

# 2021 Annual Implementation Plan

for improving student outcomes

Lara Secondary College (8841)



Submitted for review by Wayne Terrill (School Principal) on 02 March, 2021 at 12:18 PM  
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 02 March, 2021 at 12:19 PM  
Endorsed by Leanne Nelson (School Council President) on 31 March, 2021 at 09:37 AM

## Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.		Self-evaluation Level
Excellence in teaching and learning		Building practice excellence	Emerging
		Curriculum planning and assessment	Emerging
		Evidence-based high-impact teaching strategies	Evolving
		Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership		Building leadership teams	Emerging moving towards Evolving
		Instructional and shared leadership	Evolving
		Strategic resource management	Embedding
		Vision, values and culture	Evolving
Positive climate for learning		Empowering students and building school pride	Emerging
		Setting expectations and promoting inclusion	Evolving
		Health and wellbeing	Emerging
		Intellectual engagement and self-awareness	Emerging moving towards Evolving
Community engagement in learning		Building communities	Emerging
		Global citizenship	Emerging
		Networks with schools, services and agencies	Evolving
		Parents and carers as partners	Emerging moving towards Evolving
Enter your reflective comments		<p>Despite the challenges of the COVID -19 pandemic, Lara Secondary College has received high praise from the local community in relation to the teaching and learning process that was implemented during the multiple stages of remote learning. Overall I believe the College adapted well to the constant interruptions that were imposed due to the COVID - 19 restrictions. However (in the short term) we will need to ensure our focus in 2021 remains strong in relation to supporting a small percentage of students who have struggled to engage with the College during remote learning as well as expand on the positive learning outcomes of those students who thrived within the remote learning environment.</p>	

<b>Considerations for 2021</b>	<p>Sharpen the focus on the Top 2 Band students according to NAPLAN and continue to provide challenging and engaging tasks for these students in the classroom.</p> <p>Retain the percentage of students in the Top 2 NAPLAN Bands in Reading in year 7 into Year 9 from 58% (in 2019) to 60% (in 2021)  Retain the percentage of students in the Top 2 NAPLAN Bands in Numeracy in year 7 into Year 9 from 73% (in 2019) to 75% (in 2021)</p> <p>Continue to encourage students to undertake School Improvement Tests to maximise their capabilities and not just settle for a pass. Over 1000 students from February to the end of October 2019 registered to undertake an improvement Test (voluntarily) to improve their subject grade. We need to ensure more students are attending these opportunities to gain a better grade rather than simply achieving a pass (above 50%)</p> <p>Other considerations include:</p> <ol style="list-style-type: none"> <li>1. Continued PLT focus centred on staff collaboration and lesson planning</li> <li>2. Implementation of the agreed Common Instructional Model across Years 7 - 12 focusing on the delivery of the 9 High Yield Strategies and the delivery of Thinking Skills strategies</li> <li>3. Implementation of Writing Across the Curriculum (7 - 12)</li> <li>4. Close monitoring of students who struggled academically in 2020 and continue to offer programs that enhance the learning of our high academic achievers.</li> </ol>
<b>Documents that support this plan</b>	

## SSP Goals Target and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.ay</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.by</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.cy</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve student learning outcomes for all students in all subjects
<b>Target 2.1</b>	Improvement to the value-add in all VCE studies as evidenced by Report 10 (GAT predicted study score compared to VCE study score)
<b>Target 2.2</b>	VCE English study score to show improvement each year from 22.79 in 2017 to 26 in 2022
<b>Target 2.3</b>	VCE All study score to show improvement each year from 23.68 in 2017 to 27 in 2022
<b>Target 2.4</b>	<p>NAPLAN – Increase per cent of students making high and medium gain from year 7 to year 9 in</p> <ul style="list-style-type: none"> <li>• Reading from 62 per cent to 70 per cent by 2022</li> <li>• Writing from 63 per cent to 70 per cent by 2022</li> <li>• Numeracy from 66 per cent to 75 per cent by 2022</li> </ul>
<b>Target 2.5</b>	<p>NAPLAN – To retain and increase the percent of students in the top two bands in year 7 into year 9</p> <ul style="list-style-type: none"> <li>• Retain the percentage of students in the Top 2 NAPLAN Bands in Reading in year 7 into Year 9 from 53% (in 2018) to 65% (in 2022)</li> <li>• Retain the percentage of students in the Top 2 NAPLAN Bands in Numeracy in year 7 into Year 9 from 57% (in 2018) to 65% (in 2022)</li> <li>• Increase the total percentage of students in the Top 2 NAPLAN Bands in Reading at Year 9 from 18% (in 2018) to 25% (in 2022)</li> <li>• Increase the total percentage of students in the Top 2 NAPLAN Bands in Numeracy at Year 9 from 15% (in 2018) to 25% (in 2022)</li> </ul>
<b>Target 2.6</b>	Staff opinion survey to indicate an improvement in the per cent positive endorsement from 2018 baseline in the factors Collective efficacy and Academic emphasis

<b>Target 2.7</b>	Students to be at or above expected level for every subject as measured by the Victorian Curriculum
<b>Target 2.8</b>	Improvement in the grade average for each subject from year 7 to 10 from the 2019 baseline
<b>Key Improvement Strategy 2.ay</b> Building practice excellence	Develop an agreed Lara Secondary College Teaching and Learning framework
<b>Key Improvement Strategy 2.by</b> Building practice excellence	2. Develop staff capacity to deliver high quality curriculum, assessment, feedback and teaching practice
<b>Key Improvement Strategy 2.cy</b> Evidence-based high-impact teaching strategies	3. Develop and implement a whole school approach to writing
<b>Goal 3</b>	To provide a learning environment that improves student engagement
<b>Target 3.1</b>	Parent opinion survey General satisfaction measure to show an increase in the per cent positive endorsement from 2018 baseline
<b>Target 3.2</b>	Students attitudes to school survey to show an improvement in the per cent positive endorsement for students in year 7–9 and 10–12 from the 2018 baseline in the factor areas: Student agency and voice, Sense of connectedness, Sense of confidence
<b>Target 3.3</b>	Staff opinion survey to show an improvement in the per cent positive endorsement for the factor Trust in students and parents form the 2018 baseline
<b>Target 3.4</b>	Maintain and improve attendance levels from 2017 baseline
<b>Key Improvement Strategy 3.ay</b> Empowering students and building school pride	Strengthen formalised opportunities for the development of students as leaders
<b>Key Improvement Strategy 3.by</b> Setting expectations and promoting inclusion	Develop a culture of high expectations and success for students, parents and staff
<b>Goal 4</b>	Ensure high quality post-school pathways for all students
<b>Target 4.1</b>	Destination data – increase completion rates or successful destinations
<b>Target 4.2</b>	Increase the number of Year 10 - 12 students exiting the College into further education and training or full time employment from 83.6% in 2017/2018 to 95% in 2022

<b>Target 4.3</b>	School based tracking data to indicate sustained, positive destinations for all students
<b>Target 4.4</b>	Reduce per cent of students undertaking unscored VCE
<b>Key Improvement Strategy 4.ay</b> Building practice excellence	Implement a Managed Individual Pathways program from year 7–12
<b>Key Improvement Strategy 4.by</b> Building communities	Strengthen and broaden course counselling to build student awareness of the array of available opportunities
<b>Key Improvement Strategy 4.cy</b> Networks with schools, services and agencies	Develop opportunities to enhance aspiration and awareness of potential pathways, including through strategic partnerships

