



School Vision

Our vision for Lalor Secondary College is to be a vibrant school where learning is valued and students empowered to become life-long responsible learners, where the varying talents of students and staff are recognised and celebrated and where excellence and efforts are rewarded.



School Mission

The community of Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged and challenged to reach their full potential. The college provides students and staff with a safe and nurturing environment.



Goals

1. Maximise learning growth for all students
2. Enhance the wellbeing of all students.

Key Improvement Strategies

GOAL 1

- I. Further develop consistency of instructional practices to enhance student learning.
- II. Review and refine the role of assessment within the college.
- III. Develop teacher capacity to monitor and evaluate the impact of teaching on student outcomes.

GOAL 2

- I. Further embed a whole college student engagement and wellbeing framework.
- II. Build student voice and learner agency strategies to empower student engagement and wellbeing.
- III. Enhance family and community partnerships to enrich student outcomes.



What do the Key Improvement Strategies look and feel like?

- I. Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs.
- II. Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities.
- III. 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.
- IV. Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion.
- V. Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school.



Annual Actions

- I. Monitor and refine the wholeschool instructional approach that promotes consistency across all classrooms via evidence-based teaching practice. KIS 1 KIS 2 KIS 3 PLC structure will be refined with an increased focus on building the data literacy of all teaching staff.
- II. Continue to build collective knowledge of the VTLM, and support every teacher to develop mastery of the explicit teaching focus.
- III. PLC structure will be refined with an increased focus on building the data literacy of all teaching staff.
- IV. Implement targeted areas of the LSC Engagement Framework including the PCMS and agreed LSC routines.
- V. Leadership will scale up and expand the existing community engagement programs.



Outcomes

- I. By 2026 increase the percentage of Year 9 students in the Exceeding or Strong levels in NAPLAN to the following levels.
- II. Reading to 60%, Writing to 70%, Numeracy to 60%.
- III. By 2026 increase the percentage of Year 9 students in the Exceeding level of NAPLAN to:
 - Reading to 10%
 - Numeracy to 10%
- IV. By 2026 increase VCE All studies mean score (four-year average) from 26.88 (2021) to 28.
- V. By 2026 increase the percentage of positive endorsement in the student AtoSS questions:
 - 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.
 - I feel that I have a voice at this school to 60%.
- VI. By 2026 increase the percentage of positive endorsement in the SSS:
 - 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%.
- VII. By 2026 decrease the percentage of students with:
 - 20 or more absence days (3-year average) from 29% (2021) to 25%.

