

School Strategic Plan 2022-2026

The Lakes South Morang College (8846)



Submitted for review by Bill Panas (School Principal) on 22 February, 2023 at 01:58 PM

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School Strategic Plan - 2022-2026

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School vision	<p>The Lakes South Morang College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for all. The teaching and learning programs at The Lakes South Morang College support and promote the principles of a tolerant, understanding, democratic and inclusive culture.</p> <p>The College has introduced a clear narrative for change underpinned by open and transparent communication. This has become evident to our students and the college community through regular Principal Newsletters (written and video) to families, presentations at college assemblies and key events including: information sessions; transition meetings; special ceremonies (e.g., Awards Night); School Council meetings (including widely available agendas and formal Principal Reports); and, through formal accountability reporting such as the Annual Report, School Performance Report and Census. Additionally, staff receive weekly Principal reports throughout the year covering all facets of school improvement and operations. A Consultative Committee is successfully used as the vehicle to address industrial matters and issues pertaining to employment. Feedback is always carefully prepared, is on time and accurate. The changes implemented to Workforce Planning have been extremely well received by staff who have appreciated and heavily endorse our commitment to achieve the best possible outcomes for student resourcing and programs.</p> <p>The college vision is focused on four key areas: academic rigor, high expectations, school pride and a positive climate for change in our community.</p> <p>Academic Rigor:</p> <ul style="list-style-type: none">- A commitment to every student making 12 months growth annually, including their development being tracked and that resources are made available to support their individual learning. Eg: TLI and MYLNS, extra ES support staff and identification and support of students that can move from the medium to high NAPLAN bands.- Provision of leadership opportunities and collaborations with formal training, including: SRC; Peer Support; college feedback groups; community liaison and work experience; further studies through VET and Melbourne Polytechnic; local Council initiatives; future careers forums; and, excursions and camps.- Teachers attestations to include goals that coincide with the further development of academic rigor at school, supported through the provision of further resources to support: student learning growth; opportunities to collaborate and discover best practice; and, to extend and provide psychological safety.- Establishment of Learner Coaches so that the pivotal focus of all staff is on learner agency, and specifically, individual leaning growth in accordance with student data, interest and engagement.
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High Expectations:

- Performance data used and identify the unique and individual challenges for each campus to set team and individual goals in line with the key performance indicators that have emerged from the School Review.
- Resource funding specific to the targets set in the AIP for each campus and as indicated in the Student Resource Package (SRP).
- Development of meeting schedules for the college to address respective needs, goals and targets of each campus.
- Leadership structures realigned to reflect DET FISO 2.0 goals and targets specific to each campus.
- Development of student Individual Education Plans and Pathway Plans based on summative and formative data, AToSS outcomes and POS / SOS responses.
- School Council affirmed as the leading voice of the community, advocating School Pride, a positive climate for change and upholding protocols that set the standard of high expectation of behaviour and process.
- Official reporting processes provided to all staff with details on school performance, including: Census enrolment data; AIP; Annual Report; NAPLAN; VCE/VCAL/VM; AToSS; SOS; POS; and, the School Review.
- PLCs to implement the college priority of developing the role and expertise of Learner Coaches in a systemic fashion.
- Development of the next phase of the student wellbeing and engagement initiatives, utilising SWPBS and the Positive Development Model, underpinned by an invested college community that owns and drives the program.
- Implementation of college-wide continuous reporting to students and families, so that they have real-time information and ownership of learning progress.

School Pride:

- Update of school facilities, including: painting through learning streets; new carpeting; new external fences and gates; shade sails; lockers; a dedicated year 7 pod and play areas; vape detectors on the secondary campus; outdoor seating; and, improved uniform garments.
- Update of college communications, including: Principal Newsletter format and distribution; Aspire magazine; social media presence with Instagram and Facebook; reimaged website; Sentral; and, college boards installed in the General Offices of both campuses.
- Update of college recognition of achievement, including: highlighting student and staff achievement more prominently through formalised awards; introduction of Year 6 and Year 12 college dux; and, the introduction of a college Alumni.
- Retention of experienced and excellent staff committed to our college goals, that believe in our students, and, want to make a difference to their education.
- Further development of transition initiatives to demonstrate the changing nature and learning pedagogy, the high quality of our work, the high level of staff and student collaboration and feedback, student achievement and school facilities across the domain areas.