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>Learning Catch up and Extension To increase 'Differentiated learning challenge' variable in the Attitudes to School Survey from 63% in 2020 to 68% in 2021</p> <p>Happy, active and healthy kids To increase the high level of resilience amongst the student population from 57% in 2020 to 62% in 2021, according to the ATOSS.</p> <p>Connected schools To increase 'School connectedness' variable in the Attitudes to School Survey from 43% in 2020 to 48% in 2021</p>
Improve student learning outcomes for all students in all subjects	Yes	Improvement to the value-add in all VCE studies as evidenced by Report 10 (GAT predicted study score compared to VCE study score)	4 Year 12 subjects above the VCAA Report 10 Reference Line At Least 12 Year 12 subjects indicating improvement from 2020
		VCE English study score to show improvement each year from 22.79 in 2017 to 26 in 2022	VCE English Study Score to improve from a class average of 24.00 in 2020 to 25.00 in 2021
		VCE All study score to show improvement each year from 23.68 in 2017 to 27 in 2022	VCE All Study Score Median to improve from 25.00 in 2020 to 26.00 in 2021
		<p>NAPLAN – Increase per cent of students making high and medium gain from year 7 to year 9 in</p> <ul style="list-style-type: none"> <li>Reading from 62 per cent to 70 per cent by 2022</li> <li>Writing from 63 per cent to 70 per cent by 2022</li> <li>Numeracy from 66 per cent to 75 per cent by 2022</li> </ul>	<p>Increase the % of students achieving high and medium learning gain from 72% to 77% in 2021 (Reading)</p> <p>Increase the % of students achieving high and medium learning gain from 82% to 87% in 2021 (Writing)</p> <p>Increase the % of students achieving high and medium learning gain from 68% to 73% in 2021 (Numeracy)</p>
		<p>NAPLAN – To retain and increase the percent of students in the top two bands in year 7 into year 9</p> <ul style="list-style-type: none"> <li>Retain the percentage of students in the Top 2 NAPLAN Bands in Reading in year 7 into Year 9 from 53% (in 2018) to 65% (in 2022)</li> <li>Retain the percentage of students in the Top 2 NAPLAN Bands in Numeracy in year 7 into Year 9 from 57% (in 2018) to 65% (in 2022)</li> <li>Increase the total percentage of students in the Top 2 NAPLAN Bands in Reading at Year 9 from 18% (in 2018) to 25% (in 2022)</li> </ul>	<p>Increase the total percentage of students in the Top 2 NAPLAN Bands in Reading at Year 9 from 17% in 2019 to 20% in 2021</p> <p>Increase the total percentage of students in the Top 2 NAPLAN Bands in Numeracy at Year 9 from 20.4% to 22% in 2021.</p> <p>Retain the percentage of students in the Top 2 NAPLAN Bands in Reading in year 7 into Year 9 from 58% (in 2019) to 60% in 2021</p> <p>Retain the percentage of students in the Top 2 NAPLAN Bands in Numeracy in year 7 into Year 9 from 73% (in 2019) to 75% in 2021</p>

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		Staff opinion survey to indicate an improvement in the per cent positive endorsement from 2018 baseline in the factors Collective efficacy and Academic emphasis	Collective Efficacy To increase from 72% in 2020 to 77% in 2021  Academic Emphasis To increase from 66% in 2020 to 70% in 2021																									
		Students to be at or above expected level for every subject as measured by the Victorian Curriculum	In 2021 Year 7 - 10 teacher judgements will indicate the following at or above levels: <table><tr><td></td><td>Year 7</td><td>Year 8</td><td>Year 9</td><td>Year 10</td></tr><tr><td>English</td><td>69%</td><td>89%</td><td>90%</td><td>73%</td></tr><tr><td>Mathematics</td><td>90%</td><td>82%</td><td>90%</td><td>61%</td></tr><tr><td>Science</td><td>85%</td><td>83%</td><td>98%</td><td></td></tr><tr><td>Humanities</td><td>88%</td><td>90%</td><td>89%</td><td></td></tr></table>		Year 7	Year 8	Year 9	Year 10	English	69%	89%	90%	73%	Mathematics	90%	82%	90%	61%	Science	85%	83%	98%		Humanities	88%	90%	89%	
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Improvement in the grade average for each subject from year 7 to 10 from the 2019 baseline	In 2021 Year 7 - 9 Grade average (50% or above) for the following subjects will indicate: <table><tr><td></td><td>Year 7</td><td>Year 8</td><td>Year 9</td></tr><tr><td>English</td><td>90%</td><td>85%</td><td>90%</td></tr><tr><td>Mathematics</td><td>84%</td><td>82%</td><td>75%</td></tr><tr><td>Science</td><td>90%</td><td>86%</td><td>78%</td></tr><tr><td>Humanities</td><td>90%</td><td>90%</td><td>81%</td></tr></table>		Year 7	Year 8	Year 9	English	90%	85%	90%	Mathematics	84%	82%	75%	Science	90%	86%	78%	Humanities	90%	90%	81%							
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To provide a learning environment that improves student engagement	Yes	Parent opinion survey General satisfaction measure to show an increase in the per cent positive endorsement from 2018 baseline	General Satisfaction measure to increase from 72% in 2020 to 77% in 2021.																									
		Students attitudes to school survey to show an improvement in the per cent positive endorsement for students in year 7–9 and 10–12 from the 2018 baseline in the factor areas: Student agency and voice, Sense of connectedness, Sense of confidence	Student Voice and Agency To increase from 37% in 2020 to 42% in 2021  Sense of Connectedness To increase from 43% in 2020 to 48% in 2021  Sense of Confidence To increase from 52% in 2020 to 57% in 2021  Effective Teaching To increase from 66% in 2020 to 70% in 2021																									
		Staff opinion survey to show an improvement in the per cent positive endorsement for the factor Trust in students and parents form the 2018 baseline	Collective Efficacy to increase from 72% in 2020 to 77% in 2021  Academic Emphasis to increase from 66% in 2020 to 70% in 2021  Teacher Collaboration to increase from 59% in 2020 to 65% in 2021  Collective Focus on Student Learning from 77% in 2020 to 82% in 2021																									



			Trust in students and Parents to increase from 70% in 2020 to 75% in 2021
		Maintain and improve attendance levels from 2017 baseline	Attendance rates 2021  Year 7      Year 8      Year 9      Year 10      Year 11      Year 12 92%      90%      90%      90%      90%      93%
Ensure high quality post-school pathways for all students	Yes	Destination data – increase completion rates or successful destinations	Year 12 Exit Data: 2016/2017      2017/2018      2019/2020      2020/2021 2021/2022 University 35%      21%      23%      40% 45% TAFE    7%      16%      31%      14% 25% App'ships 8%      10%      7%      12% 7% Education & Training Total: 50%      47%      61%      66% 77% Employment (F/T) 16%      31%      7%      16% 12% Other    34%      22%      22%      11% 10% Unknown      10%      2% 1% Other = Employed P/T, Unemployed or Seeking Work, GAP Year,)
		Increase the number of Year 10 - 12 students exiting the College into further education and training or full time employment from 83.6% in 2017/2018 to 95% in 2022	TBC in 2021  In 2020/2021 (80%) 91% of Year 10 – 12 students who exited the college moved into further education and training or full-time employment.  Increase the number of Year 10 - 12 students exiting the College into further education and training or full time employment from 91% in 2020/2021 to 95% in 2021/2022.
		School based tracking data to indicate sustained, positive destinations for all students	Year 12 Exit Data: 2016/2017      2017/2018      2019/2020      2020/2021 2021/2022 University 35%      21%      23%      40% 45% TAFE    7%      16%      31%      14% 25% App'ships 8%      10%      7%      12% 7% Education & Training Total: 50%      47%      61%      66% 77% Employment (F/T) 16%      31%      7%      16%

			12% Other 34% 10% Unknown 10% 1% Other = Employed P/T, Unemployed or Seeking Work, GAP Year,)
		Reduce per cent of students undertaking unscored VCE	Only students with a medical reason to be provided with an 'Unscored' Year 12 program. 2020 only 3 students were accepted as Unscored due to medical reasons.

