

## School Strategic Plan 2018-2022

Lara Secondary College (8841)



Submitted for review by Wayne Terrill (School Principal) on 27 April, 2019 at 11:59 AM  
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 06 May, 2019 at 04:37 PM  
Awaiting endorsement by School Council President

# School Strategic Plan 2018-2022

Lara Secondary College (8841)

<p><b>School vision</b></p>	<p>Lara Secondary College will be in it's seventeenth year of operation in 2019. We have built the school with a clear vision for continuous improvement with the student at the centre of all that we do. Our agreed purpose is to ensure that all students are successful in reaching their potential in the shared knowledge that all students can learn. The College offers a rich and broad curriculum across all year levels. Students in Years 7/8 work in "pods" of two classes enabling high levels of monitoring, learning and differentiation with two core teachers to ensure that strong relationships are built as students transition to the secondary setting.</p> <p>The college has 3 Principal Class Officers (Principal &amp; 2 Assistant Principals), 20.53 Education Support staff, 7 Leading Teachers, 12.8 Classroom Teachers (Category 1) and 28.77 Classroom Teachers (Category 2).</p> <p>The College delivers the Victorian Curriculum Standards from years 7 to 10, with a core curriculum at years 7 and 8, a core plus elective program at years 9 and 10, and in the Later Years studies (Years 10 -12) offers a broad range of pathways including VCE, VCAL and VET with opportunities for acceleration in VCE.</p> <p>Major features of the College include:</p> <p>(1) Common Instructional Teaching Model All teachers at the College deliver their lessons in an agreed Common Instructional Model based on the implementation of 9 evidence based High Yield Teaching strategies. Such teaching strategies are implemented in order to gain high level achievement growth for all students across Years 7 – 12. Teaching staff regularly collaborate to ensure high quality teaching strategies are implemented across every class within the College.</p> <p>(2) Student Engagement Policy The College implements very clear guidelines in relation to student management and health and wellbeing. Such clear and concise documentation enables all people involved with our College to develop a real sense of pride and belonging to the College. Respect of oneself and each other is a strong focus of the College.</p> <p>(3) School Improvement Policy We believe that all students learn at different rates. It is for this reason that all students from Year 7 – 10 have the opportunity to improve their first result on a Common Assessment Task, if they believe with an extra week of study and more effort, they will fully understand the topic being studied and therefore obtain a better grade. We provide opportunities for all students to understand that the amount of effort they place into their studies will ultimately determine their level of academic success. 'Attitude not Aptitude, will determine your Altitude'</p> <p>(4) Academic Scholarships at Year 7 and Year 10 The College offers Academic Scholarships at Year 7 and Year 10 to the value of \$500 each year for 3 years duration. The Academic Scholarships help support those students who are academically talented and ensure they are financially supported in reaching their high academic potential throughout their years in secondary school. Such students are also able to access our Year 7 – 9 Enrichment Classes where they will undertake more challenging curriculum work, amongst students of similar abilities.</p> <p>(5) Extra – Curricula Programs The College offers a wide range of Extra –Curricula Programs including Performing Arts Evenings, Senior and Junior Music Evenings, Inter School Sports, Homework Club, SRC Leadership Involvement, School for Student Leadership Program, Year 9 Connections Program, International Exchange Programs, Upstart Business Ideas Program and many more.</p> <p>The College implements a Professional Learning Community framework, to enable us to closely monitor individual student learning and ensure students understand where and how they can continue to improve. Our vision and direction is guided by our values of EXCELLENCE, TEAMWORK, COMMITMENT AND RESPECT which is centred on our College Motto – Realise Your Potential.</p> <p>At Lara Secondary College every student is supported to be their best and learn to their full potential in an environment where teachers are passionate about their work and their students.</p> <p>We know that relationships between students and teachers have a large impact on student learning and our work. We understand that students learn best when they relate well to their teachers, when they feel safe and secure.</p> <p>Our intensive pastoral care curriculum across Years 7 - 12 includes a structured program to support the development of academic success, individual self-esteem, learning confidence, resilience and persistence, as well as the essential ability to relate positively to others. We pride ourselves on strong and positive relationships between staff and students and work with passion and enthusiasm to ensure that every student gains the maximum benefit from their secondary education at Lara Secondary College.</p>
-----------------------------	--