Positive Climate for Change in our Community:

- Awards Night amendment to an evening offsite event to reflect changing attitude of our family demographic. The decision for the change is part of the changing college narrative to strengthen college values, celebrate student success and academic rigor and build community connections with business, prominent community members and long-standing college partners participating as award presenters and guests of honour in a setting that auspices this important event in our college.

	<ul style="list-style-type: none"> - School Council lead with “Hot Topics” carefully selected for discussion after canvassing community needs and issues. - Senior School provision - expansion of subjects, staffing mix, profile and links to tertiary and further education. - Workforce Planning devised to increase collaboration and communications with staff to a high level so that the organisation is sleek in design and decision making is consultative, inclusive and timely. - Wellbeing tiered Model developed to provide a consistent and sustained response to Tier 1, 2 and 3 needs across the college and linked into the distribution of the Mental Health Fund resource. - The development of the CELS South Morang campus to complement our education precinct alongside Merriang SDS and stimulate community participation in our college and students. It is anticipated that the facility will be built and opened in Term 3, 2023, and will support our need for exposure, enrolments, improved facilities and highlight us a a prominent educational precinct in local area. <p>A 5-point school improvement agenda was affirmed in the outcome of the School Review to embed the college vision:</p> <ol style="list-style-type: none"> 1. Strong levels of Transformational And Inclusive Leadership. 2. Individual learner growth and agency with high expectation. 3. Optimise Student Wellbeing initiatives specific to needs. 4. Develop strong community partnerships and school pride. 5. Embed a P-12 positive culture for learning so that learning and transition is seamless and complimentary.
<p>School values</p>	<p>The Lakes South Morang College motto is 'Aspire to Inspire'. As a college, we commit to this motto through five key elements that underpin all that we aim to achieve and represent. These five elements include: our acknowledgement of the traditional lands upon which we gather to learn and work; our commitment to child safety - every day, in every way; our celebration of diversity and equity across the college; our four common school community values that form the pillars of our positive college culture; and, amplification of student voice, leadership and agency.</p> <p>Acknowledgement of Country: The Lakes South Morang College respectfully acknowledges that beneath the significant River Red Gums that feature across our school's landscape, and beneath our learning spaces and playgrounds lay the traditional lands of the Wurundjeri-Willam people of the Kulin Nation. As a college, we thank the Traditional Owners of this land and pay tribute to their ongoing connection to knowledge, land, waters and culture. We are inspired by those who have inhabited, nurtured and cared for this land since the beginning, and we aspire to continue caring for this land for the rest of time.</p> <p>Commitment to Child Safety: To thrive, young people need a safe and supportive environment at school, at home and in the broader community; no exceptions. At The Lakes South Morang College, we believe meeting the physical and emotional needs of our students is paramount in laying the foundations for a fulfilling future. We pledge to provide an environment that has zero tolerance to child abuse and strive to work in partnership with our parents/carers and community members to keep our students safe every day, in every way.</p> <p>Celebration of Diversity and Equity:</p>

The Lakes South Morang College proudly celebrates our diverse College community. We recognise that diversity exists in both bodies, hearts and minds and we commit to promoting equity, inclusion, compassion and mutual respect. Diversity and equity enrich our College and both are instrumental to our success as we nurture a community of learners who feel safe to express themselves, explore the world around them, and develop and grow in a global and ever-changing society.

College Values:

Learning

We are learners through:

- challenging ourselves, aiming high and celebrating our achievements.
- seeing obstacles as opportunities and learning from mistakes.
- using contemporary learning skills: communication, critical thinking, creativity, collaboration, care, connection, culture and community.

Teamwork

We are team players through:

- working together to achieve common goals, committing to team spirit and school pride.
- being a part of something bigger than ourselves and being generous with our time and resources to support people in need.

Leadership

We lead through:

- striving for our personal best in our learning, effort, attitudes and behaviours.
- believing in ourselves so we can be bold and brave with our learning, seek opportunities to learn and grow, take risks and try new things.

