

LEARNING	ENGAGEMENT	HEALTH & WELLBEING
<p><b>GOAL 1</b> Maximise the learning growth for each student in literacy and numeracy</p>	<p><b>GOAL 2</b> Improve the engagement of each student in (<i>classroom</i>) learning</p>	<p><b>GOAL 3</b> Build the health and wellbeing of each student</p>
<p><b>KIS 1</b> Build whole school understanding and implementation of the continuum of learning</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Continue to focus on developing whole-school documentation Rubrics to be aligned with the Victorian curriculum achievement standards/outcomes.</li> <li>Align Learning Intentions/unit plans with the Victorian Curriculum achievement standards/outcomes.</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Increase the number of Domain meetings scheduled on the school Calendar</li> <li>Use whole school documentation templates and storage processes.</li> <li>Audit curriculum regularly during Domain meetings</li> </ul>	<p><b>KIS 1</b> To embed a positive learning environment</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Continue to implement the SWPBS recognising positive learning behaviours collectively</li> <li>Continue to refine processes embedding a consistent approach in the college</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Students complete a self-reflection following each cycle of progress reports</li> <li>Staff hand out 2 Quick Notes per week</li> </ul>	<p><b>KIS 1</b> To embed the school's vision and values in everyday practice</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Make the vision and values visible around the school and in everyday practice (e.g., assemblies, classrooms)</li> <li>Model the vision and values through language, content, and interactions.</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Create signage displaying the vision and values around the school and in classrooms</li> <li>Refer to vision and values at school/year level assemblies, classrooms, and school-ground on a regular basis</li> </ul>
<p><b>KIS 2</b> Embed a consistent approach to learning and teaching practice across all classrooms</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Implement the Lalor North Secondary College Explicit Instructional Model (EIM)</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Refine the EIM and provide whole school professional learning on HITS</li> <li>Focus on planning and delivering a lesson using the EIM during Term 1 PLCs</li> <li>Participate in peer observations</li> </ul>	<p><b>KIS 2</b> Embed student voice and agency in student learning</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Develop a common language and greater understanding of student voice and agency</li> <li>Develop classroom norms using our school values</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Implement PIVOT Survey to inform practice</li> <li>Consult with students when making school decisions (e.g., proposed timetable time changes, school activities) and include students in meetings and panels</li> <li>Provide professional learning around 'using common language'</li> </ul>	<p><b>KIS 2</b> Strengthen structures, processes, and practices to support student wellbeing</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Continuously refine processes according to student needs</li> <li>Increase awareness of processes and policies for staff</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Review data in meetings to inform practice</li> <li>Revisit processes in meetings</li> <li>Reinforce processes for students (e.g., assemblies, classroom practice)</li> </ul>
<p><b>KIS 3</b> Build staff capabilities to understand and utilise assessment (evidence and data) to inform student learning at their point of need</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Implement a regular PLC Inquiry Cycle</li> <li>Build staff capacity in use of data and strategies to meet students' point of need and facilitate their growth</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Schedule regular PLC meetings (approximately 4 each term)</li> <li>Implement a whole-school PL on Data Literacy</li> <li>Schedule classroom coaching into Learning Specialist's timetables</li> <li>Implement peer observations</li> <li>Include a focus on moderation in Domain meetings</li> <li>Continue to write IEPs with students setting goals based on their learning data</li> </ul>	<p><b>KIS 3</b> Strengthen the school community's capabilities to ensure student attendance</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Use funding to implement TLI, MYLNS and an 'Inclusive Coach'</li> <li>Continue to focus on the college's attendance processes to engage all students</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Continue to monitor student learning and attendance data on a regular basis implementing interventions where needed</li> <li>Celebrate