

# 2024 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 - 2024

	FISO 2.0 dimensions	Self-evaluation level
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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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	

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

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

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise learning growth for all students.	Yes	<p>By 2026 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading from 56% (2021) to 75%</li> <li>• Writing from 72% (2021) to 80%</li> <li>• Numeracy from 65% (2021) to 75%</li> </ul> <p>And ‘Above’ benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Reading from 14% (2021) to 25%</li> </ul>	To increase the percentage of Year 9 students in the Exceeding or Strong levels in NAPLAN to: Reading from 49% to 60% Writing from 59% to 65% Numeracy from 48% to 60%
		<p>By 2026 increase the percentage of students in the top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading from 9% (2021) to 17%</li> <li>• Writing from 9% (2021) to 13%</li> <li>• Numeracy from 13% (2021) to 17%</li> </ul>	To increase the percentage of Year 9 students in the Exceeding level of NAPLAN to: Reading from 9% to 15% Numeracy from 4% to 10%
		By 2026 increase VCE All studies mean score (four–year average) from 26.88 (2021) to 28	By 2026 increase VCE All studies mean score (four–year average) from 26.88 (2021) to 28

		<p>By 2026 increase the percentage of positive endorsement in the student AtoSS</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 56% (2022) to 66%</li> <li>• Stimulating learning from 54% (2022) to 64%</li> <li>• Self-regulation and goal setting from 52% (2022) to 62%</li> </ul>	<p>My teacher takes the time to summarise what we learn in class – from 54% to 65%My teacher explains things in different ways to students who need it – from 64% to 70%My teachers give extra help when students need it – from 73% to 78%My teacher makes the work we do in class interesting – from 43% to 50% I set learning goals for myself – from 47% to 55%</p>
Enhance the wellbeing of all students.	Yes	<p>By 2026 increase the percentage of positive endorsement in the student AtoSS</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 44% (2022) to 54%</li> <li>• Perseverance from 58% (2022) to 68%</li> <li>• Sense of connectedness from 56% (2022) to 66%</li> <li>• Advocate at school from 63% (2022) to 73%</li> </ul>	<p>I look forward to going to school – from 34% to 40%I feel like I belong at this school – from 52% to 60%I feel that I have a voice at this school – from 38% to 50%At this school I help decide things like class activities or rules – 25% to 40%At this school there is a teacher or another adult who cares about me – from 56% to 70%</p>
		<p>By 2026 increase the percentage of positive endorsement in the SSS</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 44% (2021) to 54%</li> <li>• Collective efficacy from 45% (2021) to 55%</li> <li>• Instructional leadership from 50% (2021) to 60%</li> <li>• Parent and community involvement from 47% (2021) to 57%</li> </ul>	<p>The learning environment at my school is orderly and focused- from 62% to 70%Curriculum Instruction and learning materials are coordinated among staff in the same year level – 58% to 70%Staff are protected from interruptions to their teaching time – from 29% to 50%The professional learning provided opportunities for me to review and assess student work – from 49% to 60%The professional learning was consistent with the school wide learning plan adopted by my school – from 61% to 70%</p>
		<p>By 2026 increase the percentage of positive endorsement in the POS</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 69% (2021) to 75%</li> <li>• Teacher communication from 67% (2021) to 75%</li> <li>• Parent/caregiver/guardian participation and involvement from 74% (2021) to 80%</li> </ul>	<p>Student motivation and support from 69% (2021) to 75% Teacher communication from 67% (2021) to 75% Parent/caregiver/guardian participation and involvement from 74% (2021) to 80%</p>

		By 2026 decrease the percentage of students with: <ul style="list-style-type: none"> <li>• 20 or more absence days (3–year average) from 29% (2021) to 25%</li> </ul>	20 or more absence days (3–year average) from 29% (2021) to 25%

<b>Goal 2</b>	<b>Maximise learning growth for all students.</b>		
<b>12-month target 2.1-month target</b>	To increase the percentage of Year 9 students in the Exceeding or Strong levels in NAPLAN to: Reading from 49% to 60% Writing from 59% to 65% Numeracy from 48% to 60%		
<b>12-month target 2.2-month target</b>	To increase the percentage of Year 9 students in the Exceeding level of NAPLAN to: Reading from 9% to 15% Numeracy from 4% to 10%		
<b>12-month target 2.3-month target</b>	By 2026 increase VCE All studies mean score (four–year average) from 26.88 (2021) to 28		
<b>12-month target 2.4-month target</b>	My teacher takes the time to summarise what we learn in class – from 54% to 65% My teacher explains things in different ways to students who need it – from 64% to 70% My teachers give extra help when students need it – from 73% to 78% My teacher makes the work we do in class interesting – from 43% to 50% I set learning goals for myself – from 47% to 55%		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 2.a</b>	Further develop consistency of instructional practices to enhance student learning.		Yes

