Annual Implementation Plan - 2024

Select annual goals and KIS

The Lakes South Morang College (8846)

Department of Education

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.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	Yes	Support for the priorities	Learning support will be provided to both those who need scaffolding and those who thrive to continue to extend their learning, especially in Numeracy.Teacher Judgement:- 38% of Year 5 students to be at or above level in Numeracy - 49% of Year 5 students to be at or above level in Literacy- 47% of Year 7 students to be at or above level in Numeracy - 4% of Year 7 students to be at or above level in Literacy- 5% of Year 9 students to be at or above level in Numeracy - 37% of Year 9 students to be at or above level in LiteracyNAPLAN:- 53% of Year 5 students to be at Strong or Exceeding in Numeracy - 46% of Year 5 students to be at Strong or Exceeding in Writing- 60% of Year 7 students to be at Strong or Exceeding in Numeracy- 56% of Year 7 students to be at Strong or Exceeding in Writing- 16% of Year 9 students to be at Strong or Exceeding in Numeracy- 47% of Year 9 students to be at Strong or Exceeding in WritingThe College will effectively mobilise available resources to support wellbeing, using a Tiered response model.Increase the percentage of student positive endorsement on the AToSS for:- Students in Years 4–6 for Sense of

			connectedness from 85% (2023) to 87%- Students in Years 7–9 for Sense of connectedness from 34% (2023) to 55%
Optimise the learning growth for all students.	Yes	By 2026, increase the percentage of students achieving above NAPLAN Benchmark Growth in: • Numeracy Years 3–5 from 16% (2021) to 22% • Numeracy Years 5–7 from 14% (2021) to 21% • Numeracy Years 7–9 from 3% (2021) to 12% • Writing Years 3–5 from 17% (2021) to 21% • Writing Years 5–7 from 32% (2021) to 36% • Writing Years 7–9 from 12% (2021) to 16%	To increase the % of students achieving Strong or Exceeding in Numeracy NAPLAN:- 53% of students in Year 5 to be at Strong or Exceeding in Numeracy - 60% of students in Year 7 to be at Strong or Exceeding in Numeracy- 16% of students in Year 9 to be at Strong or Exceeding in Numeracy
		By 2026, increase the VCE • Median study score from 23 (2022) to 26 • Percentage of English study scores at or above 30 from 18% (2022) to 25%	Increase the VCE:- Median study score from 24 (2023) to 25- Percentage of English study scores at or above 30 from 16% (2023) to 20%
		By 2026, On Track Data to show: • Ninety per cent of students leaving the college to be engaged in employment or further education and training.	On Track Data to show:- 90% of students leaving the College to be engaged in employment or further education and training.
		By 2026, increase the percentage of staff positive endorsement on the SSS for: • Academic emphasis from 44% (2021) to 55% • Use data to inform curriculum planning from 62% (2021) to 70% • Plan differentiated learning activities from 43% (2021) to 50% • Use pedagogical model from 48% (2021) to 55%	Increase the percentage of staff positive endorsement on the SSS for:- Academic emphasis from 55% (2023) to 58%- Use data to inform curriculum planning from 71% (2023) to 73%- Plan differentiated learning activities from 72% (2023) to 74%- Use pedagogical model from 91% (2023) to 93%
		By 2026, increase the percentage of positive endorsement on the AtoSS for: • Students in Years 4–12 for Stimulating learning from 60% (2022) to 66%	Increase the percentage of positive endorsement on the AToSS for:- Students in Years 4–12 for Stimulating learning from 55% (2023) to 62%- Students in Years 4–12 for

