

School Strategic Plan 2020-2024

Peter Lalor Secondary College (7217)



PETER LALOR
SECONDARY COLLEGE

Submitted for review by Melissa Lozanovski (School Principal) on 16 December, 2021 at 02:22 PM
Endorsed by Rachel Corben (Senior Education Improvement Leader) on 29 December, 2021 at 09:03 AM
Endorsed by Colleen Monteleone (School Council President) on 29 December, 2021 at 09:07 AM

School Strategic Plan - 2020-2024

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School vision	Promote consistency and flexibility. Embrace diversity and inclusivity. Encourage student voice. Ignite a passion for learning.
School values	At Peter Lalor Secondary we are guided by our school values respect, responsibility, positive attitude, commitment and teamwork. We are guided by our Cooperation Agreement that we are on time and prepared for work, follow instructions willingly and promptly, listen when someone is speaking, consider everyone's safety, respect others and their property and take responsibility and make things right.
Context challenges	<p>Peter Lalor Secondary College (PLSC) is located in the City of Whittlesea in the northern suburbs of Melbourne approximately 18 kilometres from the Melbourne Central Business District. The school was founded in 1961 as a senior technical college. In 1989 the school became a mainstream 7-12 school and in 2010 the school transitioned to a vocational college for Years 10-12. In 2019 a Year 9 hands-on learning program was piloted. In preparation for the anticipated changes to the Senior VCAL Certificate reform, our Year 9/10 Ignite program is due to be launched in 2022 and will provide a seamless transition to the Vocational Specialisation of VCE.</p> <p>Year 11 and 12 students undertake the Victorian Certificate of Applied Learning and in 2023 will transition to the Vocational Specialisation of VCE. The school grounds include one main building with three wings and central open spaces, an indoor gymnasium, three synthetic sport courts and a sport field.</p> <p>The Outer Northern Trade Training Centre (ONTTC) and the Northern School of Autism are co-located on the school grounds, including the following community groups; Lalor Community Garden, Lalor District Men's Shed and U3A.</p> <p>Enrolments at the time of the review were approximately 186 students. Over the past three years, enrolments increased by 58 students with the addition of Year 9 students in 2019.</p> <p>The Student Family Occupation Education (SFOE) index was 0.568 in 2019–20.</p> <p>The staffing profile of Peter Lalor Secondary College includes a principal and assistant principal, 17.7 full time equivalent (FTE) teachers, and 12.7 FTE Education Support (ES) staff.</p> <p>Peter Lalor Secondary College is a vocational college offering the Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training delivered to Secondary Students (VETDSS) and the Victorian Curriculum delivered using an applied learning approach.</p> <p>The school caters for many students who have not been able to fully engage in other mainstream secondary settings. Student demographics include students that have experienced trauma, students with learning difficulties, students with mental health issues and students that have demonstrated challenging behaviours in previous settings.</p>

	<p>Key challenges identified through the self-evaluation and review include;</p> <p>Attendance Engagement Academic capacity Curriculum development and leadership Student wellbeing Emotional regulation Disadvantage/ low SES Parent/Carer engagement Transition & Pathways</p>
<p>Intent, Rationale and Focus</p>	<p>Peter Lalor Secondary College endeavours to create an educational setting that fosters the development of lifelong career management and engagement skills. Students that enrol at Peter Lalor Secondary College have identified a desire to engage in pathways to immediate employment or vocational training following the completion of their secondary school certificate.</p> <p>At Peter Lalor we acknowledge and understand that in the 21st Century a job for life does not exist and it is our responsibility to prepare and equip young people with the career management skills required to adapt, survive and thrive in the modern world of work. We have an emphasis on equipping our students with transferrable employability skills whilst fostering positive social development.</p> <p>Peter Lalor Secondary College exists in an identifiable disadvantaged community and our work is important because we aim to disrupt the poverty cycle through a targeted emphasis on employability and successful transition beyond the completion of secondary school. We endeavour to equip students with 21st Century tools to promote lifelong learning and support their development as active global citizens.</p> <p>The next four years will see Peter Lalor Secondary College prioritise;</p> <ul style="list-style-type: none"> - student engagement and wellbeing - teaching and learning - transition and pathways <p>These three key areas will be led by strategic teams with targeted goals that are specifically aligned to the priority areas as identified by the school review.</p> <p>The school will implement and value the role of Professional Learning Communities within our setting. The work we do will be underpinned by the FISO, HITS and HIES frameworks.</p>