<b>Goal 1</b>	2021 Priorities Goal		
<b>12 Month Target 1.1</b>	<p>Learning Catch up and Extension To increase 'Differentiated learning challenge' variable in the Attitudes to School Survey from 63% in 2020 to 68% in 2021</p> <p>Happy, active and healthy kids To increase the high level of resilience amongst the student population from 57% in 2020 to 62% in 2021, according to the ATOSS.</p> <p>Connected schools To increase 'School connectedness' variable in the Attitudes to School Survey from 43% in 2020 to 48% in 2021</p>		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority		Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority		Yes
<b>KIS 3</b> Building communities	Connected schools priority		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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.		
<b>Goal 2</b>	Improve student learning outcomes for all students in all subjects		
<b>12 Month Target 2.1</b>	4 Year 12 subjects above the VCAA Report 10 Reference Line At Least 12 Year 12 subjects indicating improvement from 2020		
<b>12 Month Target 2.2</b>	VCE English Study Score to improve from a class average of 24.00 in 2020 to 25.00 in 2021		
<b>12 Month Target 2.3</b>	VCE All Study Score Median to improve from 25.00 in 2020 to 26.00 in 2021		

12 Month Target 2.4	Increase the % of students achieving high and medium learning gain from 72% to 77% in 2021 (Reading)				
	Increase the % of students achieving high and medium learning gain from 82% to 87% in 2021 (Writing)				
	Increase the % of students achieving high and medium learning gain from 68% to 73% in 2021 (Numeracy)				
12 Month Target 2.5	Increase the total percentage of students in the Top 2 NAPLAN Bands in Reading at Year 9 from 17% in 2019 to 20% in 2021				
	Increase the total percentage of students in the Top 2 NAPLAN Bands in Numeracy at Year 9 from 20.4% to 22% in 2021.				
	Retain the percentage of students in the Top 2 NAPLAN Bands in Reading in year 7 into Year 9 from 58% (in 2019) to 60% in 2021				
	Retain the percentage of students in the Top 2 NAPLAN Bands in Numeracy in year 7 into Year 9 from 73% (in 2019) to 75% in 2021				
12 Month Target 2.6	Collective Efficacy To increase from 72% in 2020 to 77% in 2021				
	Academic Emphasis To increase from 66% in 2020 to 70% in 2021				
12 Month Target 2.7	In 2021 Year 7 - 10 teacher judgements will indicate the following at or above levels:				
		Year 7	Year 8	Year 9	Year 10
	English	69%	89%	90%	73%
	Mathematics	90%	82%	90%	61%
	Science	85%	83%	98%	
	Humanities	88%	90%	89%	
12 Month Target 2.8	In 2021 Year 7 - 9 Grade average (50% or above) for the following subjects will indicate:				
		Year 7	Year 8	Year 9	
	English	90%	85%	90%	
	Mathematics	84%	82%	75%	
	Science	90%	86%	78%	
	Humanities	90%	90%	81%	
Key Improvement Strategies				Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Develop an agreed Lara Secondary College Teaching and Learning framework				No
KIS 2 Building practice excellence	2. Develop staff capacity to deliver high quality curriculum, assessment, feedback and teaching practice				Yes
KIS 3 Evidence-based high-impact teaching strategies	3. Develop and implement a whole school approach to writing				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	The College has completed the Teaching and Learning Framework document and will continue to embed the 9 High Yield Strategies throughout the year as these strategies are proving to be significant in student learning gains.  The College will also implement a 'Whole School Implementation Strategy' pertaining to Writing improvement across the College in 2021. We will continue to embed the work undertaken via the DET PLC Initiative and focus on improving teacher collaboration within the PLC structure across the College to ensure all teachers are aware of the effective operation of all PLT's across the College.				

diagnosis of issues requiring particular attention.	Tutor Learning Initiative - As we already heavily invest in Year 7, 8 & 9 Literacy/ Numeracy (3 teachers for 50 students) and we operate Year 10 and VCE after school support programs for those students identified as performing below expected level in English, we have chosen to place a more balanced emphasis on retaining a high percentage of students in the top 2 bands at Year 9 and as these students move into Year 10, track their performance to ensure they are performing to their capabilities and are being appropriately challenged with the work being set.																		
	The College Leadership Team (Principal Class and LT's) will continue to undertake Professional Learning Walks focusing on the GANAG Common Instructional Model and evidence of classroom differentiation (particularly for the students of high academic ability) and the use of the 9 High Yield Teaching Strategies.																		
	We also aim to improve the skills and knowledge of all PLT leaders in relation to the effective leadership of all PLT's across the College with a specific focus on challenging and extending the students of high academic abilities within each subject area.																		
Goal 3	To provide a learning environment that improves student engagement																		
12 Month Target 3.1	General Satisfaction measure to increase from 72% in 2020 to 77% in 2021.																		
12 Month Target 3.2	Student Voice and Agency To increase from 37% in 2020 to 42% in 2021  Sense of Connectedness To increase from 43% in 2020 to 48% in 2021  Sense of Confidence To increase from 52% in 2020 to 57% in 2021  Effective Teaching To increase from 66% in 2020 to 70% in 2021																		
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12 Month Target 3.4	Attendance rates 2021  <table><tr><td>Year 7</td><td>Year 8</td><td>Year 9</td><td>Year 10</td><td>Year 11</td><td>Year 12</td></tr><tr><td>92%</td><td>90%</td><td>90%</td><td>90%</td><td>90%</td><td>93%</td></tr></table>							Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	92%	90%	90%	90%	90%	93%
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Key Improvement Strategies						Is this KIS selected for focus this year?													
KIS 1 Empowering students and building school pride	Strengthen formalised opportunities for the development of students as leaders						Yes												
KIS 2 Setting expectations and promoting inclusion	Develop a culture of high expectations and success for students, parents and staff						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	The College will be implementing the Student Leadership Camp early in Term 1 to encourage and support the nominated student SRC and House Representatives in their work pertaining to student voice and agency across the College.  The College has also formed a partnership with the School for Student Leadership which is being actively supported and funded by the Lara Bendigo Bank.																		

Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The College will develop a specific focus towards identifying and monitoring those students across Years 7 - 12 who are performing to a very high standard in various subjects across the Curriculum. In particular we aim to maintain a strong focus on the Year 7 and Year 9 Enrichment classes and ensure these students are being provided with challenging and engaging curriculum tasks. Such teacher collaboration will occur within the Enrichment Teacher Meeting throughout each term.																																																	
	Continue to emplement the Mid Year Honours evening and the Reward and Recognition Process relating to recognising every student who receives a grade average at or above 80% for any subject.																																																	
	Principal to continue to formally recognise students (via a letter) who have achieved 80% or above on any Learning Task with the 5 week reporting cycle.																																																	
	Continuing to encourage students to undertake School Improvement Tests in order to maximise their final grade average for each subject across Years 7 - 10.																																																	
Goal 4	Ensure high quality post-school pathways for all students																																																	
12 Month Target 4.1	Year 12 Exit Data: <table><tr><td></td><td>2016/2017</td><td>2017/2018</td><td>2019/2020</td><td>2020/2021</td><td>2021/2022</td></tr><tr><td>University</td><td>35%</td><td>21%</td><td>23%</td><td>40%</td><td>45%</td></tr><tr><td>TAFE</td><td>7%</td><td>16%</td><td>31%</td><td>14%</td><td>25%</td></tr><tr><td>App'ships</td><td>8%</td><td>10%</td><td>7%</td><td>12%</td><td>7%</td></tr><tr><td>Education &amp; Training Total:</td><td>50%</td><td>47%</td><td>61%</td><td>66%</td><td>77%</td></tr><tr><td>Employment (F/T)</td><td>16%</td><td>31%</td><td>7%</td><td>16%</td><td>12%</td></tr><tr><td>Other</td><td>34%</td><td>22%</td><td>22%</td><td>11%</td><td>10%</td></tr><tr><td>Unknown</td><td></td><td></td><td>10%</td><td>2%</td><td>1%</td></tr></table> Other = Employed P/T, Unemployed or Seeking Work, GAP Year,)			2016/2017	2017/2018	2019/2020	2020/2021	2021/2022	University	35%	21%	23%	40%	45%	TAFE	7%	16%	31%	14%	25%	App'ships	8%	10%	7%	12%	7%	Education & Training Total:	50%	47%	61%	66%	77%	Employment (F/T)	16%	31%	7%	16%	12%	Other	34%	22%	22%	11%	10%	Unknown			10%	2%	1%
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12 Month Target 4.2	TBC in 2021  In 2020/2021 (80%) 91% of Year 10 – 12 students who exited the college moved into further education and training or full-time employment.  Increase the number of Year 10 - 12 students exiting the College into further education and training or full time employment from 91% in 20202021 to 95% in 2021/2022.																																																	
12 Month Target 4.3	Year 12 Exit Data: <table><tr><td></td><td>2016/2017</td><td>2017/2018</td><td>2019/2020</td><td>2020/2021</td><td>2021/2022</td></tr><tr><td>University</td><td>35%</td><td>21%</td><td>23%</td><td>40%</td><td>45%</td></tr><tr><td>TAFE</td><td>7%</td><td>16%</td><td>31%</td><td>14%</td><td>25%</td></tr><tr><td>App'ships</td><td>8%</td><td>10%</td><td>7%</td><td>12%</td><td>7%</td></tr><tr><td>Education &amp; Training Total:</td><td>50%</td><td>47%</td><td>61%</td><td>66%</td><td>77%</td></tr><tr><td>Employment (F/T)</td><td>16%</td><td>31%</td><td>7%</td><td>16%</td><td>12%</td></tr><tr><td>Other</td><td>34%</td><td>22%</td><td>22%</td><td>11%</td><td>10%</td></tr><tr><td>Unknown</td><td></td><td></td><td>10%</td><td>2%</td><td>1%</td></tr></table> Other = Employed P/T, Unemployed or Seeking Work, GAP Year,)			2016/2017	2017/2018	2019/2020	2020/2021	2021/2022	University	35%	21%	23%	40%	45%	TAFE	7%	16%	31%	14%	25%	App'ships	8%	10%	7%	12%	7%	Education & Training Total:	50%	47%	61%	66%	77%	Employment (F/T)	16%	31%	7%	16%	12%	Other	34%	22%	22%	11%	10%	Unknown			10%	2%	1%
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12 Month Target 4.4	Only students with a medical reason to be provided with an 'Unscored' Year 12 program. 2020 only 3 students were accepted as Unscored due to medical reasons.																																																	
Key Improvement Strategies		Is this KIS selected for focus this year?																																																
KIS 1 Building practice excellence	Implement a Managed Individual Pathways program from year 7–12	Yes																																																
KIS 2	Strengthen and broaden course counselling to build student awareness of the array of available opportunities	Yes																																																

Building communities		
<b>KIS 3</b> Networks with schools, services and agencies	Develop opportunities to enhance aspiration and awareness of potential pathways, including through strategic partnerships	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.	All students to have a much more structured approach to Course Selection and counselling with greater attention being provided on student subject choice rather than staffing. Every Year 10 & 12 student to undergo one to one counselling time with the Careers Advisor, in order to ensure appropriate subject selections are being made in line with student career ambitions. All Year 12 students to submit a VTAC Course in order to have a 'safety net'. Each cohort at from Year 9 - 12 to undergo a Course Counselling Briefing followed by a Parent Course Counselling Briefing, to ensure the same messages are being delivered across the College in relation to subject selections and aspirational career choices. All Year 9 students to undertake the Morrisby Careers Counselling Project.	

## Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal				
12 Month Target 1.1	<p>Learning Catch up and Extension To increase 'Differentiated learning challenge' variable in the Attitudes to School Survey from 63% in 2020 to 68% in 2021</p> <p>Happy, active and healthy kids To increase the high level of resilience amongst the student population from 57% in 2020 to 62% in 2021, according to the ATOSS.</p> <p>Connected schools To increase 'School connectedness' variable in the Attitudes to School Survey from 43% in 2020 to 48% in 2021</p>				
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority				
Actions	<p>Establish the Year 9 &amp; Year 10 Tutoring Program (TLI) focusing on extending and differentiating the learning for highly capable students within the classroom at Years 9 &amp; 10</p> <p>Use PLT time for staff to effectively collaborate with designated Tutors in the planning of English classes at Year 9 &amp; 10 with a focus on differentiation</p> <p>Plan whole school Professional Learning that is focused on improved writing across the curriculum 7 - 12</p> <p>MYLNS funding is organised via time allowances provided to the Director of English and Mathematics as well as the Numeracy and Literacy Teachers. These teachers will be meeting within their PLT's to provide strategies for direct support by their individual subject teachers (especially at Year 10 where all subjects are elective based). The TLI program will be working directly with students at the high ability end who may not have achieved their best result from 2020.</p>				
Outcomes	<p>Teachers to be able to accurately identify student learning needs within every classroom</p> <p>Consistently embed the Lara Secondary College teaching and Learning Framework.</p> <p>Students will clearly understand what their next steps are in relation to improvement in their academic subjects</p>				
Success Indicators	<p>Leading Teachers/Teachers undertaking regular professional Learning Walks throughout the week</p> <p>Differentiated lesson plans being developed and placed on Google Classroom</p> <p>Positive endorsement from students in regards to Stimulating Learning within the ATOSS</p>				
Activities and Milestones		Who	Is this a PL Priority	When	Budget
<p>Establish processes with staff regarding moderation and assessment</p> <p>Establish criteria for student selection in the Tutoring program</p> <p>Establish process of ensuring all teachers are aware of selected students</p> <p>Appointment of Tutors for the tutoring program by Week 4 Term 1</p> <p>Utilize staff leading the MYLNS project in the monitoring of identified students at Year 8 &amp; 10</p>		<p>✔ All Staff</p> <p>✔ KLA Leader</p> <p>✔ Literacy Improvement Teacher</p> <p>✔ School Leadership Team</p>	<p>✔ PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$300,000.00</p> <p>☐ Equity funding will be used</p>
KIS 2 Health and wellbeing	Happy, active and healthy kids priority				
Actions	<p>Work with the SRC to establish a whole school approach to social-emotional learning or belonging and engagement.</p> <p>Strengthen in-class relationships through peer and group learning activities specifically in Term 1 2021.</p> <p>Continue to build positive relationships with families of 'at risk' students</p>				
Outcomes	<p>Utilise the Wellbeing Intervention Team to conduct regular check ins with students to ensure all students understand we care.</p> <p>Students with acute needs will receive intensive support via the Wellbeing Team and the organisation of parent meetings when necessary.</p> <p>Students will develop positive relationships amongst each other and with their teachers.</p>				