		• Students in Years 4–12 for Differentiated learning challenge from 68% (2022) to 74% • Students in Years 4–12 for Effective teaching time from 70% (2022) to 76%	Differentiated learning challenge from 61% (2023) to 70%- Students in Years 4–12 for Effective teaching time from 63% (2023) to 72%
Optimise student wellbeing.	Yes	By 2026, increase the percentage of staff positive endorsement on the SSS for: • Promote student ownership of learning from 52% (2021) to 60% • Collective efficacy from 50% (2021) to 55%	Increase the percentage of staff positive endorsement on the SSS for:- Promote student ownership of learning from 74% (2023) to 76%- Collective efficacy from 66% (2023) to 68%
		By 2026, increase the percentage of student positive endorsement on the AtoSS for: • Students in Years 4–6 for Sense of connectedness from 75% (2022) to 79% • Students in Years 4–6 for Student voice and agency from 74% in (2022) to 78% • Students in Years 7–9 for Sense of connectedness from 46% (2022) to 55% • Students in Years 7–9 for Student voice and agency from 41% (2022) to 50% • Students in Years 10–12 for Student voice and agency from 50% (2022) to 60% • Students in Years 7–9 for Effort from 69% (2022) to 75%	Increase the percentage of student positive endorsement on the AToSS for:- Students in Years 4–6 for Sense of connectedness from 85% (2023) to 87%- Students in Years 4–6 for Student voice and agency from 79% in (2023) to 80%- Students in Years 7–9 for Sense of connectedness from 34% (2023) to 48%- Students in Years 7–9 for Student voice and agency from 37% (2023) to 43%- Students in Years 10–12 for Student voice and agency from 38% (2023) to 53%- Students in Years 7–9 for Effort from 62% (2023) to 71%
		By 2026, decrease student absence for: • F–6 students from 25.4 days average per student (2021) to 22 days. • F–6 students with 20 or more absences days from 28% (2021) to 24% • Years 7–12 students from 15.6 days average per student (2021) to 12 days per student. • Years 7–12 students with 20 or more absences days from 24% (2021) to 20%	Decrease student absence for:- F–6 students from 25.4 days average per student (2023) to 24 days.- F–6 students with 20 or more absences days from 16% (2023) to 14%- Years 7–12 students from 15.6 days average per student (2023) to 14 days per student.- Years 7–12 students with 20 or more absences days from 13% (2023) to 10%

Optimise community partnerships.	Yes	By 2026, increase the percentage of staff positive endorsement on the SSS for: • Staff trust in students and parents from 51% (2021) to 58% • Staff feeling positive about the school culture from 55% (2021) to 70%	Increase the percentage of staff positive endorsement on the SSS for:- Staff trust in students and parents from 53% (2023) to 55%- Staff feeling positive about the cultural leadership from 81% (2023) to 83%
		By 2026, increase the percentage of student positive endorsement on the AtoSS for: • Years 4–12 students for Sense of connectedness from 57% (2022) to 65% • Year 7–12 for Community connections from 44% (2022) to 55%	Increase the percentage of student positive endorsement on the AToSS for:- Years 4–12 students for Sense of connectedness from 51% (2023) to 59%- Year 7–12 for Community connections from 63% (2023) to 65%
		By 2026, increase on the POS: • Parent overall general satisfaction from 65% (2021) to 75% • Participation rates from 9% (2022) to 30%	Increase on the POS:- Parent overall general satisfaction from 75% (2023) to 78%- Participation rates from 22% (2023) to 30%

Goal 1	**Priorities goal** **In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.**
12-month target 1.1-month target	Learning support will be provided to both those who need scaffolding and those who thrive to continue to extend their learning, especially in Numeracy. Teacher Judgement: - 38% of Year 5 students to be at or above level in Numeracy - 49% of Year 5 students to be at or above level in Literacy - 47% of Year 7 students to be at or above level in Numeracy - 4% of Year 7 students to be at or above level in Literacy - 5% of Year 9 students to be at or above level in Numeracy - 37% of Year 9 students to be at or above level in Literacy NAPLAN:

	- 53% of Year 5 students to be at Strong or Exceeding in Numeracy - 46% of Year 5 students to be at Strong or Exceeding in Writing - 60% of Year 7 students to be at Strong or Exceeding in Numeracy - 56% of Year 7 students to be at Strong or Exceeding in Writing - 16% of Year 9 students to be at Strong or Exceeding in Numeracy - 47% of Year 9 students to be at Strong or Exceeding in Writing The College will effectively mobilise available resources to support wellbeing, using a Tiered response model. Increase the percentage of student positive endorsement on the AToSS for: - Students in Years 4–6 for Sense of connectedness from 85% (2023) to 87% - Students in Years 7–9 for Sense of connectedness from 34% (2023) to 55%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.		
Goal 2	**Optimise the learning growth for all students.**	
12-month target 2.1-month target	To increase the % of students achieving Strong or Exceeding in Numeracy NAPLAN: - 53% of students in Year 5 to be at Strong or Exceeding in Numeracy - 60% of students in Year 7 to be at Strong or Exceeding in Numeracy - 16% of students in Year 9 to be at Strong or Exceeding in Numeracy	

