

School Strategic Plan 2022-2026

Lalor Secondary College (7985)



Submitted for review by Corey Jewell (School Principal) on 21 November, 2022 at 08:49 PM

Endorsed by Pauline Rice (Senior Education Improvement Leader) on 22 November, 2022 at 01:30 PM

Awaiting endorsement by School Council President

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School vision	Our vision for Lalor Secondary College is to be a vibrant school where learning is valued and students empowered to become lifelong responsible learners, where the varying talents of students and staff are recognised and celebrated and where excellence and efforts are rewarded.
School values	<p>Lalor Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>The programs and teaching at Lalor Secondary College support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none">• elected government• the rule of law• equal rights for all before the law• freedom of religion• freedom of speech and association• the values of openness and tolerance. <p>This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website or via hard copy at the general office.</p> <p>To celebrate and embed our Statement of Values and Philosophy in our school community, we</p> <ul style="list-style-type: none">• display posters and banners that promote your values in our school• celebrate our values in our school newsletter• provide awards and recognition for students who actively demonstrate the values• discuss our values with students in the classroom, meetings and assemblies.
Context challenges	Since 1963, Lalor Secondary College, a Year 7 – 12 co-educational school has serviced the communities of Lalor, Thomastown and Epping. The college is located in a residential area north of Melbourne in the City of Whittlesea. It is set on four acres of land, with well-maintained grounds which include grassed, asphalted and shaded areas, as well as a number of synthetic sporting surfaces. The College is located in close proximity to RMIT, La Trobe University, Melbourne Polytechnic and the Whittlesea TECH school. The

school is a partner school of the Whittlesea TECH school and has close relationships with each of the Tertiary Education institutions. The College values of Caring, Cooperation, Achievement, Honesty and Pride promote the cultural diversity of the student population which is drawn predominantly from the local neighbourhood areas. Enrolment figures for 2021 were 1174 students. The student population is characterised by a high proportion of Camps, Sport and Excursion Funding (CSEF) recipients and a very high proportion of LOTE speakers at home. Approximately 44 different nationalities among the students leads to a culturally and linguistically diverse group of learners. Our learning programs are enriched by drawing on the range and number of cultures and backgrounds represented among the students. Student achievement and engagement is similar to like group schools and retention is high. The VCE program offers extensive subject choice and pathway options, with the college's VCAL program having been in operation since 2010.

The College has maintained its ageing facilities to an excellent standard which include two upgraded and refurbished food technology rooms, a gymnasium and sporting facilities including basketball/netball courts, 1 large synthetic sports field, 6 synthetic tennis courts (accommodating hockey and soccer), a grass soccer and football oval. The Drama Centre has retractable seating for 128, a staff office, two theatre dressing rooms, ample storage and multi-media facilities. Lap Tops are supplied by the school to Year 7 and 8 students which will expand to include Year 9 and 10 in the coming years as a priority of the school council. In 2021 we had a total of 25 portable classrooms. The school owns a 25 seat bus, which is used for excursions, camps, sports and physical education activities. There are four car parks on the grounds providing adequate parking for all staff and visitors.

In 2021 the school commenced capital works funded by the Victorian Government and the LSC school council which will total \$27 million dollars. This will include a new double court gymnasium, food technology and PE classrooms, a new administration, wellbeing and library area, a new Arts hub, performing arts building, new design technology building and senior school area. The newly opened Innovation Centre with two digital technology spaces and a purpose built maker space and Science Centre will complement the facilities and continue to allow the curriculum to adapt to the needs of the modern workforce.

In 2018 the school established a Teaching and Learning Framework that included an agreed Instructional Model, Literacy Action Plans for each Key Learning Area, the DET HITS and the Helen Timperley Inquiry Cycle. These key improvement strategies remained into 2022.

The college provides an established program for Years 7 & 8, some choice in Year 9 and increased specialist subjects in Year 10. The Years 11 & 12 students have access to a wide range of VCE, VET and VCAL pathways. The college has also been innovative in terms of curriculum delivery and teaching and learning strategies, with a recent focus on the Helen Timperley Inquiry Cycle to inform teacher practice and measure impact on learning, including the targeted use of data. This also saw the introduction of an Inquiry Subject introduced at Year 8 in close collaboration with the Whittlesea TECH school.

Special features of the college include a Language program offering four languages and since 2006 the college has hosted the Victorian School of Languages on Saturday mornings. For those students experiencing difficulties with their Literacy, the 'Boost' program is provided in Years 7,8, 9 & 10 through separate targeted classes and activities. Year 9 students also have the opportunity to participate in the Advance Program incorporating the Duke of Edinburgh Award. Extensive opportunities for student enrichment are offered, including a school production, cultural concert, the school magazine-Milpera, the Year 7 Camp, the Year 9 Queensland trip, the Europe trip, the Local Parliamentary Convention, Debating, Mooting through La Trobe University and the Year 12 Study Skills conference. There are also various clubs operating including the knitting club, Arties Club, Coding Club, Chess Club, Walking