attendance and learning at school assemblies</li> </ul>	<p><b>KIS 3</b> Engage parents as partners in learning</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Improve participation and interactions with the school community</li> <li>Increase opportunities for parents and students to provide the school with feedback</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Engage all parents in the use of Compass by offering workshops (e.g., Compass tutorials)</li> <li>Organise a monthly 'open to community' morning tea</li> <li>Monitor participation in parent-teacher conferences</li> <li>Use a wide variety of mediums to engage and communicate with school community</li> <li>Increase opportunities for parents to become involved in school events</li> </ul>

LEARNING TARGETS	ENGAGEMENT TARGETS	HEALTH & WELLBEING TARGETS
<p>1.1</p> <p>By 2025 improve the percentage of students achieving above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Reading from 15% (three-year average) to 20% or above</li> <li>• Writing from 10% (three-year average) to 16% or above</li> <li>• Numeracy from 14% (three-year average) to 16%.</li> </ul> <p>1.2</p> <p>By 2025, decrease the percentage of students achieving below benchmark growth in NAPLAN for</p> <ul style="list-style-type: none"> <li>• reading from 35% (three-year average) to 30% or below</li> <li>• writing from 37%(three-year average) to 32% or below</li> <li>• numeracy from 30% (three-year average) to 25%.</li> </ul> <p>1.3</p> <p>By 2025, improve the VCE mean study score for English from a three-year average of 24 to 26 or above.</p> <p>By 2025, improve Overall All Study median study score from a three-year average of 24 to 26 or above (to be finalised).</p> <p>1.4</p> <p>By 2025, on the School Staff Survey, improve the percentage of positive endorsements (from three-year averages baseline) for the following factors:</p> <ul style="list-style-type: none"> <li>• Professional learning through peer observations from 15% to 30% (and decrease negative from 22% to 20%)</li> <li>• Use pedagogical model 47% to 53 % (and decrease negative from 8% to 5%)</li> <li>• Teacher collaboration from 47% to 53% (and decrease negative from 9% to 7%)</li> <li>• Use student feedback to improve practice from 42% to 50% (and decrease negative from 6% to 4%)</li> </ul>	<p>2.1</p> <p>By 2025 on the Attitudes to School Survey improve the percentage of positive endorsements (from three-year averages baseline) for the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 40% to 44%</li> <li>• Student voice and agency from 47% to 51%</li> <li>• Stimulated learning 48% to 52%</li> <li>• Differentiated learning challenge 54% to 56%</li> <li>• Self-regulation and goal setting 64% to 71%</li> </ul> <p>2.2</p> <p>By 2025 on the Attitudes to School Survey decrease the percentage of negative endorsements (from three-year averages baseline) for the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 28% to 24%</li> <li>• Student voice and agency from 21% to 17%</li> <li>• Stimulated learning 19% to 16%</li> <li>• Differentiated learning challenge 19% to 17%</li> <li>• Self-regulation and goal setting 12% to 9%</li> </ul> <p>2.3</p> <p>By 2025:</p> <ul style="list-style-type: none"> <li>• Improve the percentage of 0.5 to 9.5 days absent from a three-year average of 27% to 36%</li> <li>• Decrease the 30 plus days absent from a three-year average of 37% to 30%</li> </ul>	<p>3.1</p> <p>By 2025, on the Attitudes to School Survey improve the percentage of positive endorsements (from three-year averages baseline) for the following factors:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and recognition from 46% to 69%</li> <li>• Life satisfaction from 46% to 49%</li> </ul> <p>3.2</p> <p>By 2025 on the Attitudes to School Survey decrease the percentage of negative endorsements (from three-year averages baseline) for the following factors:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and recognition from 12% to 9%</li> <li>• Life satisfaction from 27% to 24%</li> </ul> <p>3.3</p> <p>By 2025 on the School Staff Survey, improve the percentage of positive endorsements (from three-year averages baseline) for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 34% to 43%</li> <li>• Trust in students and parents from 32%to 41%</li> </ul> <p>3.4</p> <p>By 2025 on the Parent Opinion Survey, <i>increase</i> the percentage of positive endorsements (from three-year averages baseline) for Parent Participation and Involvement from 42% to 66% and <i>decrease</i> the percentage of negative responses, based on three-year average, from 8% to 6%.</p> <p>3.5</p> <p>By 2025 on the School Staff Survey, decrease the percentage of negative endorsements (from three-year averages baseline) for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 19% to 14%</li> <li>• Trust in students and parents from 9%to 6%</li> </ul>