**2019 Annual Implementation Plan**

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**for improving student outcomes**

Lalor Secondary College (7985)



**Self-evaluation Summary - 2019**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Evolving moving towards Embedding |
|  | Curriculum planning and assessment | Embedding |
|  | Evidence-based high-impact teaching strategies | Evolving moving towards Embedding |
|  | Evaluating impact on learning | Embedding |

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| **Professional leadership** |  | Building leadership teams | Evolving moving towards Embedding |
|  | Instructional and shared leadership | Embedding |
|  | Strategic resource management | Embedding |
|  | Vision, values and culture | Evolving moving towards Embedding |

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| **Positive climate for learning** |  | Empowering students and building school pride | Evolving moving towards Embedding |
|  | Setting expectations and promoting inclusion | Evolving moving towards Embedding |
|  | Health and wellbeing | Evolving moving towards Embedding |
|  | Intellectual engagement and self-awareness | Evolving |

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| **Community engagement in learning** |  | Building communities | Evolving moving towards Embedding |
|  | Global citizenship | Evolving moving towards Embedding |
|  | Networks with schools, services and agencies | Embedding |
|  | Parents and carers as partners | Evolving |

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| **Enter your reflective comments** | The analysis of each of the dimensions has been thorough through staff evaluation and the process of the school review held in 2018. |
| **Considerations for 2020** | Refer to the Strategic Plan outline. |
| **Documents that support this plan** | Report.SchoolReview.2018.Final.docx (0.25 MB) |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To maximise student achievement and learning growth across all key learning areas | Yes | By 2022, the percentages of high relative growth years 7-9 in reading will increase from 17% in 2017 to 25%, writing from 18% to 25%, and numeracy from 19% to 25%. The percentages of low growth in each domain to decrease to 25% or less. (To be finalised using 2018 data as a benchmark.) | The percentages of high relative growth years 7-9 in reading will increase from 17% in 2017 to 20%, writing from 18% to 20%, and numeracy from 19% to 20%. The percentages of low growth in each domain to decrease to 25% or less. |
| By 2022, the VCE median study scores to increase each year to 30 or more.  That the VCE % of Study Scores over 40 is on average 5% or greater. | The VCE median study scores to increase each year to 30 or more.  That the VCE % of Study Scores over 40 is on average 5% or greater |
| By 2022, increase the adjusted study score for below expectation VCE studies.  That all subject teachers of VCE obtain a positive adjusted study score result. | That all subject teachers of VCE obtain a positive adjusted study score result |
| By 2022, the percentages of positive responses on the staff survey will increase for the following factors:    School Climate module   * collective efficacy to 60%, academic emphasis to 60%, guaranteed and viable curriculum to 80%.   Teaching and Learning – Practice Improvement module   * understanding how to analyse data to 80%.   (To be finalised using 2018 data as a benchmark.) | The percentages of positive responses on the staff survey will increase for the following factors:  School Climate module •collective efficacy to 60%, academic emphasis to 60%, guaranteed and viable curriculum to 80%.   Teaching and Learning – Practice Improvement module •understanding how to analyse data to 80% |
|  |  | By 2022, improve the general satisfaction positive percentages on the parent opinion survey to at least 85% (82% in 2017.) | Improve the general satisfaction positive percentages on the parent opinion survey to at least 85% |
| By 2022 the percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 37% to 50%), differentiated learning challenge (from 57% to 70%), for self-regulation and goal setting (from 73% to 85%) and student voice and agency (from 48% to 65%). | The percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 37% to 42%), differentiated learning challenge (from 57% to 62%), for self-regulation and goal setting (from 73% to 78%) and student voice and agency (from 48% to 55%). |
| By 2022, the percentages of positive responses in the parent survey will increase to 85% for all responses in the student cognitive engagement domain. | The percentages of positive responses in the parent survey will increase to 85% for all responses in the student cognitive engagement domain. |
| By 2022, to have all reposnses in the Pivot surveys 4 or higher for all staff. | To have all responses in the Pivot surveys 3.6 or higher for all staff |
| By 2022, the percentages of positive responses in the staff survey will increase for trust in students and parents to 80% from 67% in 2017, and the knowledge of high-impact teaching strategies to 90%. | The percentages of positive responses in the staff survey will increase for trust in students and parents to 72% from 67% in 2017, and the knowledge of high-impact teaching strategies to 90% |