Teaching and learning		
<b>KIS 2.b</b> Assessment	Review and refine the role of assessment within the college.	No
<b>KIS 2.c</b> Leadership	Develop teacher capacity to monitor and evaluate the impact of teaching on student outcomes.	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.	<p>The school improvement team has determined that a focus of having a teaching and learning implementation tool will allow for the work that has been created and delivered over the past 5 years to be scaffolded into an integrated teaching and learning model. This will see the work around the following key improvement strategies continued in an integrated model inclusive of the key components of the LSC teaching and learning framework.</p> <ul style="list-style-type: none"> <li>* LSC Curriculum documentation / Victorian Curriculum</li> <li>* LSC Literacy Action Plans</li> <li>* HITS</li> <li>* GANAG - LSC Instructional Model</li> </ul>	
<b>Goal 3</b>	<b>Enhance the wellbeing of all students.</b>	
<b>12-month target 3.1-month target</b>	<p>I look forward to going to school – from 34% to 40%</p> <p>I feel like I belong at this school – from 52% to 60%</p> <p>I feel that I have a voice at this school – from 38% to 50%</p> <p>At this school I help decide things like class activities or rules – 25% to 40%</p> <p>At this school there is a teacher or another adult who cares about me – from 56% to 70%</p>	
<b>12-month target 3.2-month target</b>	<p>The learning environment at my school is orderly and focused- from 62% to 70%</p> <p>Curriculum Instruction and learning materials are coordinated among staff in the same year level – 58% to 70%</p> <p>Staff are protected from interruptions to their teaching time – from 29% to 50%</p> <p>The professional learning provided opportunities for me to review and assess student work – from 49% to 60%</p> <p>The professional learning was consistent with the school wide learning plan adopted by my school – from 61% to 70%</p>	

<b>12-month target 3.3-month target</b>	Student motivation and support from 69% (2021) to 75% Teacher communication from 67% (2021) to 75% Parent/caregiver/guardian participation and involvement from 74% (2021) to 80%	
<b>12-month target 3.4-month target</b>	20 or more absence days (3–year average) from 29% (2021) to 25%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Support and resources	Further embed a whole college student engagement and wellbeing framework.	Yes
<b>KIS 3.b</b> Engagement	Build student voice and learner agency strategies to empower student engagement and wellbeing.	No
<b>KIS 3.c</b> Support and resources	Enhance family and community partnerships to enrich student outcomes	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.	The school improvement team have determined that the schools engagement framework requires a review to reemphasise the importance of the key aspects of this framework. These include:  * BSEM * RR * Student Management Structures	



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Maximise learning growth for all students.
<b>12-month target 2.1 target</b>	To increase the percentage of Year 9 students in the Exceeding or Strong levels in NAPLAN to: Reading from 49% to 60% Writing from 59% to 65% Numeracy from 48% to 60%
<b>12-month target 2.2 target</b>	To increase the percentage of Year 9 students in the Exceeding level of NAPLAN to: Reading from 9% to 15% Numeracy from 4% to 10%
<b>12-month target 2.3 target</b>	By 2026 increase VCE All studies mean score (four-year average) from 26.88 (2021) to 28
<b>12-month target 2.4 target</b>	My teacher takes the time to summarise what we learn in class – from 54% to 65% My teacher explains things in different ways to students who need it – from 64% to 70% My teachers give extra help when students need it – from 73% to 78% My teacher makes the work we do in class interesting – from 43% to 50% I set learning goals for myself – from 47% to 55%
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop consistency of instructional practices to enhance student learning.
<b>Actions</b>	To develop and embed the consistent use of the LSC teaching and learning implementation map

<b>Outcomes</b>	<p>The integrated use of Lalor Seocndary Colleges Teaching and Learning Initiatives. These include:</p> <ul style="list-style-type: none"> <li>* Establish a guaranteed, viable and published curriculum across all KLA's using the Victorian Curriculum and VCAA Study Designs</li> <li>* Consistent implementation of of the LSC instructional model</li> <li>* Consistent use of the LSC Literacy Action Plans</li> <li>* Collaborative planning across all KLA's through the PLC framework</li> <li>* The use of HITS</li> <li>* The effective use of data to inform classroom teaching practice</li> </ul>			
<b>Success Indicators</b>	<p>Published and accessible curriculum across all KLA's</p> <p>Consistent use of the LSC instructional model in all KLA's</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Development of the LSC teaching and learning implementation map	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Professional Learning and coaching support in the delivery of the LSC Teaching and Learning Implementation Map	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Initiate the process for establishing cross curricular links between KLA's	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Investigate and determine the LSC IT collaborative platform	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
<b>Goal 3</b>	Enhance the wellbeing of all students.			
<b>12-month target 3.1 target</b>	<p>I look forward to going to school – from 34% to 40%</p> <p>I feel like I belong at this school – from 52% to 60%</p> <p>I feel that I have a voice at this school – from 38% to 50%</p> <p>At this school I help decide things like class activities or rules – 25% to 40%</p> <p>At this school there is a teacher or another adult who cares about me – from 56% to 70%</p>			
<b>12-month target 3.2 target</b>	<p>The learning environment at my school is orderly and focused- from 62% to 70%</p> <p>Curriculum Instruction and learning materials are coordinated among staff in the same year level – 58% to 70%</p> <p>Staff are protected from interruptions to their teaching time – from 29% to 50%</p> <p>The professional learning provided opportunities for me to review and assess student work – from 49% to 60%</p> <p>The professional learning was consistent with the school wide learning plan adopted by my school – from 61% to 70%</p>			
<b>12-month target 3.3 target</b>				
<b>12-month target 3.4 target</b>				
<b>KIS 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further embed a whole college student engagement and wellbeing framework.			
<b>Actions</b>	Review and revise the LSC student engagement framework			

<b>Outcomes</b>	Develop a collective understanding of student agency across the college  Review all aspects of the LSC student engagement framework including :  * BSEM - best practices initiatives * RR * Student Management Processes * Engagement program * Wellbeing Programs and Support			
<b>Success Indicators</b>	Development of the LSC Engagement Framework			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Review and develop the LSC Engagement Framework	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used