<b>Success Indicators</b>	Classroom observations as well as active play at recess and lunchtimes. Implementation of various programs/activities that students engage with. Attitudes to school surveys indicating a positive endorsement for School Connectedness			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Establish engaging healthy mind and bodies clubs for recess, lunchtime and after school. Provide clarity of roles for teachers, leaders and education support staff Implement Term 1 Student Leadership Camp to plan for the implementation of various healthy and active events throughout the year	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Work with the SRC to deliver a structured and well planned approach to developing a sense of connection to the College. Strengthen and embed digital technologies in the classroom Develop greater collaborative learning strategies within the classroom Conduct random 'pulse checks' with parents to strengthen relationships with the school			
<b>Outcomes</b>	Leaders will prioritise time to build relationships with families connected with the school. Students will feel connected to the school and show evidence of high attendance rates Schedule 3 Parent/Teacher Interview times throughout the year to gain feedback regarding the overall operation of the school.			
<b>Success Indicators</b>	Teachers perceptions of students engagement levels and connectedness to the College. Student perceptions and results of the Attitudes to school Survey data. Attendance Data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Expand community access to school newsletters, social media and information sessions Integrate opportunities for students to learn from the community across the curriculum through guest speakers, careers night, excursions, etc Continually review engagement data at a whole school level, sub school level and leadership level	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Improve student learning outcomes for all students in all subjects			
<b>12 Month Target 2.1</b>	4 Year 12 subjects above the VCAA Report 10 Reference Line At Least 12 Year 12 subjects indicating improvement from 2020			
<b>12 Month Target 2.2</b>	VCE English Study Score to improve from a class average of 24.00 in 2020 to 25.00 in 2021			
<b>12 Month Target 2.3</b>	VCE All Study Score Median to improve from 25.00 in 2020 to 26.00 in 2021			
<b>12 Month Target 2.4</b>	Increase the % of students achieving high and medium learning gain from 72% to 77% in 2021 (Reading)  Increase the % of students achieving high and medium learning gain from 82% to 87% in 2021 (Writing)			



	Increase the % of students achieving high and medium learning gain from 68% to 73% in 2021 (Numeracy)																									
12 Month Target 2.5	Increase the total percentage of students in the Top 2 NAPLAN Bands in Reading at Year 9 from 17% in 2019 to 20% in 2021  Increase the total percentage of students in the Top 2 NAPLAN Bands in Numeracy at Year 9 from 20.4% to 22% in 2021.  Retain the percentage of students in the Top 2 NAPLAN Bands in Reading in year 7 into Year 9 from 58% (in 2019) to 60% in 2021  Retain the percentage of students in the Top 2 NAPLAN Bands in Numeracy in year 7 into Year 9 from 73% (in 2019) to 75% in 2021																									
12 Month Target 2.6	Collective Efficacy To increase from 72% in 2020 to 77% in 2021  Academic Emphasis To increase from 66% in 2020 to 70% in 2021																									
12 Month Target 2.7	In 2021 Year 7 - 10 teacher judgements will indicate the following at or above levels:  <table><tr><td></td><td>Year 7</td><td>Year 8</td><td>Year 9</td><td>Year 10</td></tr><tr><td>English</td><td>69%</td><td>89%</td><td>90%</td><td>73%</td></tr><tr><td>Mathematics</td><td>90%</td><td>82%</td><td>90%</td><td>61%</td></tr><tr><td>Science</td><td>85%</td><td>83%</td><td>98%</td><td></td></tr><tr><td>Humanities</td><td>88%</td><td>90%</td><td>89%</td><td></td></tr></table>		Year 7	Year 8	Year 9	Year 10	English	69%	89%	90%	73%	Mathematics	90%	82%	90%	61%	Science	85%	83%	98%		Humanities	88%	90%	89%	
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12 Month Target 2.8	In 2021 Year 7 - 9 Grade average (50% or above) for the following subjects will indicate:  <table><tr><td></td><td>Year 7</td><td>Year 8</td><td>Year 9</td></tr><tr><td>English</td><td>90%</td><td>85%</td><td>90%</td></tr><tr><td>Mathematics</td><td>84%</td><td>82%</td><td>75%</td></tr><tr><td>Science</td><td>90%</td><td>86%</td><td>78%</td></tr><tr><td>Humanities</td><td>90%</td><td>90%</td><td>81%</td></tr></table>		Year 7	Year 8	Year 9	English	90%	85%	90%	Mathematics	84%	82%	75%	Science	90%	86%	78%	Humanities	90%	90%	81%					
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Humanities	90%	90%	81%																							
KIS 1 Building practice excellence	2. Develop staff capacity to deliver high quality curriculum, assessment, feedback and teaching practice																									
Actions	Continue to embed the 9 High Yield Teaching Strategies (2 times for the year as Professional Development) Offer staff a number of Professional Development Workshop opportunities on Thursday after school centred on building staff capacity as teachers. Major focus areas will be Thinking Skills Strategies, however staff will have an opportunity to select from a suite of PD offerings. Such PD offerings will be optional. All Principal Class Team and Leading Teachers to be regularly undertaking Professional Learning Walks for members of their Performance and Development Team, on a weekly basis. Learning Walks to focus on agreed areas of improvement associated with the 9 High Yield Teaching Strategies and Thinkin Skills.  Implementation of Higher Order Thinking Strategies across all subject areas to continue to provide academic rigour and challenge for all students  All teachers to implement the School Improvement Policy with a focus on maximizing student levels of achievement.																									
Outcomes	Students able to explain, elaborate and create in order to demonstrate higher order curriculum understanding within various subjects across the curriculum  All staff to have a much greater awareness of the 9 High Yield Strategies with a particular focus on student engagement and delivering strong academic rigour within the application stage of each lesson. Staff and students agreeing that we are developing a stronger academic culture across the College and students are being observed to be more engaged in their work as reported in the Attitudes to School Survey and teacher classroom observations Student use of Interactive Workbooks forms the major part of student engagement with the curriculum content being taught and provides evidence of student application during class time.  Leaders will: Regularly connect with members of the P & D Team Regularly make classroom visits to ensure appropriate High Teaching Strategies are being delivered (Improvement Focus each Term)																									

