

# School Strategic Plan 2024-2028

Peter Lalor Secondary College (7217)



Submitted for review by David Husk (School Principal) on 01 February, 2025 at 04:55 PM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2024-2028

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<p><b>School vision</b></p>	<p>Ignite a passion for applied learning with real world connections            Encourage student voice and agency that encourages improved student outcomes            Embrace diversity and inclusivity acknowledging difference and the rights of students            Promote consistency and flexibility that provides the best possible outcomes for every student</p>
<p><b>School values</b></p>	<p>At Peter Lalor Secondary we are guided by our school values of respect, responsibility, positive attitude, commitment and teamwork.            We are guided by our Cooperation Agreement that we are on time and prepared for work, follow instructions willingly and promptly, listen when someone is speaking, consider everyone's safety, respect others and their property and take responsibility and make things right.</p>
<p><b>Context challenges</b></p>	<p>A total of 130 students were enrolled at this school in 2024. 10 percent of students had English as a second language and 6 percent were Aboriginal or Torres Strait Islander. The Student Family Occupation Education (SFOE) band is medium. The staffing profile of Peter Lalor Secondary College included a principal and two Assistant Principals, 16 full time equivalent (FTE) teachers, 2 part-time teachers and 7 FTE Education Support (ES) staff and 6 part-time ES staff. In addition, as the lead school, Peter Lalor Secondary College employs staff at the Outer Norther Trade Training Centre including 1 Assistant Principal, 6 Teachers and 1 Education Support Staff. AT PLSC we know that: 56 % of students receive equity funding for disadvantage 10% of students identify as ATSI 63% of students captured in NCCD in 2023 40% of students at very high risk of disengagement</p> <p>A key highlight of the latter part of the SSP period was the introduction of the Senior Secondary Certificate Reforms and specifically the Victorian Certificate of Education Vocational Major (VCE VM). This provided an opportunity for the college to target the development of a clear scope and sequence of a vocational and applied learning model. The college is specialising in the delivery of the VCE VM, VET programs and a dedicated Structured Workplace Learning (SWL) program. As a result, a general/broad sense of direction for the college was evident from the review. This general vision for the college included becoming an exemplar of applied learning with programs tailored and targeted to individual student needs and pathways – combined with effective student wellbeing support.</p> <p>The school caters for many students who have not been able to fully engage in other mainstream secondary settings. Student demographics include students that have experienced trauma, students with learning difficulties, students with mental health issues and students that have demonstrated challenging behaviours in previous settings.</p>

	<p>The school review panel recommends the following areas of focus be prioritised in the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Victorian Certificate of Education Vocational Major (VCE VM) – positive outcomes for students</li> <li>• the college instructional model</li> <li>• applied learning</li> <li>• capability to use assessment and evidence of learning to inform teacher practice</li> <li>• wellbeing outcomes for all students</li> <li>• a whole school tiered model to strengthen student attendance and wellbeing pathways through the school that promote positive outcomes for students.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Peter Lalor Secondary College endeavours to create an educational setting that fosters the development of lifelong career management and engagement skills. Students that enrol at Peter Lalor Secondary College have identified a desire to engage in pathways to immediate employment or vocational training following the completion of their Senior Secondary School Certificate (VCE VM).</p> <p>At Peter Lalor we acknowledge and understand that in the 21st Century a job for life does not exist and it is our responsibility to prepare and equip young people with the career management skills required to adapt, survive and thrive in the modern world of work. We have an emphasis on equipping our students with transferrable employability skills whilst fostering positive social development.</p> <p>Peter Lalor Secondary College exists in an identifiable disadvantaged community and our work is important because we aim to disrupt the poverty cycle through a targeted emphasis on employability and successful transition beyond the completion of secondary school. We endeavour to equip students with 21st Century tools to promote lifelong learning and support their development as active global citizens.</p> <p>The next four years will see Peter Lalor Secondary College prioritise 2 main goals to</p> <ul style="list-style-type: none"> <li>- improve learning outcomes for all students</li> <li>- improve wellbeing outcomes for all students</li> </ul> <p>The aim to improve learning outcomes for all students will focus on three Key Improvement Strategies over the four-year period</p> <ol style="list-style-type: none"> <li>a) Strengthen implementation of the college instructional model.</li> <li>b) Strengthen the curriculum to embed the principles of applied learning.</li> <li>c) Enhance school capability to use assessment and evidence of learning to inform teacher practice.</li> </ol> <p>The aim to improve wellbeing outcomes for all students will focus on two Key Improvement Strategies over the four-year period</p>

a) Develop and implement a whole school tiered model to strengthen student attendance and wellbeing.

b) Strengthen pathways through the school that promote positive outcomes for students.

These key areas will be led by strategic teams with targeted goals that are specifically aligned to the priority areas as identified by the school review.

The school will continue to strengthen and value the role of Professional Learning Communities within our setting and support and build the capacity of our middle leaders. The work we do will be underpinned by the FISO, HITS, HIWS, HIES and PCMS frameworks

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<b>Goal 1</b>	Improve learning outcomes for all students
<b>Target 1.1</b>	By 2028, increase the percentage of Year 10 to 12 students exiting to further education/training and/or work from xx% (2024) to xx%*  *Benchmark and target percentages to be established based on 2024 data.
<b>Target 1.2</b>	By 2028, increase the percentage of eligible Year 12 students who complete VCE VM from 82% (2023) to 90%.
<b>Target 1.3</b>	By 2028, increase the percentage of Year 10 to 12 students responding positively the Attitudes to School Survey (AtoSS) school stage transitions factor from 61% (2024) to 70%.
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen implementation of the college instructional model.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Strengthen the curriculum to embed the principles of applied learning.

pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Enhance school capability to use assessment and evidence of learning to inform teacher practice.
<b>Goal 2</b>	Improve wellbeing outcomes for all students
<b>Target 2.1</b>	By 2028, increase the percentage of Year 10 to 12 students responding positively to the student Attitudes to School Survey (AtoSS) learner characteristics and dispositions domain factors: <ul style="list-style-type: none"> <li>attitudes to attendance from 66% (2024) to 74%</li> <li>motivation and interest from 53% (2024) to 61%</li> <li>self-regulation and goal setting from 49% (2024) to 57%</li> </ul>
<b>Target 2.2</b>	By 2028, increase the percentage of Year 10 to 12 students responding positively to the student Attitudes to School Survey (AtoSS) social engagement domain factors: <ul style="list-style-type: none"> <li>sense of connectedness from 62% (2024) to 70%</li> <li>student voice and agency from 50% (2024) to 58%.</li> </ul>
<b>Target 2.3</b>	By 2028, increase the percentage of Year 11 and 12 students responding positively to the student Attitudes to School Survey (AtoSS) teacher-student relations domain factors: <ul style="list-style-type: none"> <li>effort from 68% (2024) to 76%</li> <li>teacher concern from 65% (2024) to 70%.</li> </ul>

<b>Target 2.4</b>	By 2028, increase the Year 10 to 12 attendance rate from 80.5% (2023) to 85%.
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a whole school tiered model to strengthen student attendance and wellbeing.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen pathways through the school that promote positive outcomes for students.