

2025 Annual Implementation Plan

for improving student outcomes

Lalor Secondary College (7985)



Submitted for review by Corey Jewell (School Principal) on 27 November, 2024 at 10:59 AM
Endorsed by Anthony Simone (Senior Education Improvement Leader) on 14 January, 2025 at 02:46 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Evolving

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
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	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	Evolving
	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	Embedding
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	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	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	
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Future planning	This document will be a key focus for 2025 and will require significant input from staff before being finalised.	
Documents that support this plan		

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise learning growth for all students.	Yes	By 2026 increase the percentage of Year 9 students in the Exceeding or Strong levels in NAPLAN to the following levels Reading to 60% Writing to 705% Numeracy to 60%	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. To increase the percentage of Year 9 students in the Exceeding or Strong levels in NAPLAN to: Reading from 64% in Year 7 (2023) to 65% in 2025 (2024 = 47%) Writing from 58% in Year 7 (2023) to 60% in 2025 (2024 = 64%) Numeracy from 53% in Year 7 (2023) to 55% in 2025 (2024 = 42%) To increase the percentage of high growth in reading at Year 9 from 21%(2024) to 25%. To decrease the percentage of low growth in reading at Year 9 from 29%(2024) to 25% To increase the percentage of high growth in Numeracy at Year 9 from 24% (2024) to 28%. To decrease the percentage of low growth in Numeracy at Year 9 from 30% (2024) to 25%
		By 2026 increase the percentage of Year 9 students in the Exceeding level of NAPLAN to: Reading to 10% Numeracy to 10%	To increase the percentage of Year 9 students in the Exceeding level of NAPLAN to: Reading from 4% (2024) to 10% Numeracy from 1% (2024) to 5% By 2026, reduce the number of NAS students in each of reading and

			numeracy in Year 7 and 9 compared to the number of NAS students in 2024
		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
		By 2026 increase the percentage of positive endorsement in the student AtoSS questions : <ul style="list-style-type: none"> • My teacher takes the time to summarise what we learn in class to 65% • My teacher makes the work we do in class interesting to 55% • The professional learning was consistent with the school wide learning plan adopted by my school 	To increase the following question responses in the ATTSSMy teachers provide learning outcomes for lessons – 61% (2024) to 65%My teachers summarise what we learn in class – 56% (2024) to 60% I set learning goals for myself – from 51% (2024) to 55%
Enhance the wellbeing of all students.	Yes	By 2026 increase the percentage of positive endorsement in the student AtoSS <ul style="list-style-type: none"> • I feel that I have a voice at this school to 60% • At this school there is a teacher or another adult who cares about me to 70% • • 	To increase the following question responses in the ATTSSIf students misbehave in class my teachers manage it effectively – 59% (2024) to 65%I feel like I belong at this school – from 55% (2024) to 60% I feel that I have a voice at this school – from 48%(2024) to 55%At this school there is a teacher or another adult who cares about me – from 58%(2024) to 65%There is a teacher or another adult at this school who believes that I can be successful – 66% (2024) to 70%
		By 2026 increase the percentage of positive endorsement in the SSS	To increase the following question responses in the SSSThe learning

		<ul style="list-style-type: none"> • The learning environment at my school is orderly and focused to 70% • Staff in my school do not have the skills to deal with student disciplinary problems to 30% • Curriculum Instruction and learning materials are coordinated among staff in the same year level to 75% • In this school opportunities for peer observation are provided and encouraged to 60% • • 	<p>environment at my school is orderly and focused from 60% (2024) to 65%</p> <p>Staff in my school do not have the skills to deal with student disciplinary problems - 46% (2024) to 30%</p> <p>The professional learning provided opportunities for me to receive coaching or mentoring in the classroom from 37% (2024) to 45%</p> <p>In this school opportunities for peer observation are provided and encouraged from 45% (2024) to 50%</p> <p>The school leadership team make systematic and frequent visits to classrooms from 26% (2024) to 40%</p> <p>Staff in my school set high standards for their teaching from 61% (2024) to 66%</p> <p>Knowledge gained from the professional learning improved my teaching skills from 55% (2024) to 60%</p> <p>The professional learning was consistent with the school wide learning plan adopted by my school – from 66% to 70%</p> <p>Staff in this school have frequent contact with parents – from 48% (2024) to 55%</p>
		<p>By 2026 increase the percentage of positive endorsement in the POS</p> <ul style="list-style-type: none"> • This school provides me with information that helps me support my child's learning to 75% • Teachers communicate with me often enough about my child's progress to 75% 	<p>To increase the following question responses in the POSThis school provides me with information that helps me support my child's learning – 60% (2024) to 70%</p> <p>Teachers communicate with me often enough about my child's progress – 61% (2024) to 70%</p>

