeted support, differentiated curriculum and challenge in order to further improve VCE results.

**Key Improvement Strategies (KIS):**

1. Build teachers’ capabilities in implementing a wide repertoire of 21st century pedagogies that reflect high expectations of powerful learning by all students

2. Stretch the literacy and numeracy skills of every student at every level of capability across the school.

3. Embed assessment *for* learning and assessment *as* learning tasks into everyday classroom practice across all learning areas.

4. Continue to enhance teachers’ data analysis skills in order to drive improvements in pedagogy and assessment.

5. Continue to strengthen VET and VCAL offerings.

**Engagement**

**Goal:** To improve student’s engagement with the school through approaches that increase opportunities for self-management of students’ learning and pathways.

**KIS:**

1. Develop strategies to further decrease absences and retain current students.

2. Empower students in classrooms to take more control of, and responsibility for, their learning.

3. Embed career development within the Home group for all students Years 7-12.

**Wellbeing:**

**Goal:** To maintain students’ feelings of safety, and improve their sense of pride in, and connectedness to, the school.

**KIS:**

1. Provide for the positive development of classroom behaviour, student and teacher relationships and student safety.
2. Refine and extend student leadership opportunities and embed social skills development across the regular curriculum.
3. Refine and support the Wellbeing and Student Program team’s capabilities in delivering a needs-based program to students.

Productivity:

Goal: To strengthen the direct links between funding, staffing and resources and the strategic directions of the school.

KIS:

1. Strengthen pedagogical leadership capacity to provide strong distributed leadership across the school, Years 7-12, and in each Learning Area.
2. Link staff professional learning and development plans to the new Strategic Plan and AIPs and hence to school priorities.
3. Build staff morale through celebrating staff successes.
4. Monitor the implementation of the School’s Master Plan.
5. Monitor finances to work within the SRP.
6. Build stronger partnerships with families and the community.