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| Goal 1 | To maximise student achievement and learning growth across all key learning areas | |
| 12 Month Target 1.1 | The percentages of high relative growth years 7-9 in reading will increase from 17% in 2017 to 20%, writing from 18% to 20%, and numeracy from 19% to 20%. The percentages of low growth in each domain to decrease to 25% or less. | |
| 12 Month Target 1.2 | The VCE median study scores to increase each year to 30 or more.  That the VCE % of Study Scores over 40 is on average 5% or greater | |
| 12 Month Target 1.3 | That all subject teachers of VCE obtain a positive adjusted study score result | |
| 12 Month Target 1.4 | The percentages of positive responses on the staff survey will increase for the following factors:  School Climate module •collective efficacy to 60%, academic emphasis to 60%, guaranteed and viable curriculum to 80%.   Teaching and Learning – Practice Improvement module •understanding how to analyse data to 80% | |
| 12 Month Target 1.5 | Improve the general satisfaction positive percentages on the parent opinion survey to at least 85% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Build teacher capability to provide high-quality and engaging instructional | Yes |
| **KIS 2**  Curriculum planning and assessment | Develop staff capability to use data effectively to improve teaching and learning | Yes |
| **KIS 3**  Instructional and shared leadership | Develop instructional leadership capability in all staff across the college | No |
| **KIS 4**  Parents and carers as partners | Engage parents/carers as active partners in their child’s learning | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | To focus on the consistent delivery of the school Teaching and Learning Framework. | |
| Goal 2 | To build students as active and responsible learners. | |
| 12 Month Target 2.1 | The percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 37% to 42%), differentiated learning challenge (from 57% to 62%), for self-regulation and goal setting (from 73% to 78%) and student voice and agency (from 48% to 55%). | |
| 12 Month Target 2.2 | The percentages of positive responses in the parent survey will increase to 85% for all responses in the student cognitive engagement domain. | |
| 12 Month Target 2.3 | To have all responses in the Pivot surveys 3.6 or higher for all staff | |
| 12 Month Target 2.4 | The percentages of positive responses in the staff survey will increase for trust in students and parents to 72% from 67% in 2017, and the knowledge of high-impact teaching strategies to 90% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Build staff and student understanding and utilisation of student voice and agency to engage all students in their learning | Yes |
| **KIS 2**  Intellectual engagement and self-awareness | Build an engaged community of cooperative learning | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | To increase staff awareness around student agency and have this embedded into curriculum across all KLA's. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | To maximise student achievement and learning growth across all key learning areas | | | | |
| 12 Month Target 1.1 | The percentages of high relative growth years 7-9 in reading will increase from 17% in 2017 to 20%, writing from 18% to 20%, and numeracy from 19% to 20%. The percentages of low growth in each domain to decrease to 25% or less. | | | | |
| 12 Month Target 1.2 | The VCE median study scores to increase each year to 30 or more.  That the VCE % of Study Scores over 40 is on average 5% or greater | | | | |
| 12 Month Target 1.3 | That all subject teachers of VCE obtain a positive adjusted study score result | | | | |
| 12 Month Target 1.4 | The percentages of positive responses on the staff survey will increase for the following factors:  School Climate module •collective efficacy to 60%, academic emphasis to 60%, guaranteed and viable curriculum to 80%.   Teaching and Learning – Practice Improvement module •understanding how to analyse data to 80% | | | | |
| 12 Month Target 1.5 | Improve the general satisfaction positive percentages on the parent opinion survey to at least 85% | | | | |
| KIS 1 Building practice excellence | Build teacher capability to provide high-quality and engaging instructional | | | | |
| **Actions** | Create a Professional Learning Plan that supports the facilitation of the inquiry process adopted within the Professional Learning Communities. | | | | |
| **Outcomes** | Increased teacher understanding and adoption of the schools Teaching and Learning Framework including: a) Helen Timperley Inquiry Cycle b) Lalor Secondary College Instructional Model c) Lalor Secondary College Literacy Action Plans d) HITS e) Vic Curriculum | | | | |
| **Success Indicators** | Increase in Coherance and consistency of staff pedogogy - measured by Pivot Survey. Increase in Literacy capacity of our students - NAPLAN - 2020 Shared expectations and common language between staff - Pivot Survey | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Development of the LSC Professional Learning Plan | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $200,000.00  🗹 Equity funding will be used |
| Establish staff Professional Learning Communities through KLA teams to conduct an inquiry process that focuses on the Teaching and Learning Framework, use of data and student agency. | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $200,000.00  🗹 Equity funding will be used |
| Create teacher resources to support the inquiry process. | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $50,000.00  🗹 Equity funding will be used |
| KIS 2 Curriculum planning and assessment | Develop staff capability to use data effectively to improve teaching and learning | | | | |
| **Actions** | Establish staff Professional Learning Communities through KLA teams to conduct an inquiry process that focuses on the use of data to measure teacher effectiveness | | | | |
| **Outcomes** | Increased capacity of all staff to use and understand data. | | | | |
| **Success Indicators** | All students are achieving 12 months growth over 2019 - T.B.D. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Professional Learning Session - Using Data within the Inquiry Process | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $200,000.00  🗹 Equity funding will be used |
| Goal 2 | To build students as active and responsible learners. | | | | |
| 12 Month Target 2.1 | The percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 37% to 42%), differentiated learning challenge (from 57% to 62%), for self-regulation and goal setting (from 73% to 78%) and student voice and agency (from 48% to 55%). | | | | |
| 12 Month Target 2.2 | The percentages of positive responses in the parent survey will increase to 85% for all responses in the student cognitive engagement domain. | | | | |
| 12 Month Target 2.3 | To have all responses in the Pivot surveys 3.6 or higher for all staff | | | | |
| 12 Month Target 2.4 | The percentages of positive responses in the staff survey will increase for trust in students and parents to 72% from 67% in 2017, and the knowledge of high-impact teaching strategies to 90% | | | | |
| KIS 1 Empowering students and building school pride | Build staff and student understanding and utilisation of student voice and agency to engage all students in their learning | | | | |
| **Actions** | Implementation of the Berry Street model. | | | | |
| **Outcomes** | All members of the school community adopt a common language around school wide positive behaviours.   Students increase their capacity to become independent self regulated learners | | | | |
| **Success Indicators** | Increase in ATSS results in teacher concern. | | | | |