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Goal 1	Improve student learning outcomes.
Target 1.1	Improve literacy outcomes: <ul style="list-style-type: none">• To have students at Peter Lalor Secondary College achieve one year's growth or more, based on Fountas and Pinnell data, from 40% in 2021 to 50% in 2024.• To have 30% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Reading Comprehension Assessment, from 2021 to 2024.
Target 1.2	Improve numeracy outcome: <ul style="list-style-type: none">• To have 25% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Maths Assessment, from 2021 to 2024.
Target 1.3	Improve the percentage positive endorsement for the following factors in the School Staff Survey: <ul style="list-style-type: none">• academic emphasis from 59% (2019) to 80% (2024)• collective focus on student learning from 64% (2019) to 80% (2024)

Key Improvement Strategy 1.a Building practice excellence	Develop and trial a school instructional model to deliver a consistent approach throughout the school
Key Improvement Strategy 1.b Curriculum planning and assessment	Improve teacher capability to document and implement differentiated programs to improve student skills in literacy and numeracy
Key Improvement Strategy 1.c Evaluating impact on learning	Improve teacher capability to use data to plan differentiated teaching and learning programs to improve student skills in literacy and numeracy
Goal 2	Improve outcomes in pathways and transitions.
Target 2.1	Improve the percentage of positive pathways outcomes for students from 50% (2021) to 75% (2024)
Target 2.2	Improve the percentage of students with Career Action Plans (CAPs) from 50% (2020) to 90% (2024)
Target 2.3	Improve the percentage participation rate of students in Student Workplace Learning (SWL) from 32.25% (2020) to 80% (2024)
Key Improvement Strategy 2.a Vision, values and culture	Develop a culture of aspiration for students Actions: - Establish an Alumni program - Celebrate positive transition outcomes of past students in previous cohorts - Feature aspiration building activities within the Career development program at each year level
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop internal processes for record keeping relating to Pathways Actions: - Establish digital tracking systems for Careers & Pathways programs and initiatives to collect and collate careers related data - Document Careers & Pathways operational processes and data collection processes - Develop sub-categories within the school management system to allow for accurate record keeping

<p>Key Improvement Strategy 2.c Building practice excellence</p>	<p>Develop staff capability to effectively develop and monitor student CAPs. Actions: - Establish and document a staff and student CAP process and procedure - Conduct staff professional learning sessions with respect to Career Action Plans - Include CAPs in Semester Reports to be discussed at 3 Way Conferences</p>
<p>Goal 3</p>	<p>Improve student engagement.</p>
<p>Target 3.1</p>	<p>Improve the levels of student positivity regarding their engagement in school programs with improved positive endorsement in the Attitudes to Schools Survey for Learner Characteristics and Disposition and Social Engagement</p> <p>Learner characteristics and disposition</p> <ul style="list-style-type: none"> • Attitudes to attendance from 92 percent (2019) to 95 percent (2024) • Motivation and interest from 95 percent (2019) to 96 percent (2024) • Resilience from 92 percent (2019) to 95 percent (2024) • Self-regulation and goal setting from 91 percent (2019) to 95 percent (2024) • Learning confidence from 93 percent (2019) to 95 percent (2024) <p>Social Engagement</p> <ul style="list-style-type: none"> • Sense of connectedness from 94 percent (2019) to 95 percent (2024) • School staged transition (Year 10-12) from 96 percent (2019) to 97 percent (2024) • Student voice and agency from 95 percent (2019) to 96 percent (2024)
<p>Target 3.2</p>	<p>Improve staff attitudes regarding their capability to implement school-wide learning programs. Improvement will be determined by increasing the percentage of endorsement in the Staff Attitudes to Schools Survey in the following areas:</p> <ul style="list-style-type: none"> • School Climate: From 53.5 percent (2021) to 60 percent (2024) • Professional Learning: From 52.8 percent (2021) to 65 percent (2024) • Teaching and Learning- Practice Improvement: From 54.2 percent (2021) to 65 percent (2024) • Teaching and Learning-Planning: From 55.6 percent (2021) to 65 percent (2024)

Target 3.3	<p>Improve student attendance across all year levels.</p> <ul style="list-style-type: none"> • Decrease the average number of student absence days from 44.6 (2020) to 30 (2024) • Decrease the average number of student unexplained absence days from 29.6 (2020) to 10 (2024).
Key Improvement Strategy 3.a Curriculum planning and assessment	Develop and document a PLSC trauma informed model of education.
Key Improvement Strategy 3.b Building practice excellence	Develop staff capability to implement a trauma informed model of education
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Develop student capability to set medium term learning goals with teachers and guardians in student support group meetings and short-term goals in class programs.