Respect

We show respect through:

- respecting ourselves, others and the learning environments around us.
- celebrating diversity and upholding equity in our College community.

Student Voice, Agency and Leadership:

The Lakes South Morang College is committed to supporting students with pathways that allow for them to become community and professional leaders in their chosen fields, both now and in the future. Student voice, agency and leadership at The Lakes creates a unique opportunity for students to amplify their educational experience. This is achieved through a relentless drive and focus on the creation of: collaborative conditions that encourage leadership; leading by example through actively demonstrating the school values; and, acting in ways that embrace authenticity, responsibility, integrity and service. The college firmly believes that it is these conditions and dispositions that develop the leaders of the future. Decision making across the college is a collaborative process.

	Distributive and democratic mechanisms are employed to involve students through both formal and informal leadership and feedback opportunities, supported by an Amplify leader on each campus.
Context challenges	<p>Key Challenges:</p> <ol style="list-style-type: none"> 1. Students owning their learning and understanding their learning needs supported by quality contemporary resources (staff, facilities and programs) and opportunity for many exponential and leadership experiences in a safe and dynamic environment. 2. Developing and upskilling experienced Learner Coaches who know their student's learning data and set challenging but achievable goals at all times, focusing on an evidence-based learning pedagogy that is consistent in practice, robust and engaging. 3. Transformational and transparent leadership that is intent on high levels of informative and accurate communication with all stakeholders who know and are intent on taking the whole college community on a successful learning journey as a school of choice.
Intent, rationale and focus	<p>The Lakes South Morang College is in a transformation phase. The recent changes to a traditional primary-secondary campus structure has altered the leadership roles within this context. The college has intentionally allocated leadership roles in accordance with FISO 2.0 so that there is a clear delineation of responsibilities that oversee they key dimensions of the framework. One of the major complexities is to align the varying needs of the two campuses. To effectively impact on the school strategic plan, leaders have had to:</p> <ol style="list-style-type: none"> 1. separate the performance data and identify the challenges for each campus 2. resource funding specific to the targets set in the AIP for each campus and as indicated in the Student Resource Package (SRP) 3. develop separate meeting schedules for each campus to address respective needs, goals and targets 4. realign leadership structures to reflect DET FISO 2.0 goals and targets specific to the campus. <p>This has worked to address numerous individual campus challenges as evidenced in the School Review. The performance data clearly indicates that each campus is at a different point of their development and there are reasons that are attributed for this:</p> <p>Primary Campus</p> <ul style="list-style-type: none"> • Three years of intense work with NEMA Literacy Partners on improving literacy results • Introducing Years 5 and 6 levels • A commitment to small class sizes • Three-year investment in the SWPBS program • Strong NAPLAN results • A consistent staff demographic <p>Priority areas as a result include: numeracy, IELP development, learner coaches training through Ed Partnerships, data and technology literacy through NEMA PLC leaders, continuous reporting, middle level leader development via Huddle Education and improvements to our transition profile – Prep and Years 6-7. Child mental health and managing students with a disability, staff wellbeing and the work-life balance remain key areas of concern.</p> <p>Secondary Campus</p> <ul style="list-style-type: none"> • Senior School program only recently introduced requiring staff professional development in VCE/VM/VCAL subjects, VCAA policy and procedures, assessment and reporting plus understanding older adolescent behaviors

- Employment of teachers required for specialist secondary subjects
- Middle Years Literacy Numeracy Support initiative (MYLNS)
- Transition changes from Year 9 to 10 and the historical implication of families transferring to Mill Park Secondary College

Senior Campus

- The introduction of Math Pathways
- Notebook program changes
- The Mental Health Fund

Priority areas are learner coaches training via Ed Partnerships, continuous reporting, data literacy through NEMA PLC training, senior school provision and older adolescent wellbeing programs particularly marginalised minority groups, adolescent mental health programs, career development and community connections and partnerships. Links to further study and tertiary institutions and the development of a college alumni.

Over the life of the current school strategic plan, the college must develop opportunities that engages parents/carers beyond the school gate so that momentum grows in the areas of goodwill, positivity and communications. Social media forums need to be developed to promote student and teacher excellence, exciting programs and celebration of learning and achievement.