12-month target 2.2-month target	Increase the VCE: - Median study score from 24 (2023) to 25 - Percentage of English study scores at or above 30 from 16% (2023) to 20%
12-month target 2.3-month target	On Track Data to show: - 90% of students leaving the College to be engaged in employment or further education and training.
12-month target 2.4-month target	Increase the percentage of staff positive endorsement on the SSS for: - Academic emphasis from 55% (2023) to 58% - Use data to inform curriculum planning from 71% (2023) to 73% - Plan differentiated learning activities from 72% (2023) to 74% - Use pedagogical model from 91% (2023) to 93%
12-month target 2.5-month target	Increase the percentage of positive endorsement on the AToSS for: - Students in Years 4–12 for Stimulating learning from 55% (2023) to 62% - Students in Years 4–12 for Differentiated learning challenge from 61% (2023) to 70% - Students in Years 4–12 for Effective teaching time from 63% (2023) to 72%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Build a culture of high expectations for learning with all staff, students and parents/carers.	Yes
KIS 2.b Assessment	Strengthen teacher data literacy.	No
KIS 2.c Teaching and learning	Embed consistent teaching and learning instructional practices.	No
KIS 2.d Leadership	Strengthen senior secondary provision.	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.	PLCs and Learning Coaches are the framework through which all of the KIS goals will be addressed in 2024. Our self-evaluation against the FISO 2.0 Continua noted that we have significant work to do in the area of student assessment and data literacy. This finding is consistent with our School Staff Survey results reflecting teacher confidence in using data, feedback given by staff around moderation of student work samples, and our Panorama NAPLAN comparison to Teacher Judgement data. Selection of this KIS builds on our previous focus around developing and documenting a viable curriculum (the new Victorian Curriculum) and assessment framework.

ROLE OF TEACHERS/TEAMS:
• Structured classes with role-modelled high expectations and the use of worked examples. Use of NAPLAN style questions as lesson starters, brain breaks, 'catch' to expose student to format, command/key words/vocab
• Full implementation of the selected instructional teaching model across all year levels and domains
• CAT timetables/outlines for students to support teaching and learning. All CATs (especially Years 9 & 10) focused on VCE subjects which will enhance VCE scores
• PLC embedment, including: revised meeting schedule with more allocated time for staff to meet and progress the PLC process, improved data analysis skills, targeted T&L strategies, ILP's
• Student led goal- based improvement strategies co-designed with Learning Coaches. These to incorporate the sharing of knowledge (student data) through Learning Coach sessions using relevant and streamlined technology, Verso, SPA data service to increase student ownership/accountability of tracking individual growth data
• Clearly outlined processes for CAT's (due dates, policies for late/no work). For 7-10 embed the redemption process (introduced in 2022) for unfinished school work in line with policy (VCAA). CATs to include developmental rubrics that are consistent across subjects and the use of annotated work samples to assist student performance and teacher marking & gathering data
• Clear communication and support to parents/carers about expectations so that we both work as a team to create a healthy learning culture for the students

ROLE OF PARENTS/CARERS:
• Provide a safe and engaging learning environment at home
• Support and assist with individual student learning plans (ILPs), intermediate goal setting and reflection. Monitor student progress against individual student learning goals
• Provide regular feedback to teachers regarding student progress at Student Agency Interviews (formerly parent/carer-teacher interviews)
• Complete Parent/Carer Opinion Survey
• Attend Information Evenings - particularly those at key transition points within the College - K-P, 5/6-7, 9/10, VCE
• Support students with important VCAA & VTAC correspondence
• Resource visits to careers days at further education providers
• Resource students with essential learning requisites including laptops and all textbooks. Ensure they bring the right resources to school eg. technology |