	<p>Act as Instructional Leaders of the Teaching and Learning process</p> <p>Teachers will:</p> <p>Plan lessons according to the GANAG Common Instructional Model Implement Collaborate regularly to ensure teaching strategies are being shared Regularly use student learning data to inform best practice prior to teaching</p> <p>Students will:</p> <p>Be encouraged to struggle with their learning and accept challenges Actively use the Interactive Workbook to consolidate their learning Work regularly in collaborative groups to clarify their understandings</p>			
<b>Success Indicators</b>	<p>Principal Class and Leading Teacher observations Student use of Interactive Workbooks Stimulating Learning being highly rated in the Attitudes to School Survey Staff attendance at the Thursday after school PD's</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Term by Term Staff Professional Development events 2020 Attitude to School Survey results in June Regular Professional Learning Walks (Leading Teachers and Principal Class) Greater action by staff pertaining to PLT Collaboration across the College (Thinking Skills focus Week 5 of each Term)</p> <p>Principal Class classroom visits with Leading Teachers and KLA Leaders at least 1/Semester in order to ensure our Leaders are aware of the Coaching requirements associated with the GANAG Common Instructional Model and Writing Across the Curriculum.(\$36,000).</p> <p>All Leading Teachers have been given appropriate amounts of time to undertake 2 Professional Learning Walks per week and maintain an overview of the Teaching and Learning process amongst the 9 staff members in their Performance and Development Team (\$45,000). Approximately 30 Classroom Teachers have also been provided with appropriate amounts of time (or Special Payment) in order to lead the PLC Enquiry initiative, Common Instructional Model and management of the overall college learning environment (approximately \$355,000)</p> <p>Each of the Learning Walks will be specifically focused on the development and implementation of the New Information and Application stages of the GANAG framework and the development and implementation of the Thinking Skills strategies within the classroom.</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)</p>	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$436,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<b>KIS 2</b> Evidence-based high-impact teaching strategies	3. Develop and implement a whole school approach to writing			
<b>Actions</b>	Implementation of the Staff Writing Across the Curriculum Working Party to drive the planning, implementation and development of the Whole School approach to writing. This will involve regular meetings across each Term with substantial research having already been undertaken to identify best practice strategies to develop a highly effective writing program across school. All staff and student (SRC) input to be sought on a regular basis across Terms 1 - 3 in order to develop a sense of ownership amongst staff and students in regards to the development, implementation and evaluation of the Writing Program			
<b>Outcomes</b>	<p>Teachers and students will have a greater understanding in regards to the importance of writing stamina within the classroom and its importance in relation to short answer assessments.</p> <p>Students will develop subject specific vocabulary and be able to clearly document a higher level of understanding in relation to the content being taught.</p> <p>Student will be expected to undertake a subject specific writing task or creative writing task in every class.</p>			

	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>Provide direction and advice throughout the research process</li> <li>Provide feedback in relation to the development of a Whole School writing process</li> <li>Act as Instructional Leaders of the Teaching and Learning process</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Provide feedback in relation to the development of a Whole School writing process</li> <li>Collaborate in PLC's to regularly ensure writing teaching strategies are being shared</li> <li>Consistently use student learning data to inform best practice prior to teaching</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Apply the agreed key writing strategies in all subjects across the curriculum</li> <li>Develop persistence in writing and accept challenges</li> <li>Actively Use the Interactive Workbook to consolidate their learning</li> <li>Use collaborative groups to clarify their understandings</li> </ul>			
<b>Success Indicators</b>	<p>Students use subject specific Writing to Learn skills in accordance with the 2 phased approached over the next 2 years</p> <p>Students will be able to indicate a higher order of thinking within the curriculum (explain, elaborate and create) rather than describe or list (according to Blooms Taxonomy) in order to demonstrate higher order curriculum understanding within various subjects across the curriculum</p> <p>There is an agreed and consistent approach to writing at the College and this is evident in the classroom</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Promote the research of the Writing Working Party (staff volunteers) across the entire staff</p> <p>Embed the research undertaken by the Working Party regarding best practice in teaching writing via the writing to Learn program</p> <p>Staff meetings with a focus on a phased implementation of writing strategies over the next few years</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Staff Development Coordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	<p>from:</p> <p>Term 1</p> <p>to:</p> <p>Term 4</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<b>Goal 3</b>	To provide a learning environment that improves student engagement			
<b>12 Month Target 3.1</b>	General Satisfaction measure to increase from 72% in 2020 to 77% in 2021.			
<b>12 Month Target 3.2</b>	<p>Student Voice and Agency</p> <p>To increase from 37% in 2020 to 42% in 2021</p> <p>Sense of Connectedness</p> <p>To increase from 43% in 2020 to 48% in 2021</p> <p>Sense of Confidence</p> <p>To increase from 52% in 2020 to 57% in 2021</p> <p>Effective Teaching</p> <p>To increase from 66% in 2020 to 70% in 2021</p>			
<b>12 Month Target 3.3</b>	Collective Efficacy to increase from 72% in 2020 to 77% in 2021			

	<p>Academic Emphasis to increase from 66% in 2020 to 70% in 2021</p> <p>Teacher Collaboration to increase from 59% in 2020 to 65% in 2021</p> <p>Collective Focus on Student Learning from 77% in 2020 to 82% in 2021</p> <p>Trust in students and Parents to increase from 70% in 2020 to 75% in 2021</p>																
<b>12 Month Target 3.4</b>	<p>Attendance rates 2021</p> <table> <tr> <td>Year 7</td><td>Year 8</td><td>Year 9</td><td>Year 10</td><td>Year 11</td><td>Year 12</td></tr> <tr> <td>92%</td><td>90%</td><td>90%</td><td>90%</td><td>90%</td><td>93%</td></tr> </table>					Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	92%	90%	90%	90%	90%	93%
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<b>KIS 1</b> Empowering students and building school pride	Strengthen formalised opportunities for the development of students as leaders																
<b>Actions</b>	<p>Plan, implement and evaluate a Student Leadership Camp for all student leaders at the College in 2020.</p> <p>Strengthen Student Voice at the College via student led projects that help develop individual leadership capabilities.</p> <p>Partner with a student leadership organisation to implement a structured program of student leadership (Burn Bright)</p> <p>Students provide feedback to staff in relation to Teaching and Learning via the Pivot Surveys</p> <p>Constant reference to our school motto Realise Your Potential at assemblies etc</p>																
<b>Outcomes</b>	<p>Students to develop a sense of ownership and pride about Lara Secondary College (ATS - Advocate for te School)</p> <p>Students to show a greater sense of involvement in many student led events throughout the year (Student Leader scheduled events involving the whole school)</p> <p>Students beginning to care for the learning environment (no graffiti, limited litter, etc)</p> <p>Students willingly wearing the new academic uniform with pride</p>																
<b>Success Indicators</b>	<p>Attitudes to School Survey data</p> <p>Observations pertaining to level of student involvement in clubs and SRC led events.</p> <p>Increase in applications for student Leadership positions</p>																
Activities and Milestones		Who	Is this a PL Priority	When	Budget												
<p>Student Leaders Camp in Term 1</p> <p>School for Student Leadership</p> <p>Student Leadership events each Term</p> <p>Upstart 'Big Idea' Program</p> <p>Year Level analysis of Attitudes to School Survey &amp; possible strategies to improve school connectedness</p> <p>Teachers develop their action plan based on student feedback</p> <p>Every Year Level Assembly to have an SRC Agenda Item.</p> <p>Wynspeak Public Speaking Program</p>		<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>												
<b>KIS 2</b> Setting expectations and promoting inclusion	Develop a culture of high expectations and success for students, parents and staff																
<b>Actions</b>	<p>Embed the Implementation of the School Improvement Policy to enable students (7 - 10) to achieve the best academic result possible for any Common Assessment Task</p> <p>Monitor the % of students at each Year Level achieving 50% or above for any Common Assessment Task</p> <p>Principal Distinction and High Distinction Letters to be sent every reporting cycle to reward and recognise outstanding academic achievement</p> <p>Continued Implementation of the Respectful Relationships initiative and the School-Wide Positive Behaviour Supports Framework</p>																
<b>Outcomes</b>	<p>Students will undertake a greater number of School Improvement Tasks in order to maximize their achievement levels</p> <p>More students receiving Academic Consistent and Improvement Awards at the fortnightly Year Level Assemblies</p> <p>A greater number of students will receive Principal Distinction and High Distinction letters than 2019</p>																

