

Annual Implementation Plan 2013

Lalor Secondary College

7985

Based on Strategic Plan developed for 2011 – 2014

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| <p>Endorsement by School Principal</p> | <p>Signed..... (Principal's signature)</p> <p>Name Silvana Sena</p> <p>Date.....</p> |
| <p>Endorsement by School Council</p> | <p>Signed..... (School Council President's signature)</p> <p>Name Karen Freeman</p> <p>Date.....</p> |
| <p>Endorsement by Regional Director or nominee</p> | <p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p> |

Strategic Intent – From the 2011 – 2014 School Strategic Plan

| | Goals | Targets | One Year Targets |
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| Student Learning | <ul style="list-style-type: none"> To improve student achievement through the school, with particular focus on numeracy and literacy To improve student outcomes for those at the post-compulsory level | <p>50% of Year 9 students achieve at Band 8 and above in both Literacy and Numeracy NAPLAN.</p> <p>The school mean for VCE English be at least 28.</p> <p>5% of study scores at VCE be above 40.</p> <p>The VCE Allstudy mean be at least 28 by the end of 2014.</p> <p>An 80% completion rate for the Senior VCAL.</p> | <p>To have all students deemed capable of making at least one year's VELs progress in Literacy and Numeracy</p> <p>The Year 7 to 9 Matched Cohort Growth in NAPLAN Literacy and Numeracy will exceed the mean for Government schools.</p> <p>The mean for VCE English be at least (27)</p> <p>(4.8%) of study scores at VCE be above 40</p> <p>The VCE Allstudy mean be at least (28.5)</p> <p>All Adjusted VCE Study Scores to be above the zero line (on Report 10).</p> <p>(85%) completion rate for the Senior VCAL</p> |
| Student Engagement and Wellbeing | <ul style="list-style-type: none"> To develop and promote behaviours and attitudes across the school community that supports the achievement of 'personal best' and reinforce the college's values. To enhance student engagement and well-being with a focus on improving student behaviour and improving teacher / student relationships. | <p>The Student Attitude to School Survey 'Classroom Behaviour' mean improve from 2.7 to at least 5.0 by the end of 2014</p> <p>The Student Attitude to School Survey 'Teacher Effectiveness' mean improve from 3.5 to at least 4.5 by 2014</p> <p>The Staff Opinion Survey 'Student Motivation' score improve from 2.7 to at least 4.5 by 2014</p> <p>The Student Attitude to School Survey 'Stimulating Learning' mean improve from 3.1 to at least 4.5 by 2014</p> <p>The Real Retention at Year 12 improve by at least 3% by 2014</p> | <p>Classroom Behaviour mean be at least 3.5</p> <p>Teacher effectiveness be at least 4.0</p> <p>Student Motivation in the SOS be at least 3.5</p> <p>Stimulating Learning mean be at least 3.7</p> <p>Real Retention at Year 12 improve by 1%</p> |
| Student Pathways and Transitions | <ul style="list-style-type: none"> To continue to improve the transition processes for students and their families into, through and out of school and so improve student retention. To ensure that all students have a smooth, planned and logical progression through the stages of learning. | <p>The Parent Opinion Survey 'School Connectedness' and 'Social Skills' means improve from 6.18 and 6.14 respectively to 7.5</p> <p>The Student Attitude to School Survey 'School Connectedness' mean improve from 3.55 to at least 5.0 by 2014</p> <p>The % of students who go on to tertiary study or further training be at least 73% by 2014</p> | <p>Both 'School Connectedness' and 'Social Skills' be at least (7)</p> <p>'School Connectedness' in the ATS Survey improve by (.3)</p> <p>% of students who enter tertiary study or further training improve by (1%)</p> |