	• Respect increased study needs by being calm and being flexible at home • Proactively support their child's wellbeing. Contact teachers and welfare staff to assist with complex matters, or when the child may experiencing difficulties at school • Check that their child is being challenged with their learning and program, and communicate this to the College • Support 21st Century learning skills: curiosity, collaboration, critical thinking and communication • Challenge their child to perform at their best every day • Be consistent with the language around school values and protocols so that high expectation is routine and promotes a high level of school pride • Fulfil parent/carer responsibilities as outlined in the AIP checklist for parent/carers
Goal 3	**Optimise student wellbeing.**
12-month target 3.1-month target	Increase the percentage of staff positive endorsement on the SSS for: - Promote student ownership of learning from 74% (2023) to 76% - Collective efficacy from 66% (2023) to 68%
12-month target 3.2-month target	Increase the percentage of student positive endorsement on the AToSS for: - Students in Years 4–6 for Sense of connectedness from 85% (2023) to 87% - Students in Years 4–6 for Student voice and agency from 79% in (2023) to 80% - Students in Years 7–9 for Sense of connectedness from 34% (2023) to 48% - Students in Years 7–9 for Student voice and agency from 37% (2023) to 43% - Students in Years 10–12 for Student voice and agency from 38% (2023) to 53% - Students in Years 7–9 for Effort from 62% (2023) to 71%
12-month target 3.3-month target	Decrease student absence for: - F–6 students from 25.4 days average per student (2023) to 24 days. - F–6 students with 20 or more absences days from 16% (2023) to 14% - Years 7–12 students from 15.6 days average per student (2023) to 14 days per student. - Years 7–12 students with 20 or more absences days from 13% (2023) to 10%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Develop and embed a whole–school approach to learner agency.	Yes
KIS 3.b	Strengthen staff capacity to respond to the learning and wellbeing needs of all students.	No

Support and resources	
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.	The College intent is to build a culture of high expectations for learning with all "learners" so that learning and growth is a shared journey amongst all key College partners. Our students are central to the learning process, and as FISO 2.0 suggests, learning and wellbeing are of equal import. Curriculum planning and delivery at the College must be differentiated and targeted to engage, challenge, and excite learning. Students at the College should have a good understanding of their academic levels across domains and work with their teachers/Learning Coaches to facilitate the next challenge in their learning programs. 2024 will see students accepting more responsibility for directing their learning path and are becoming better informed through accurate and relevant performance data that is presented to them. Our aim is to fast-track programs that will facilitate learning plans that are equipped with tools and personalised data that support the important step towards learner agency and growth. It is our goal that all students will develop and continue to refine Individual Learning Plans (ILPs) and accompanying Pathway Plans as they move into secondary education. A College Data Achievement Leader has been appointed for 2024 to assist the College in managing and interpreting student learning growth.

Our aim is to establish a culture where all learners are confidently challenging themselves and their peers to strive for personal excellence in a safe, risk-averse learning environment, where learners are equipped with the knowledge, tools and strategies that will unlock positive conversations that ultimately extend learning. Underpinning this goal will be an environment that provides all learners with opportunities to excite their passions, open their minds and be brave with their ambitions.

The College has developed and communicated a defined mental health plan using the three-tiered model in response to the mental health fund.
The College has appointed a Learning Specialist to lead Disability and Inclusion across the College.

ROLE OF TEACHERS/TEAMS:
• Educate staff on Learner Agency & how to lead, supported by the appointment of Student Agency & Engagement Learning Specialists across both campuses
• Setting learning goals for individual professional development & seek out PD's to respond to wellbeing & challenging behaviours
• Continue to embed SWPBS & School Pride within all aspects of College life
• Build rapport and relationships with ALL learners
• Incorporate student choice with activities that cater to different learning styles, including the way students present their learning
• Apply clear and consistent classroom roles & responsibilities
• Review and collect student wellbeing data, including NCCD data, to identify students who may be eligible for additional support and funding through the Disability Inclusion Funding model