Learner agency, particularly student feedback and reflection to IELPS, official performance data in literacy and numeracy-NAPLAN plus VCE results are critical markers of college growth. Student voice must parallel community perceptions in high level of expectation as the college emerges as a key community hub for learning and development. Traditions need to be established and maintained so that the college “point of difference” is clearly articulated and understood by all stakeholders.

Additional infrastructure and resources are needed to support the priority areas of the school strategic plan. A fully sized gym with seating capacity for spectators that can be used beyond school hours and for whole school assemblies is strongly desired by the community; a performing arts centre/theatre which can host community theatre and performing arts groups, school productions and speakers would enhance opportunities for community involvement; the expansion of a dedicated metro bus to include a stop on the primary campus in addition to the current secondary campus would support travelling families with children on both campuses and support prospective enrolments; and a refurbishment of the principal office area to enable the development of a seminar room for consultations and meetings. On the secondary campus, the redevelopment of the technology building to a STEAM building would enhance opportunities to develop a niche at senior school and subsequent enrolments; student lockers need to be upgraded; the synthetic oval needs to be fenced; and senior school building needs enclosed rooms to meet the demands of designated studies and smaller enrolment numbers.

The School Council has requested the installation of security cameras to help minimize vandalism especially after hours; the impending development of a Collingwood English Language Centre South Morang Campus on the secondary facility and the redevelopment of Merriang SDS will enhance and promote the college and surrounds as a key educational precinct in the City of Whittlesea.

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Goal 1	Optimise the learning growth for all students.
Target 1.1	By 2026, increase the percentage of students achieving above NAPLAN Benchmark Growth in: <ul style="list-style-type: none">• 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%
Target 1.2	By 2026, increase the VCE <ul style="list-style-type: none">• Median study score from 23 (2022) to 26• Percentage of English study scores at or above 30 from 18% (2022) to 25%
Target 1.3	By 2026, On Track Data to show: <ul style="list-style-type: none">• Ninety per cent of students leaving the college to be engaged in employment or further education and training.

Target 1.4	<p>By 2026, increase the percentage of staff positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • 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%
Target 1.5	<p>By 2026, increase the percentage of positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> • Students in Years 4–12 for Stimulating learning from 60% (2022) to 66% • 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%
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build a culture of high expectations for learning with all staff, students and parents/carers.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher data literacy.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum	Embed consistent teaching and learning instructional practices.

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen senior secondary provision.
Goal 2	Optimise student wellbeing.
Target 2.1	By 2026, increase the percentage of staff positive endorsement on the SSS for: <ul style="list-style-type: none"> • Promote student ownership of learning from 52% (2021) to 60% • Collective efficacy from 50% (2021) to 55%
Target 2.2	By 2026, increase the percentage of student positive endorsement on the AtoSS for: <ul style="list-style-type: none"> • 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%
Target 2.3	By 2026, decrease student absence for: <ul style="list-style-type: none"> • F–6 students from 25.4 days average per student (2021) to 22 days.

	<ul style="list-style-type: none"> • 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%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed a whole–school approach to learner agency.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen staff capacity to respond to the learning and wellbeing needs of all students.
Goal 3	Optimise community partnerships.
Target 3.1	By 2026, increase the percentage of staff positive endorsement on the SSS for: <ul style="list-style-type: none"> • Staff trust in students and parents from 51% (2021) to 58% • Staff feeling positive about the school culture from 55% (2021) to 70%
Target 3.2	By 2026, increase the percentage of student positive endorsement on the AtoSS for: <ul style="list-style-type: none"> • Years 4–12 students for Sense of connectedness from 57% (2022) to 65% • Year 7–12 for Community connections from 44% (2022) to 55%

<p>Target 3.3</p>	<p>By 2026, increase on the POS:</p> <ul style="list-style-type: none"> • Parent overall general satisfaction from 65% (2021) to 75% • Participation rates from 9% (2022) to 30%
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen community partnerships in both learning and wellbeing</p>
<p>Key Improvement Strategy 3.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and embed a P–12 culture of learning</p>