Implementation -

| Key Improvement Strategies and Significant Projects | What (Actions) The activities and programs required to progress the key improvement strategies | How (Resources) the budget, equipment, IT, learning time, learning space | Who The individuals or teams responsible for implementation | When The date, week, month or term for completion | Achievement milestones The changes in practice or behaviours |
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| <p>Student Learning</p> <p>Implement the whole school Teaching and Learning Vision to improve literacy, numeracy and curiosity.</p> | <ol style="list-style-type: none"> Implementation of effective pedagogical practices incorporating the Powerful Learning Theories of Action. <ul style="list-style-type: none"> Powerful Learning strategies from 2012 to be revisited Strategies for 2013 to be introduced to staff Collegiate observations to be completed for each new Theory of Action Syllabi to include Theories of Action Literacy: Audit of current HRLTP status including : <ul style="list-style-type: none"> Consultant to lead Literacy Team to review current literacy strategies and practice Introduce Literacy Team to model literacy strategies across the curriculum. Curiosity: <ul style="list-style-type: none"> Cross curricular programs/projects that promote inquiry Numeracy: <ul style="list-style-type: none"> Year 7 – 10 testing and transition process imbedded into LSC practices to allow the targeting of students of like levels in Maths to be grouped. Embedding Mathletics in Maths classes | <p>Pedagogy Team to plan the revision and roll out of 2012 and 2013 strategies respectively – time to be allocated to Staff PD time / meetings.</p> <p>KLA Teams to review Syllabi.</p> <p>All PLTs to include discussion and implementation strategies of the Theories of Action.</p> <p>Employ literacy consultant (NP funding). Provide time for the Literacy Team to develop and initiate program across curriculum (NP).</p> <p>Curriculum Team to determine KLAs / studies to create unit and model practice. 'Model' Unit to be presented to staff</p> <p>Mathletics PD for all Maths KLA members Maths teams to develop syllabus incorporating Mathletics for each year level. Maths PLT groups formed</p> | <p>Pedagogy Leader AP – Teaching & Learning</p> <p>Curriculum Leader KLA Leaders All teaching staff</p> <p>Principal Literacy Team Curriculum Leader KLA Leaders All teaching staff</p> <p>Curriculum Team KLA Teams</p> <p>Maths KLA Leader All Maths teachers Maths PLT</p> | <p>End of 2013 for start of 2014</p> <p>Throughout 2013</p> <p>End of Term Three</p> <p>Mid Term Four</p> <p>End of 2013</p> | <p>All syllabi to include the six Theories of Action All staff PDPs to contain three collegiate activities.</p> <p>Creation of the Lalor SC Literacy Strategy</p> <p>Cross-curricular unit and syllabi created. Multiple KLA's cross-curricular inquiry units developed for delivery in 2014.</p> <p>Maths testing and transition protocols developed Mathletics program included in maths syllabus in Years 7 -10</p> |