	<p>Special features of the curriculum structure and class composition include:</p> <p>Years 7, 8 and 9 an Enrichment Program (one class per year level)</p> <p>Literacy Support Program integral to the English program across Years 7 - 9</p> <p>Numeracy Support Program centered on Scaffolding Mathematics in the Middle Years</p> <p>There is one school-based consultant for literacy across Years 7 – 9.</p> <p>Grade 6 Mathematics Enrichment Program</p> <p>Common Instructional Model</p> <p>The college operates four 75-minute periods per day over a 5 day timetable</p> <p>All Year 10 students are able to access any VCE subject on the College timetable</p> <p>NAPLAN results from Years 7 – 9 in 2018 indicate high learning gains in Reading, (25%) Writing (16%) and Numeracy (17%), over the past 3 years. Year 12 VCE results indicate an all-study median of 23 in 2016, 24 in 2017 and 25 in 2018.</p>
<b>School values</b>	<p>Lara Secondary College aims to provide a safe and supportive environment that promotes quality teaching and learning that empowers the College community to value academic success, an individual's needs, social development and a passion for lifelong learning.</p> <p>The College community values of Commitment, Teamwork, Respect and Excellence, indicate an agreed set of values that is highly regarded amongst staff, students and parents and represents the ethos of the College.</p> <ol style="list-style-type: none"> <li>1. All individuals are to be valued and treated with respect.</li> <li>2. All individuals have a right to work in a secure and safe environment where they are able to fully achieve their absolute best.</li> <li>3. Students have a right to learn in a co-operative environment free from disruption.</li> <li>4. Parents/Carers have a right to expect that their children will be educated in an environment of care, courtesy and respect for the rights of others.</li> <li>5. Parents/Carers have a responsibility to support the College in its efforts to maintain a positive learning environment.</li> <li>6. Principals and staff have an obligation to reasonably, consistently and fairly implement the consequences of breaching the Code of Conduct.</li> </ol>
<b>Context challenges</b>	<p>Teaching teams at the school were arranged around year level domains, with many teachers having a teaching load concentrated around a limited number of year levels. The Panel found that the vertical alignment of the curriculum was also compromised. This resulted in learning that was not guaranteed to be developmental and sequential and was a barrier to student progress.</p> <p>The Panel heard that there were a number of changes to the approach to curriculum documentation over time, and in some cases, the standards were not reflected in the curriculum documentation, resulting in a lack of fidelity to the standards. The school did not have an embedded approach to formative assessment and moderation was inconsistent. These factors were barriers to teacher's ability to plan for each student's point of need in their learning and led to poor student growth in reading, writing and numeracy.</p> <p>VCE teachers taught predominantly in the senior year levels, which resulted in a lack of knowledge of the acquired learning of students in the middle years of schooling, and a lack of personal knowledge of the students. This was a barrier to teacher's ability to adjust the VCE curriculum in response to student needs. Additionally, low peer accountability among teachers and the absence of a promotions policy reduced the rigor of learning and assessment within the middle years of schooling. The Panel found that this resulted in students's feeling under-prepared for the rigour of VCE assessment and therefore, undermined student's performance in VCE assessment</p> <p>The school did not have a whole school approach to writing, and only selected staff participated in targeted writing professional learning. There was not a documented approach to writing instruction, leading to the lack of a common understanding of the school expectations about writing instruction and there were a range of approaches being applied. The Panel determined that this led to reduced levels of growth in NAPLAN writing. The Panel heard that the school did not generally provide many opportunities for students to complete sustained writing tasks, which reduced the opportunities for students to develop writing stamina and was a barrier to writing performance and growth.</p>