		By 2026 decrease the percentage of students with: <ul style="list-style-type: none"> • 20 or more absence days (3–year average) from 29% (2021) to 25% 	2025 - 20 or more absence days to 21%
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Goal 1	Maximise learning growth for all students.
12-month target 1.1	<p>To increase the percentage of Year 9 students in the Exceeding or Strong levels in NAPLAN to: Reading from 64% in Year 7 (2023) to 65% in 2025 (2024 = 47%) Writing from 58% in Year 7 (2023) to 60% in 2025 (2024 = 64%) Numeracy from 53% in Year 7 (2023) to 55% in 2025 (2024 = 42%)</p> <p>To increase the percentage of high growth in reading at Year 9 from 21%(2024) to 25%.</p> <p>To decrease the percentage of low growth in reading at Year 9 from 29%(2024) to 25%</p> <p>To increase the percentage of high growth in Numeracy at Year 9 from 24% (2024) to 28%.</p> <p>To decrease the percentage of low growth in Numeracy at Year 9 from 30% (2024) to 25%</p>
12-month target 1.2	<p>To increase the percentage of Year 9 students in the Exceeding level of NAPLAN to: Reading from 4% (2024) to 10% Numeracy from 1% (2024) to 5%</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024</p>
12-month target 1.3	By 2026 increase VCE All studies mean score (four–year average) from 26.88 (2021) to 28

12-month target 1.4	<p>To increase the following question responses in the ATTSS</p> <p>My teachers provide learning outcomes for lessons – 61% (2024) to 65%</p> <p>My teachers summarise what we learn in class – 56% (2024) to 60%</p> <p>I set learning goals for myself – from 51% (2024) to 55%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Further develop consistency of instructional practices to enhance student learning.	Yes
KIS 1.b Assessment	Review and refine the role of assessment within the college.	No
KIS 1.c 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>Staff have completed significant work on assessment and the use of data to evaluate the impact of their teaching on the learning occurring within the classroom. The Staff opinion data supports this, as do the published assessment maps from Years 7 to 12.</p> <p>There is still a level of inconsistency around the classroom practice of teachers relating to the schools instructional model and literacy focus.</p>	
Goal 2	Enhance the wellbeing of all students.	
12-month target 2.1	<p>To increase the following question responses in the ATTSS</p> <p>If students misbehave in class my teachers manage it effectively – 59% (2024) to 65%</p>	

	<p>I feel like I belong at this school – from 55% (2024) to 60%</p> <p>I feel that I have a voice at this school – from 48%(2024) to 55%</p> <p>At this school there is a teacher or another adult who cares about me – from 58%(2024) to 65%</p> <p>There is a teacher or another adult at this school who believes that I can be successful – 66% (2024) to 70%</p>
12-month target 2.2	<p>To increase the following question responses in the SSS</p> <p>The learning environment at my school is orderly and focused from 60% (2024) to 65%</p> <p>Staff in my school do not have the skills to deal with student disciplinary problems - 46% (2024) to 30%</p> <p>The professional learning provided opportunities for me to receive coaching or mentoring in the classroom from 37% (2024) to 45%</p> <p>In this school opportunities for peer observation are provided and encouraged from 45% (2024) to 50%</p> <p>The school leadership team make systematic and frequent visits to classrooms from 26% (2024) to 40%</p> <p>Staff in my school set high standards for their teaching from 61% (2024) to 66%</p> <p>Knowledge gained from the professional learning improved my teaching skills from 55% (2024) to 60%</p> <p>The professional learning was consistent with the school wide learning plan adopted by my school – from 66% to 70%</p> <p>Staff in this school have frequent contact with parents – from 48% (2024) to 55%</p>
12-month target 2.3	<p>To increase the following question responses in the POS</p> <p>This school provides me with information that helps me support my child's learning – 60% (2024) to 70%</p> <p>Teachers communicate with me often enough about my child's progress – 61% (2024) to 70%</p>

