2022 Annual Implementation Plan

for improving student outcomes

Lalor Secondary College (7985)

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

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	See above
Considerations for 2022	Our focus remains the same with the disruption experienced throughout 2020 and 2021.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise student achievement and learning growth across all key learning areas
Target 2.1	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.)
Target 2.2	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.

Target 2.3	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.
Target 2.4	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.)
Target 2.5	By 2022, improve the general satisfaction positive percentages on the parent opinion survey to at least 85% (82% in 2017.)
Key Improvement Strategy 2.a Building practice excellence	Build teacher capability to provide high-quality and engaging instructional
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop staff capability to use data effectively to improve teaching and learning
Key Improvement Strategy 2.c Instructional and shared leadership	Develop instructional leadership capability in all staff across the college

Key Improvement Strategy 2.d Parents and carers as partners	Engage parents/carers as active partners in their child's learning
Goal 3	To build students as active and responsible learners.
Target 3.1	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%).
Target 3.2	By 2022, the percentages of positive responses in the parent survey will increase to 85% for all responses in the student cognitive engagement domain.
Target 3.3	By 2022, to have all reposnses in the Pivot surveys 4 or higher for all staff.
Target 3.4	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%.
Key Improvement Strategy 3.a 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
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build an engaged community of cooperative learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	By 2022, the percentages of high relative growth years 7-9 in reading will increase from 16% in 2021 to 22%. The percentages of low benchmark growth in each NAPLAN domain to decrease to 25% or less.
To maximise student achievement and learning growth across all key learning areas	No	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.)	

		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.	
		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.	
		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.)	
		By 2022, improve the general satisfaction positive percentages on the parent opinion survey to at least 85% (82% in 2017.)	

To build students as active and responsible learners.	No	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%).	
		By 2022, 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.	
		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%.	

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.

12 Month Target 1.1	By 2022, the percentages of high relative growth years 7-9 in reading will increase from 16% in 2021 to 22%. The percentages of low benchmark growth in each NAPLAN domain to decrease to 25% or less.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	By 2022, the percentages of high relative growth years 7-9 in reading will increase from 16% in 2021 to 22%. The percentages of low benchmark growth in each NAPLAN domain to decrease to 25% or less.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs Embed a multi-tiered response to meet students' individual literacy needs Embed a school-wide Literacy strategy. Embed PLC structures to support teacher collaboration and reflection of teaching practice
Outcomes	Students in need of targeted academic support or intervention will be identified and supported Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs Students will know how lessons are structured and how this supports their learning

	Teachers will confidently and accurately identify student learning needs of all of their students
Success Indicators	Curriculum documentation will show plans for differentiation Formative and summative assessment rubrics will show student learning growth Classroom observations demonstrate use of strategies from LSC Teaching and Learning Model Year 9 NAPLAN - Benchmark Reading results will improve by 4% Year 9 NAPLAN - Low Relative and Benchmark Growth will improve to below 25% VCE - Mean Study Score - 29 ATOS - Stimulating Learning - ..... ATOS - Advocate at School - ..... SSS - Academic Emphasis - 50% positive response SSS - Guaranteed and Viable Curriculum - 60% positive response SSS - Trust in Colleagues - 70% positive response SSS - Collective Efficacy - 50% positive response The Year 7 Lexile data will improve - 70 points The Year 8 Lexile data will improve - 70 points

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning plan that supports staff to use the LSC teaching and learning framework.	☑ All Staff ☑ Assistant Principal ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review the assessment and curriculum design across all KLA's. Develop a skills based scope and sequence from Years 7 to 10 in all KLA's.	☑ All Staff ☑ Assistant Principal ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Literacy Action Plans Reviewed and Revisited	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Embed the reading Initiative at Years 7 and 8 English, supported by the Lexile literacy program.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Literacy and Numeracy Intervention Programs delivered across year levels, including Tutor Learning Initiative and Boost delivered for Literacy and Numeracy Catch Up.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher ☑ Literacy Leader ☑ Literacy Support	☑ PLP Priority	from: Term 1 to: Term 4	$400,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Open classroom support structure for collegiate collaboration and development. * Observations * PLC Self Recording * Learning Walk	☑ Assistant Principal ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Embed the PLC structure and supporting resources	☑ Assistant Principal ☑ PLC Leaders ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year Embed positive mental health approaches in staff professional practice
Outcomes	Teachers will plan for and implement social and emotional learning within their curriculum areas

	Teachers will incorporate trauma informed practices in classes and in planning units of work Teachers will implement and model consistent routines Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Wellbeing team will directly support students' mental health and/or provide referrals
Success Indicators	Curriculum documentation will show reference and plan for the use of the LSC Berry Street Best Practice Initiatives. Notes from observations will show how staff are embedding the use of the LSC Berry Street Best Practice Initiatives. ATOS - High Expectations for Success - ..... ATOS - Sense of Connectedness - ..... ATOS - Resilience - .....

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Embed the LSC Berry Street Best Practice Initiatives	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Deliver the Senior School Mindfulness Project to all VCE students as outlined in the initial concept discussions.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review the sequential pattern of the schools pastoral program from Years 7 to 12.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$1,817,038.00	$500,000.00	$1,317,038.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	$1,817,038.00	$500,000.00	$1,317,038.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Embed the reading Initiative at Years 7 and 8 English, supported by the Lexile literacy program.	$100,000.00
Literacy and Numeracy Intervention Programs delivered across year levels, including Tutor Learning Initiative and Boost delivered for Literacy and Numeracy Catch Up.	$400,000.00
Totals	$500,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Embed the reading Initiative at Years 7 and 8 English, supported by the Lexile literacy program.	from: Term 1	$100,000.00	☑ School-based staffing

	to: Term 4		
Literacy and Numeracy Intervention Programs delivered across year levels, including Tutor Learning Initiative and Boost delivered for Literacy and Numeracy Catch Up.	from: Term 1 to: Term 4	$400,000.00	☑ School-based staffing
Totals		$500,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a professional learning plan that supports staff to use the LSC teaching and learning framework.	☑ All Staff ☑ Assistant Principal ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 3	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Review the assessment and curriculum design across all KLA's. Develop a skills based scope and sequence from Years 7 to 10 in all KLA's.	☑ All Staff ☑ Assistant Principal ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 3	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Literacy Action Plans Reviewed and Revisited	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 3	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site

	☑ School Improvement Team					
Embed the reading Initiative at Years 7 and 8 English, supported by the Lexile literacy program.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Literacy and Numeracy Intervention Programs delivered across year levels, including Tutor Learning Initiative and Boost delivered for Literacy and Numeracy Catch Up.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher ☑ Literacy Leader ☑ Literacy Support	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

Embed the PLC structure and supporting resources	☑ Assistant Principal ☑ PLC Leaders ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Embed the LSC Berry Street Best Practice Initiatives	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site