	Year Level Assemblies to refer to our School Wide Positive Behaviour Matrix and Respectful Relationships Program on a regular basis in order to reinforce appropriate behaviours between staff, students and parents																																																				
Success Indicators	Student attendance at weekly School Improvement Tests Mid Year and End of Year Academic Results The number of students receiving fortnightly academic awards for outstanding improvement Improvement comparisons from 2020 to 2021 data																																																				
Activities and Milestones	Who	Is this a PL Priority	When	Budget																																																	
School Improvement Policy across Terms 1 - 4 Principal Letters across Terms 1 - 4 every 5 weeks Academic Results (Exams and Common Assessment Tasks) Year Level Improvement & Consistent Certificates Fortnightly Year Level Assemblies that include Academic Reward and Recognition Motivational Guest Speakers at Senior Levels pertaining to Resilience and Perseverance Year 12 Study Camp All staff to be involved in solutions pertaining to 2020 ATSS	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used																																																	
Goal 4	Ensure high quality post-school pathways for all students																																																				
12 Month Target 4.1	Year 12 Exit Data: <table><tr><td></td><td>2016/2017</td><td>2017/2018</td><td>2019/2020</td><td>2020/2021</td><td>2021/2022</td></tr><tr><td>University</td><td>35%</td><td>21%</td><td>23%</td><td>40%</td><td>45%</td></tr><tr><td>TAFE</td><td>7%</td><td>16%</td><td>31%</td><td>14%</td><td>25%</td></tr><tr><td>App'ships</td><td>8%</td><td>10%</td><td>7%</td><td>12%</td><td>7%</td></tr><tr><td>Education &amp; Training Total:</td><td>50%</td><td>47%</td><td>61%</td><td>66%</td><td>77%</td></tr><tr><td>Employment (F/T)</td><td>16%</td><td>31%</td><td>7%</td><td>16%</td><td>12%</td></tr><tr><td>Other</td><td>34%</td><td>22%</td><td>22%</td><td>11%</td><td>10%</td></tr><tr><td>Unknown</td><td></td><td></td><td>10%</td><td>2%</td><td>1%</td></tr></table> Other = Employed P/T, Unemployed or Seeking Work, GAP Year,)						2016/2017	2017/2018	2019/2020	2020/2021	2021/2022	University	35%	21%	23%	40%	45%	TAFE	7%	16%	31%	14%	25%	App'ships	8%	10%	7%	12%	7%	Education & Training Total:	50%	47%	61%	66%	77%	Employment (F/T)	16%	31%	7%	16%	12%	Other	34%	22%	22%	11%	10%	Unknown			10%	2%	1%
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Education & Training Total:	50%	47%	61%	66%	77%																																																
Employment (F/T)	16%	31%	7%	16%	12%																																																
Other	34%	22%	22%	11%	10%																																																
Unknown			10%	2%	1%																																																
12 Month Target 4.2	TBC in 2021  In 2020/2021 (80%) 91% of Year 10 – 12 students who exited the college moved into further education and training or full-time employment.  Increase the number of Year 10 - 12 students exiting the College into further education and training or full time employment from 91% in 2020/2021 to 95% in 2021/2022.																																																				
12 Month Target 4.3	Year 12 Exit Data: <table><tr><td></td><td>2016/2017</td><td>2017/2018</td><td>2019/2020</td><td>2020/2021</td><td>2021/2022</td></tr><tr><td>University</td><td>35%</td><td>21%</td><td>23%</td><td>40%</td><td>45%</td></tr><tr><td>TAFE</td><td>7%</td><td>16%</td><td>31%</td><td>14%</td><td>25%</td></tr><tr><td>App'ships</td><td>8%</td><td>10%</td><td>7%</td><td>12%</td><td>7%</td></tr><tr><td>Education &amp; Training Total:</td><td>50%</td><td>47%</td><td>61%</td><td>66%</td><td>77%</td></tr><tr><td>Employment (F/T)</td><td>16%</td><td>31%</td><td>7%</td><td>16%</td><td>12%</td></tr><tr><td>Other</td><td>34%</td><td>22%</td><td>22%</td><td>11%</td><td>10%</td></tr><tr><td>Unknown</td><td></td><td></td><td>10%</td><td>2%</td><td>1%</td></tr></table> Other = Employed P/T, Unemployed or Seeking Work, GAP Year,)						2016/2017	2017/2018	2019/2020	2020/2021	2021/2022	University	35%	21%	23%	40%	45%	TAFE	7%	16%	31%	14%	25%	App'ships	8%	10%	7%	12%	7%	Education & Training Total:	50%	47%	61%	66%	77%	Employment (F/T)	16%	31%	7%	16%	12%	Other	34%	22%	22%	11%	10%	Unknown			10%	2%	1%
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Other	34%	22%	22%	11%	10%																																																
Unknown			10%	2%	1%																																																



<b>12 Month Target 4.4</b>	Only students with a medical reason to be provided with an 'Unscored' Year 12 program. 2020 only 3 students were accepted as Unscored due to medical reasons.			
<b>KIS 1</b> Building practice excellence	Implement a Managed Individual Pathways program from year 7–12			
<b>Actions</b>	<p>All students across Years 7 - 12 to have developed a Managed Individual Pathways Plan to utilise each year</p> <p>Student MIP's Program to be delivered via the TLC (7 - 9) and Pathways (10 - 12) classes at specific times throughout the year</p> <p>Implementation of Year 10 Study Skills sessions early in Term 2 2020</p> <p>Curriculum developed for the MIP's Program at each Year level across the College</p>			
<b>Outcomes</b>	<p>Careers Advisor will:</p> <ul style="list-style-type: none"> <li>Provide direction and advice throughout the counselling process</li> <li>Provide feedback to the Heads of School and Principal Class regarding the Course Counselling process</li> <li>Take an active part in the delivery of Course Counselling advice to students and parents</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Deliver the appropriate Pathways Curriculum via the TLC/Pathways classes</li> <li>Collaborate regularly to ensure appropriate teaching strategies are being shared</li> <li>Consistently use student learning data to inform best practice prior to teaching</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Develop appropriate goals associated with their future career ambitions</li> <li>Develop a MIP's portfolio in relation to their Career Pathway whilst at school</li> <li>Actively Use the Interactive Workbook to consolidate their learning</li> <li>Use collaborative groups to clarify their understandings</li> </ul>			
<b>Success Indicators</b>	<p>Students to develop a clear understanding in regards to subject selection, course requirements at each year level, career ambitions and goal setting</p> <p>Increase the number of Year 10 - 12 students exiting the College into further education and training or full time employment from to 90% in 2019/2020.</p> <p>Students increase understanding of careers/vocations from experts who can provide various vocations in order to gain first hand knowledge of careers</p> <p>All students at Year 10 &amp; 12 to participate in Course Counselling session with the Careers Advisor</p>			
Activities and Milestones		Who	Is this a PL Priority	Budget
2022 Tertiary Offers Course Counselling process to be implemented in July/August (9- 12) Identification of VCAL projects at Year 11 & 12		<input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4  \$40,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building communities	Strengthen and broaden course counselling to build student awareness of the array of available opportunities			
<b>Actions</b>	<p>Course Counselling process to be refined with a greater emphasis being placed at the VCE level in terms of the correct subject selections being undertaken over the 2 years.</p> <p>Students at Year 9 - 12 to undertake Course Counselling Briefings to provide a very clear understanding of the requirements for the following year</p>			
<b>Outcomes</b>	<p>More students at Year 12 moving into further training, education or full time work</p> <p>A large percentage of students undertaking a Year 12 program to receive an ATAR. (2020 = 76%)</p> <p>Students will have a greater understanding of the subject selection requirements at each year level</p> <p>Greater attendance at the scheduled Parent/Student Information Evenings at Year 8 - 11.</p> <p>Year 10 &amp; 12 students to attend VCE Careers Expo (Melbourne)</p>			
<b>Success Indicators</b>	<p>Increase the number of Year 10 - 12 students exiting the College into further education and training or full time employment from to above 90% in 2021/2022</p> <p>A large majority of Year 10 students to undertake Work Experience in the last week of Term 2</p>			