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| | <p>5. Incorporating interdisciplinary learning and differentiated curriculum across all KLAs.</p> <p>6. Implementation of the Australian Curriculum in accordance with the mandated timelines.</p> <p>7. Implement the LSC eLearning Vision including the following:</p> <ul style="list-style-type: none"> • Data used to inform teacher practice • ICT to inform pedagogical change within the school. | <p>Cross-curricular PLTs to develop interdisciplinary/integrated units of work for Yrs 7 – 9. Assessment task rubrics developed to facilitate differentiated learning. Information provided for EAL and Integration students by Student Program Leader.</p> <p>Working parties formed to investigate and develop Australian Curriculum for relevant studies.</p> <p>Establishment of Data Teams All staff to include data in PDP review. Data teams to be student/cohort focussed. Differentiated Professional Learning program for all staff based on the e-Potential competencies. ICT resources and strategies to be included in syllabi.</p> | <p>PLT Time Time release provided for teams Curriculum Leader KLA Leaders All teaching staff</p> <p>AP – Teaching and Learning Assessment, Reporting and Data Leader Pedagogy Leader Relevant KLA Leaders</p> <p>AP – Teaching and Learning Data Manager ICT Leader e-Learning Team Pedagogy Leader</p> <p>KLA Leaders & Teams</p> | <p>Throughout 2013</p> <p>End of 2013</p> <p>Throughout 2013</p> | <p>Each KLA to develop at least one differentiated/integrated unit of work in each study.</p> <p>Modified Assessment Reports completed based on guidelines for individual students.</p> <p>New syllabi created for 2014 Australian Curriculum studies. Prepared and documented syllabi, timelines and assessment tasks for use in 2014.</p> <p>Data Team Outcomes documented and strategies developed; Strategies to address Data</p> <p>All staff PDPs to contain data and reflection, to inform teacher practice.</p> <p>All syllabi includes ICT resources. ICT included in PDP review documentation, including the ePotential survey. ICT resources upgraded to reflect increased use of ICT across the school.</p> |
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| <p>Student Engagement & Wellbeing</p> <p>Develop a culture of resilient learners based on positive relationships across the school community.</p> | <p>1. Additional Extra-curricular Programs Structure – Review and Expansion</p> <ul style="list-style-type: none"> • House Program • Student Recognition • Subject awards, Yrs 7 – 10 • Lunchtime activities <p>2. Develop extra-curricular programs / activities for targeted groups</p> <ul style="list-style-type: none"> • Complimentary extra-curricular programs • Investigate well-being / esteem programs for girls • eSmart Program to be introduced • Team building activities across each year level to strengthen connectedness and positive relations • Continue to develop after school homework program • Investigate a pastoral-based home group program <p>3. Senior School Student Support Programs</p> <ul style="list-style-type: none"> • Yr 12 Teacher/student Mentor Program • Peer Support Program • Year 10 Study Hall prior to semester exams • Peer mediators • Yr 12 Workshop Program | <p>Expansion of the House Program to include new and current extra-curricular programs. Extension of the Student Recognition Program. Inclusion of House Sports, Maths, English, Science and Humanities competitions in the House Program.</p> <p>Lunchtime activities for girls. Review student wellbeing data to determine targeted, as well as broader programs. Reconnection with Alannah & Madeleine Foundation, staff training. Upload student assessment reports and individual learning plans to SMT.</p> <p>Introduce program to interested staff. Extend Peer Support Program to Year 11 students. Provide Workshop Program for students in studies across VCE. Teachers to volunteer to deliver workshops in specialist areas.</p> | <p>AP – Student Management House Programs Coordinator Student Programs Leader KLA Leaders & Teams Student Wellbeing Team</p> <p>Three Assistant Principals Wellbeing team All Staff Professional learning time, session in PD week. Budget for presenters. Meeting and planning time. Budget for programs once determined.</p> <p>VCE Excellence Coordinator Senior Sub School Leader AP – Yr 9 & 10 AP – Yr 11 & 12</p> | <p>Throughout 2013</p> <p>Throughout 2013</p> <p>Throughout 2013</p> | <p>Greater student connectedness to their House through striving to gain points Increase in ATS - Student Motivation Increase in Honour Certificates – Years 7 to 10</p> <p>Improved data for School Connectedness in ATS. Improved data across majority of elements for girls in ATS. Increased attendance at homework program. Decrease in numbers of students at risk of not passing.</p> <p>Established VCE Workshop Program included in 2014 school programs. Improved all study VCE score. Increased number of students achieving 30+ study scores.</p> |
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| | <p>4. Consolidation of Student at Risk Protocols</p> | <p>Embed Student Management and Engagement policies into daily practice. Use of Data to identify students. Increase use of I.L.P's. Increase use of I.B.P's.</p> | <p>AP – Student Management Sub School Teams Student Programs Leader. Student Wellbeing Team. Careers & Transition Team. All teachers.</p> | <p>Throughout 2013</p> | <p>Reduced N results by 20% Reduced suspensions by 20% Reduced N results for identified students by 30% Less students sent to Silent Planning Room by 20%</p> |
| | <p>5. Teacher Professional Development focussed on building student relationships</p> | <p>Active promotion at Sub School of relationship based practices (e.g. calmer classrooms), and strategies for supporting students with additional. Student Management Tool to be promoted as staff access point for student information regarding additional needs.</p> | <p>Wellbeing Team, CAI eLearning Committee, Wellbeing Team, Curriculum and KLA leaders.</p> | <p>Throughout 2013</p> | <p>Embedded Mentor Program across the school in preparation for 2014 Student information uploaded to SMT. Whole School PD plan outline to include initiatives in column one.</p> |