12-month target 2.4	2025 - 20 or more absence days to 21%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Support and resources	Further embed a whole college student engagement and wellbeing framework.	Yes
KIS 2.b Engagement	Build student voice and learner agency strategies to empower student engagement and wellbeing.	Yes
KIS 2.c Support and resources	Enhance family and community partnerships to enrich student outcomes	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.	<p>The school has provided the time in the professional learning plan to address reviewing assessment and setting about the teaching and learning structures and documentation allowing for the focus to land on the consistent delivery of those common ideas and structures.</p> <p>Time has now become available to address the other priorities identified in the schools 2022 strategic plan KIS.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise learning growth for all students.
12-month target 1.1	<p>To increase the percentage of Year 9 students in the Exceeding or Strong levels in NAPLAN to: Reading from 64% in Year 7 (2023) to 65% in 2025 (2024 = 47%) Writing from 58% in Year 7 (2023) to 60% in 2025 (2024 = 64%) Numeracy from 53% in Year 7 (2023) to 55% in 2025 (2024 = 42%)</p> <p>To increase the percentage of high growth in reading at Year 9 from 21%(2024) to 25%.</p> <p>To decrease the percentage of low growth in reading at Year 9 from 29%(2024) to 25%</p> <p>To increase the percentage of high growth in Numeracy at Year 9 from 24% (2024) to 28%.</p> <p>To decrease the percentage of low growth in Numeracy at Year 9 from 30% (2024) to 25%</p>
12-month target 1.2	<p>To increase the percentage of Year 9 students in the Exceeding level of NAPLAN to: Reading from 4% (2024) to 10% Numeracy from 1% (2024) to 5%</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024</p>
12-month target 1.3	By 2026 increase VCE All studies mean score (four–year average) from 26.88 (2021) to 28
12-month target 1.4	<p>To increase the following question responses in the ATTSS</p> <p>My teachers provide learning outcomes for lessons – 61% (2024) to 65% My teachers summarise what we learn in class – 56% (2024) to 60%</p>

	I set learning goals for myself – from 51% (2024) to 55%
KIS 1.a 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.
Actions	Embed the consistent use of the school wide approach to using the LSC instructional model
Outcomes	<p>Teachers will consistently use the agreed LSC Instructional model to plan and deliver classroom pedagogy.</p> <p>Year 7 students will be able to locate the phase of the LSC Instructional Model they are completing within a lesson, and be more self aware of what they should be doing during each phase of a lesson</p> <p>Teachers will consistently use the LSC Implementation Map to access the LSC instructional model, Literacy Action Plans, and curriculum documents to plan lessons.</p> <p>All teachers will actively engage in classroom observations to develop capacity around the LSC instructional model and literacy action plans.</p> <p>PLC groups will use data to assess the progress of reading within the classroom.</p> <p>Beginning teachers will be supported to use the implementation map to deliver an agreed educational program.</p> <p>Leaders will support all teaching staff to develop their capacity to use the instructional model and literacy strategies through consistent, clear processes and professional learning.</p>
Success Indicators	<p>School Improvement Team observations are used to assess the use of the LSC instructional model across KLA's.</p> <p>Year 7 Student Survey Data will be used to assess student knowledge and awareness of the LSC Instructional Model</p>

	<p>Pivot Survey questions will indicate high student knowledge of the LSC instructional model (School Specific Questions)</p> <p>Teacher statement of intention will include a goal linked to reading for their allocated classes. To be discussed at Statement of Intention meetings.</p> <p>Year 9 Individual student NAPLAN Reading growth data will be used to assess the impact of the Literacy strategies on student learning.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
School leadership will develop and implement a coaching model and structure for new and beginning staff	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☑ Other funding will be used
An observation model focused on the LSC instructional model and reading strategies, will be implemented for all teachers.	☑ School leadership team	☑ PLP Priority	from: Term 1 to: Term 3	\$50,000.00 ☑ Equity funding will be used
A professional learning plan will be delivered to all KLA's for targeted literacy strategies focused on reading to review the Literacy Action plans	☑ KLA leader ☑ School leadership team	☑ PLP Priority	from: Term 1 to: Term 3	\$50,000.00
Implement the explicit teaching and use of the LSC Instructional Model to all Year 7 students.	☑ School leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☑ Other funding will be used

Implement the use of a common collaborative platform across all KLA's	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	Enhance the wellbeing of all students.			
12-month target 2.1	<p>To increase the following question responses in the ATTSS</p> <p>If students misbehave in class my teachers manage it effectively – 59% (2024) to 65%</p> <p>I feel like I belong at this school – from 55% (2024) to 60%</p> <p>I feel that I have a voice at this school – from 48%(2024) to 55%</p> <p>At this school there is a teacher or another adult who cares about me – from 58%(2024) to 65%</p> <p>There is a teacher or another adult at this school who believes that I can be successful – 66% (2024) to 70%</p>			
12-month target 2.2	<p>To increase the following question responses in the SSS</p> <p>The learning environment at my school is orderly and focused from 60% (2024) to 65%</p> <p>Staff in my school do not have the skills to deal with student disciplinary problems - 46% (2024) to 30%</p> <p>The professional learning provided opportunities for me to receive coaching or mentoring in the classroom from 37% (2024) to 45%</p> <p>In this school opportunities for peer observation are provided and encouraged from 45% (2024) to 50%</p> <p>The school leadership team make systematic and frequent visits to classrooms from 26% (2024) to 40%</p> <p>Staff in my school set high standards for their teaching from 61% (2024) to 66%</p> <p>Knowledge gained from the professional learning improved my teaching skills from 55% (2024) to 60%</p> <p>The professional learning was consistent with the school wide learning plan adopted by my school – from 66% to 70%</p> <p>Staff in this school have frequent contact with parents – from 48% (2024) to 55%</p>			