<b>Intent, rationale and focus</b>	<p>For the new 2019 - 2022 SSP, the College has placed a strong emphasis on three of the four FISO Priorities and their associated improvement initiatives:</p> <p>(1) Excellence in Teaching and Learning – Building Practice Excellence / Evidence based high impact teaching strategies will be our number 1 priority over the next 2 - 3 years. We will be continuing our work associated with Classroom Instruction that Works (Jane Pollock) and developing a Common Instructional Model for all teachers. The development of a Lara Secondary College Teaching and Learning Framework will be of high importance in 2019. A greater focus on providing academic challenge for our high academic achievers within every classroom will also be a major focus for the College.</p> <p>Community engagement in Learning - Building communities / Networks with schools, services and agencies</p> <p>Positive Climate for Learning – Empowering students and building school pride / Setting expectations and promoting inclusion</p> <p>The above focus areas will enable the College staff to narrow their focus in relation to our school improvement agenda and as a result this work will make a positive impact on a number of areas across the College.</p> <p>The SSP Panel identified through the review process that the area of NAPLAN writing had low growth from year 7 to 9 and low levels of students achieving in the top two bands. The Panel also found that the school did not have a shared understanding and agreed approach to curriculum, pedagogy, assessment and feedback.</p> <p>Panel findings indicated that the school culture did not promote high expectations or celebrate academic and pathways achievement, with low engagement with the school vision, values and motto.</p> <p>The Panel identified that student destination data showed a high proportion over the SSP period of students going to unknown destinations, and limited proportion of students transitioning and successfully completing, further education, including university, TAFE and apprenticeships.</p>

# School Strategic Plan 2018-2022

Lara Secondary College (8841)

<b>Goal 1</b>	Improve student learning outcomes for all students in all subjects
<b>Target 1.1</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 1.2</b>	VCE English study score to show improvement each year from 22.79 in 2017 to 26 in 2022
<b>Target 1.3</b>	VCE All study score to show improvement each year from 23.68 in 2017 to 27 in 2022
<b>Target 1.4</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 1.5</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 1.6</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 1.7</b>	Students to be at or above expected level for every subject as measured by the Victorian Curriculum
<b>Target 1.8</b>	Improvement in the grade average for each subject from year 7 to 10 from the 2019 baseline
<b>Key Improvement Strategy 1.ay</b> Building practice excellence	Develop an agreed Lara Secondary College Teaching and Learning framework
<b>Key Improvement Strategy 1.by</b> Building practice excellence	2. Develop staff capacity to deliver high quality curriculum, assessment, feedback and teaching practice

<b>Key Improvement Strategy 1.cy</b> Evidence-based high-impact teaching strategies	3. Develop and implement a whole school approach to writing
<b>Goal 2</b>	To provide a learning environment that improves student engagement
<b>Target 2.1</b>	Parent opinion survey General satisfaction measure to show an increase in the per cent positive endorsement from 2018 baseline
<b>Target 2.2</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 2.3</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 2.4</b>	Maintain and improve attendance levels from 2017 baseline
<b>Key Improvement Strategy 2.ay</b> Empowering students and building school pride	Strengthen formalised opportunities for the development of students as leaders
<b>Key Improvement Strategy 2.by</b> Setting expectations and promoting inclusion	Develop a culture of high expectations and success for students, parents and staff
<b>Goal 3</b>	Ensure high quality post-school pathways for all students
<b>Target 3.1</b>	Destination data – increase completion rates or successful destinations
<b>Target 3.2</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 3.3</b>	School based tracking data to indicate sustained, positive destinations for all students
<b>Target 3.4</b>	Reduce per cent of students undertaking unscored VCE
<b>Key Improvement Strategy 3.ay</b> Building practice excellence	Implement a Managed Individual Pathways program from year 7–12
<b>Key Improvement Strategy 3.by</b> Building communities	Strengthen and broaden course counselling to build student awareness of the array of available opportunities
<b>Key Improvement Strategy 3.cy</b> Networks with schools, services and agencies	Develop opportunities to enhance aspiration and awareness of potential pathways, including through strategic partnerships