Activities and Milestones		Who	Is this a PL Priority	When	Budget
Course Counselling Sessions during early Term 3 All Year 10 & 11 Students to receive 1:1 Course Counselling with careers Advisor TLC & Pathways teachers to create and deliver appropriate Pathways Curriculum at Years 7 - 12 DET initiative and career profiling for students at Year 9 via the TLC classes		<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$30,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Networks with schools, services and agencies		Develop opportunities to enhance aspiration and awareness of potential pathways, including through strategic partnerships			
<b>Actions</b>		Implement the Bi Annual Lara Secondary College Careers Evening in Term 3 2021 Invite key stakeholders to participate in the Careers Evening to create a greater awareness of future pathways for students and enhance aspirations Motivational guest speakers program at Year 10 - 12			
<b>Outcomes</b>		More students to aspire to achieve quality career pathways Students working hard in class to obtain their target ATAR result or future career goals More students setting realistic, challenging and achievable subject goals			
<b>Success Indicators</b>		Quality destination data for Year 10 - 12 students Transition data			
Activities and Milestones		Who	Is this a PL Priority	When	Budget
Year 10 - 12 Exit Data Parent Survey feedback regarding transitions Attitudes to school survey data		<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teaching and Learning Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$481,000.00	\$418,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$481,000.00</b>	<b>\$418,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish engaging healthy mind and bodies clubs for recess, lunchtime and after school. Provide clarity of roles for teachers, leaders and education support staff Implement Term 1 Student Leadership Camp to plan for the implementation of various healthy and active events throughout the year	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Term by Term Staff Professional Development events 2020 Attitude to School Survey results in June Regular Professional Learning Walks (Leading Teachers and Principal Class) Greater action by staff pertaining to PLT Collaboration across the College (Thinking Skills focus Week 5 of each Term)  Principal Class classroom visits with Leading Teachers and KLA Leaders at least 1/Semester in order to ensure our Leaders are aware of the Coaching requirements associated with the GANAG Common Instructional Model and Writing Across the Curriculum.(\$36,000).  All Leading Teachers have been given appropriate amounts of time to undertake 2 Professional Learning Walks per week and maintain an overview of the Teaching and Learning process amongst the 9 staff members in their Performance and Development Team (\$45,000). Approximately 30 Classroom Teachers have also been provided with appropriate amounts of time (or Special Payment) in order to lead the PLC Enquiry initiative, Common Instructional Model and management of the overall college learning environment (approximately \$355,000)  Each of the Learning Walks will be specifically focused on the development and implementation of the New Information and Application stages of the GANAG framework and the development and implementation of the Thinking Skills strategies within the classroom.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$436,000.00	\$373,000.00
Promote the research of the Writing Working Party (staff volunteers) across the entire staff Embed the research undertaken by the Working Party regarding best practice in teaching writing via the writing to Learn program Staff meetings with a focus on a phased implementation of writing strategies over the next few years	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$20,000.00	\$20,000.00



Student Leaders Camp in Term 1 School for Student Leadership Student Leadership events each Term Upstart 'Big Idea' Program Year Level analysis of Attitudes to School Survey & possible strategies to improve school connectedness Teachers develop their action plan based on student feedback Every Year Level Assembly to have an SRC Agenda Item. Wynspeak Public Speaking Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00
School Improvement Policy across Terms 1 - 4 Principal Letters across Terms 1 - 4 every 5 weeks Academic Results (Exams and Common Assessment Tasks) Year Level Improvement & Consistent Certificates Fortnightly Year Level Assemblies that include Academic Reward and Recognition Motivational Guest Speakers at Senior Levels pertaining to Resilience and Perversence Year 12 Study Camp All staff to be involved in solutions pertaining to 2020 ATSS	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Year 10 - 12 Exit Data Parent Survey feedback regarding transitions Attitudes to school survey data	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
<b>Totals</b>			\$481,000.00	\$418,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Establish processes with staff regarding moderation and assessment</p> <p>Establish criteria for student selection in the Tutoring program</p> <p>Establish process of ensuring all teachers are aware of selected students</p> <p>Appointment of Tutors for the tutoring program by Week 4 Term 1</p> <p>Utilize staff leading the MYLNS project in the monitoring of identified students at Year 8 &amp; 10</p>	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ KLA Leader</li> <li>✓ Literacy Improvement Teacher</li> <li>✓ School Leadership Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Preparation</li> <li>✓ Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Timetabled Planning Day</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> <li>✓ Learning Specialist</li> <li>✓ Literacy Leaders</li> <li>✓ High Impact Teaching Strategies (HITS)</li> <li>✓ Student Achievement Manager</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<p>Term by Term Staff Professional Development events</p> <p>2020 Attitude to School Survey results in June</p> <p>Regular Professional Learning Walks (Leading Teachers and Principal Class)</p> <p>Greater action by staff pertaining to PLT</p> <p>Collaboration across the College (Thinking Skills focus Week 5 of each Term)</p> <p>Principal Class classroom visits with Leading Teachers and KLA Leaders at least 1/Semester in order to ensure our Leaders are aware of the Coaching requirements associated with the GANAG Common Instructional Model and Writing Across the Curriculum.(\$36,000).</p> <p>All Leading Teachers have been given appropriate amounts of time to undertake 2 Professional Learning Walks per week and maintain an overview of the Teaching and Learning process amongst the 9 staff members in their Performance and Development Team (\$45,000). Approximately 30 Classroom Teachers have also been provided with appropriate amounts of time (or Special Payment) in order to lead the PLC Enquiry initiative, Common Instructional Model and management of the overall college learning environment (approximately \$355,000)</p> <p>Each of the Learning Walks will be specifically focused on the development and implementation of the New Information and Application stages of the GANAG framework and the development and implementation of the Thinking Skills strategies within the classroom.</p>	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ Leadership Team</li> <li>✓ Leading Teacher(s)</li> <li>✓ Learning Specialist(s)</li> <li>✓ Principal</li> <li>✓ Sub School Leader/s</li> <li>✓ Year Level Co-ordinator(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> <li>✓ Timetabled Planning Day</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Leadership partners</li> <li>✓ School improvement partnerships</li> <li>✓ Learning Specialist</li> <li>✓ Literacy Leaders</li> <li>✓ Pedagogical Model</li> <li>✓ Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<p>Promote the research of the Writing Working Party (staff volunteers) across the entire staff</p> <p>Embed the research undertaken by the Working Party regarding best practice in teaching writing via the writing to Learn program</p>	<ul style="list-style-type: none"> <li>✓ KLA Leader</li> <li>✓ Leadership Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Preparation</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> <li>✓ Professional Practice Day</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> <li>✓ Internal staff</li> <li>✓ Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

Staff meetings with a focus on a phased implementation of writing strategies over the next few years	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Staff Development Coordinator			<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
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