12-month target 2.3	<p>To increase the following question responses in the POS</p> <p>This school provides me with information that helps me support my child's learning – 60% (2024) to 70%</p> <p>Teachers communicate with me often enough about my child's progress – 61% (2024) to 70%</p>
12-month target 2.4	2025 - 20 or more absence days to 21%
KIS 2.a 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.
Actions	Review and develop the LSC Engagement Framework
Outcomes	<p>Teachers, leaders and the school community will share a common understanding of the whole school approach to student engagement and wellbeing</p> <p>Exit and Entry Routines and visible and consistent</p> <p>Students are ready to learn within the classroom</p> <p>Teachers are able to consistently respond to challenging behaviour within the college</p> <p>Teachers are regularly contacting parents to inform them of student progress</p>

	Staff develop a common understanding of what student agency is at LSC			
Success Indicators	<p>The ATTSS questions listed in the AIP 12 month targets will be at least 10% higher than other year levels.</p> <p>There will be a reduction in the SPR data across all year levels.</p> <p>Compass – Parent Communication Log Data – The number of positive communications to parents will increase by 10% from 2024 to 2025</p> <p>The Semester 1 Report Data will show less students in the SDP category</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Staff will review and provide feedback for the LSC Engagement Framework with a focus on:</p> <ul style="list-style-type: none"> * Consistency of Classroom Management Routines / Practice * The Universal Supports : Positive Classroom Management Strategies * Student Agency 	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>
<p>KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Build student voice and learner agency strategies to empower student engagement and wellbeing.			

Actions	Implement the explicit teaching and use of the LSC Instructional Model to all Year 7 students				
Outcomes	Students can explain what the instructional model is and how it enhances their learning. Students will be able to locate where they are during a lesson and be more self aware of what they should be doing during each phase of a lesson Year 7 teachers refer to the instructional model explicitly within the classroom and use the instructional model to plan and structure lessons.				
Success Indicators	Student Survey Data will be used to assess whether students know how the lessons are structured to support their learning Pivot Survey questions will indicate student knowledge of the LSC instructional model				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Year 7 students will be explicitly taught the LSC instructional model and Year 7 teachers will explicitly reference and use the model in their teaching practice.	✔ All staff	✔ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ✔ Other funding will be used	
KIS 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance family and community partnerships to enrich student outcomes				
Actions	Implement a Community Engagement Project				

Outcomes	Parents and families will participate with the structured community engagement program. Lead staff will develop and implement a structured community engagement program in conjunction with CMY			
Success Indicators	Parents and families will participate with the structured community engagement program.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The RESP and engagement team will develop and deliver a community engagement project with the assistance of CMY	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$140,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
School leadership will develop and implement a coaching model and structure for new and beginning staff	✓ Leadership team	from: Term 1 to: Term 4	✓ Preparation ✓ Peer observation including feedback and reflection ✓ Demonstration lessons	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
An observation model focused on the LSC instructional model and reading strategies, will be implemented for all teachers.	✓ School leadership team	from: Term 1 to: Term 3	✓ Planning ✓ Peer observation including feedback and reflection ✓ Demonstration lessons	✓ Formal school meeting / internal professional learning sessions ✓ Timetabled planning day	✓ Internal staff	✓ On-site
A professional learning plan will be delivered to all KLA's for targeted literacy strategies focused on reading to review the Literacy Action plans	✓ KLA leader ✓ School leadership team	from: Term 1 to: Term 3	✓ Planning ✓ Preparation ✓ Formalised PLC/PLTs	✓ Whole school pupil free day ✓ Timetabled planning day ✓ PLC/PLT meeting	✓ Internal staff	✓ On-site
Implement the explicit teaching and use of the LSC Instructional Model to all Year 7 students.	✓ School leadership team ✓ Teacher(s)	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Curriculum development	✓ Formal school meeting / internal professional learning sessions ✓ Timetabled planning day	✓ Internal staff	✓ On-site

<p>Staff will review and provide feedback for the LSC Engagement Framework with a focus on:</p> <ul style="list-style-type: none"> * Consistency of Classroom Management Routines / Practice * The Universal Supports : Positive Classroom Management Strategies * Student Agency 	<input checked="" type="checkbox"/> All staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Year 7 students will be explicitly taught the LSC instructional model and Year 7 teachers will explicitly reference and use the model in their teaching practice.</p>	<input checked="" type="checkbox"/> All staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site