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| <p>Student Pathways & Transition</p> <p>Develop appropriate learning and career pathways for all students.</p> | <p>1. Investigate Yr 10 Pre-VCAL program</p> <p>2. Refine student specialist subject selection process at Year 10</p> <p>3. Review and Expand support programs for students</p> <ul style="list-style-type: none"> - Whole school transition and careers program - Well-being programs - Work experience - Develop and refine MIPs process for Year 9 & 10 - The addition of a careers section to Student Management Tool. <p>4. Year 7 to 12 Transition Protocols Documented</p> | <p>Develop Foundation VCAL Unit to be included in the Yr 10 Specialist subject choices. Research best practice for Pre-VCAL</p> <p>Documented guidelines for all teachers. Report Data to be included in consideration. Promotion Policy Implementation Survey staff & students for recommendations for refinement.</p> <p>Integration of careers curriculum framework across KLAs & syllabi. Youth Transitions Officer to work closely with Sub School Teams for students deemed at risk. Up to date training for more staff in counselling student pathways and transition. Additional staff to run MIPs sessions (1 day a week).</p> <p>Work alongside parents and students to make the progression as stress free to students as possible. Evaluate current process to include student feedback/input. Evaluate current parent/student/teacher involvement in process. Sub school Teams to embed practice.</p> | <p>VCAL Coordinator Teaching & Learning Team Student Programs Leader Wellbeing & Careers Teams Student Programs Leader Maths KLA Leader</p> <p>AP Student Management Student Management Team Careers Team Wellbeing Team</p> <p>Yr 9 & 10 Sub school Teams Yr 9 & 10 Teachers VET Co-ordinator Teaching & Learning AP Principal class, Student Programs Leader. KLA Teams. IT Manager.</p> <p>Sub school Teams. Careers & Transition Team. Assistant Principals. Subject Teachers.</p> | <p>By end of Term Two.</p> <p>By end of Term Two.</p> <p>End of Term Two.</p> <p>Throughout 2013.</p> | <p>Inclusion of Pre-VCAL course / class on timetable for 2014. Reduction in N results for identified students by 10%.</p> <p>Creation of a LSC Transition Protocols Document.</p> <p>Improvement in data for School connectedness. Improved S/N data. Increased number of students progressing through school Increased number of students progressing to further study after leaving LSC. Accurate and comprehensive MIPs data. Careers tab on SMT.</p> <p>Improved connectedness and support from all staff and students. Less cases of students on probation.</p> |
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| | <p>5. Provide opportunities other than traditional schooling</p> <ul style="list-style-type: none"> • Opportunities for students to explore and experience different career options. | <p>Refinement of Yr 9 City Experience, to include visits to major businesses/organisations. Arrange Guest speakers focussed on experiences and pathways for Yrs 9 & 10. Year 9 Activity Week or 'Explore Day/Week'. Leadership & team building programs. Careers Expo and evening.</p> | <p>Yr 9 & 10 Sub School Leader. Yr 9 Student Managers Yr 9 & 10 Assistant Principal Careers and Transition Team. Student Programs Leader.</p> | <p>End of Term Three.</p> | <p>Wider variety of work placements chosen by students once in Yr 10. Establishment of a comprehensive Careers & Pathways Program in preparation for full implementation in 2014. Increased attendance at information evenings and events.</p> |
| | <p>6. Research and plan a pastoral program distinctive to Lalor SC.</p> | <p>Create a Pastoral/Student Wellbeing Action Plan. Work with the Curriculum and the Teaching & Learning Teams to investigate and develop wellbeing/pastoral contents in the curriculum.</p> | <p>Student Wellbeing Team. Teaching & Learning Team. Sub School Teams. Assistant Principals. Curriculum Team.</p> | <p>Term 1: Research. Term 2: Present to SIT team to make changes to structure Term 3: Trail run project</p> | <p>A detailed plan for implementation in 2014. Creation of Careers section in SMT.</p> |