ROLE OF PARENT/CARERS: |

	• Work to build student independence and resilience • Provide strategies that encourages student ownership of issues at school • Build confidence in their child so that they proactively engage in their learning and wellbeing responsibilities • Work in partnership with the school to problem solve and maximise student performance • Attend assemblies and other key College events to support their child's education • Engage in College feedback forums held regularly at school • Read the College Newsletter and other official accountability data • Send through "Hot Topics" to School Council members for discussion • Join our official social media pages on Instagram & Facebook • Check, note and participate in upcoming school events on the Compass calendar • Actively support College policy and procedures • Ensure their child attend's school each day and are punctual to school • Provide a note for all absences and medical certificates where applicable • Contact teachers for school work on Teams where their child is likely to have an extended school absence • Follow up to make sure tasks at home are completed at the expected level for their child
Goal 4	**Optimise community partnerships.**
12-month target 4.1-month target	Increase the percentage of staff positive endorsement on the SSS for: - Staff trust in students and parents from 53% (2023) to 55% - Staff feeling positive about the cultural leadership from 81% (2023) to 83%
12-month target 4.2-month target	Increase the percentage of student positive endorsement on the AToSS for: - Years 4–12 students for Sense of connectedness from 51% (2023) to 59% - Year 7–12 for Community connections from 63% (2023) to 65%
12-month target 4.3-month target	Increase on the POS: - Parent overall general satisfaction from 75% (2023) to 78% - Participation rates from 22% (2023) to 30%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Engagement	Strengthen community partnerships in both learning and wellbeing	Yes
KIS 4.b	Develop and embed a P–12 culture of learning	Yes

Leadership	
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.	Community partnerships are a key priority for the College. The Lakes is committed to building our extended 'community family' because each connection enriches our curriculum resources, opportunities for exponential student experiences, increases our community profile and builds high levels of school pride. Their expertise and goodwill affirms that we are not alone in developing the next generation of wonderful citizens and leaders. The Lakes plans to continue to connect our College so that we expose our students to learning opportunities beyond the school grounds and simultaneously, promote our school brand and our virtues extrinsically and successfully.

In 2024, our Curriculum days will have a clear focus on developing a positive culture for learning in a P-12 environment. The key intent of the programs are to:
1. Continue the learning journey of a P-12 College as a united group of staff
2. Use the positive climate for learning principles in FISO 2.0 as the framework to address the 3 Cs
3. Develop an understanding and build empathy amongst all staff to the various learning stages, cycles, transition points and expertise required to have learning success in a P-12 College
4. Provide a sample of what a great P-12 College looks, feels and act like using data informed evidence
5. Build teamwork through "collegiate efficacy"

Building positive connections using defined communication structures and processes with our families is a key priority. The development of the "learner agency" narrative is with the deliberate intent of integrating our parents/carers as equals when it comes to their child's education and importance to College success. Specific information pertaining to the SSP and how the parents/carers can support the vision has been articulated with toolbox strategies. Teaching & Learning leaders have communicated information on practical ways parents/carers should support learning at home, differentiated for ages, abilities and domains. The administration team has meeting schedules and dates for key information days/evening, events at the College, assessment & reporting timelines and pupil -free days to enhance parent/carer engagement. A dedicated transition program at the key points will be introduced to develop understanding around the advantages associated with a P-12 College. The College will introduce community sessions on children & adolescent health, relevant social issues including social media and opportunities for families to get together and network and use the College facilities after hours.

To assist with communications and data management, the College will transition from Sentral to Compass in 2024. This will see a Communications Leader appointed to assist with the roll out of Compass to students, staff and families across the College.

Our intention is to launch a College Alumni so that the faces, friendships and networks created through school days extends well into life. The influence past students can have on supporting the College with employment, social and networking circles is immeasurable. The ability to bring expertise back into the classroom, to mentor and contribute to fundraising and events, and extend the College name cannot be underestimated. |

ROLE OF TEACHERS/TEAMS:
- Continue to explore and utilise community partners to enhance teaching and learning programs at The Lakes
- Seek feedback from students and parents/carers on their experiences within the College
- Explore and exploit the potential gains to the student experience that can result from a P-12 learning community
- Continue to build partnerships that focus on key transitional points: Early Childhood providers, feeder primary schools, VET and VCE providers, tertiary providers, employment avenues for students
- Use existing networks to connect with Lakes Alumni to develop a vibrant connected community of past students and families

ROLE OF PARENT/CARERS:

- Provide opportunities for their child to grow socially and emotionally by encouraging participating in leader's programs, sports, performing and visual arts, lunchtime clubs, camps and excursions
- Complete the DE Annual Parent Opinion Survey
- Complete school-based surveys
- Join the new College Alumni
- Attend school networking and social functions
- Support, encourage and assist with volunteer work, community and part time/casual work placements
- Support to enhance school programs using professional expertise
- Promote the virtues and achievements of our College and students in the local and wider community
- Participate in school improvement programs and fundraising to develop facilities and grounds