	<p>Club, Mindfulness club, Music club, Fitness Club and Fantasy Soccer just to name a few.</p> <p>The college has a well-established Well-being team that provides support for students in a range of areas including an integrated Course and Career Development program operating throughout the middle and senior school as well as a Student Well-being program which includes integration and student counselling. Targeted programs in the area of bullying and cyber bullying are presented each year, and partnerships with La Trobe University have been established to address these issues.</p> <p>Students are encouraged to build their leadership capabilities through a range of opportunities which include SRC Representatives, Peer Support Leaders, School Captains, Sports Captains, House Captains, Art Captains, STEM leaders and Class Captains. The school also has a strong partnership with ABCN that offers various leadership programs across a range of year levels. The college values of Honesty, Caring, Cooperation, Achievement and Pride were developed with a high level of student involvement. The values are prominently displayed in every classroom, reinforced at the start of every year and consequently have had a significant and positive impact on learning and behaviour.</p> <p>Effective communication between parents and the school is promoted and encouraged through the use of Compass, the online fortnightly 'Eagle' newsletter, information evenings, parent/teacher conferences and at various social events. Teachers will contact parents directly if there is an issue about non-submission of work.</p> <p>Students are both encouraged and expected to do their best whether in the classroom, at sport or when participating in extra-curricular events. Achievements, academic and in a range of other areas, are celebrated and rewarded. The college holds an annual Presentation Evening and Year 12 Graduation Evening, as well as Semester Assemblies where a range of awards are presented to students. In 2019 the schools Reward and Recognition program continued to expand in recognising the achievements of students in more areas that included Community, Leadership, ARTS and Sport. The recognition of student academic achievement includes includes Bronze, Silver and Gold Honour Awards, as well as a Principals Award.</p> <p>The key challenges remain our Reading growth from Years 7 to 9 and the Literacy capabilities of our students moving into VCE. This coupled with our Literacy intervention programs to assist those students who need to catch up is the most challenging work the college faces. The Numeracy growth is better, however the school will need to assess how we move more students from the middle level of to the highest level.</p> <p>A whole school engagement strategy combining the Trauma Informed Practice strategies, Respectful Relationships, the LSC Pastoral program and senior school Wellbeing program is work that will continue to be challenging.</p> <p>The ability to bring families into the college and engage more widely with community organisations remains.</p>
<p>Intent, rationale and focus</p>	<p>The school is trying to achieve Literate students that have the capacity to access the VCE curriculum in their later years. They will experience success in the Mathematics program creating numerate students who are able to cope with the Numeracy demands of their chosen pathway.</p> <p>This will be achieved while educating students on social norms and expectations, and strategies on how to manage themselves through various challenging tasks and scenarios.</p>

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Goal 1	Maximise learning growth for all students.
Target 1.1	<p>By 2026 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN in:</p> <ul style="list-style-type: none">• Reading from 56% (2021) to 75%• Writing from 72% (2021) to 80%• Numeracy from 65% (2021) to 75% <p>And ‘Above’ benchmark growth in:</p> <ul style="list-style-type: none">• Reading from 14% (2021) to 25%
Target 1.2	<p>By 2026 increase the percentage of students in the top two bands in NAPLAN in:</p> <ul style="list-style-type: none">• Reading from 9% (2021) to 17%• Writing from 9% (2021) to 13%• Numeracy from 13% (2021) to 17%
Target 1.3	By 2026 increase VCE All studies mean score (four–year average) from 26.88 (2021) to 28

Target 1.4	<p>By 2026 increase the percentage of positive endorsement in the student AtoSS</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 56% (2022) to 66% • Stimulating learning from 54% (2022) to 64% • Self-regulation and goal setting from 52% (2022) to 62%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Further develop consistency of instructional practices to enhance student learning.</p>
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	<p>Review and refine the role of assessment within the college.</p>
Key Improvement Strategy 1.c 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	<p>Develop teacher capacity to monitor and evaluate the impact of teaching on student outcomes.</p>
Goal 2	<p>Enhance the wellbeing of all students.</p>
Target 2.1	<p>By 2026 increase the percentage of positive endorsement in the student AtoSS</p> <ul style="list-style-type: none"> • Student voice and agency from 44% (2022) to 54%

	<ul style="list-style-type: none"> • Perseverance from 58% (2022) to 68% • Sense of connectedness from 56% (2022) to 66% • Advocate at school from 63% (2022) to 73%
Target 2.2	<p>By 2026 increase the percentage of positive endorsement in the SSS</p> <ul style="list-style-type: none"> • Academic emphasis from 44% (2021) to 54% • Collective efficacy from 45% (2021) to 55% • Instructional leadership from 50% (2021) to 60% • Parent and community involvement from 47% (2021) to 57%
Target 2.3	<p>By 2026 increase the percentage of positive endorsement in the POS</p> <ul style="list-style-type: none"> • 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%
Target 2.4	<p>By 2026 decrease the percentage of students with:</p> <ul style="list-style-type: none"> • 20 or more absence days (3–year average) from 29% (2021) to 25%
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to	Further embed a whole college student engagement and wellbeing framework.

<p>support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build student voice and learner agency strategies to empower student engagement and wellbeing.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Enhance family and community partnerships to enrich student outcomes</p>