

Our Vision: Making a Difference for Every Student

We achieve our vision by inspiring students to reach their true potential by developing:

- The skills and knowledge to live a healthy life, both physically and mentally
- Outstanding character that models our school values of Respect, Integrity and Resilience
- Writing, Inquiry, Collaboration, Organisation and Reading skills to prepare students for a successful life beyond school.

Our Resourcing Priorities

- Funding 3 additional HODs (Deans and T&L)
- Funding Industry and Vocational Pathway Training Officer
- Funding YSC and GO allocation, additional 2 Youth Workers and Wellbeing Support Officer
- Funding CEC
- Funding additional TAs for multi-lit, CALD and students in out of home care
- Funding Data Officer, IT Trainee, additional IT Support and additional Grounds Staff
- Providing a Professional Development budget of \$110,000 to support staff to implement whole school AIP strategies and SPR goals
- Provide funding to release staff for planning of Australian Curriculum v9, moderation processes

Whole School Data Targets

We strive to achieve the best outcomes for all students, and to support our First Nations students, Students living in Out of Home Care and Students with Disability to flourish.

Academic:

- whole school average A-B from 46.9% to 48%
- whole school average A-C from 81.4% to 85%
- Year 7-9 English A-B to 40%
- Year 7-9 English A-C to 80%
- Year 7-9 Maths A-B to 42%
- Year 7-9 Maths A-C to 82%

Attendance:

- Increasing to 85%

Senior Schooling:

- 100% QCE/QCIA attainment
- Improve Year 12 VET completion rate to 90%

Post School:

- Year 13: Increase engagement in education, training or employment to 85%

Behaviour:

- Reducing Year 7-9 SDA rate from 16.3 to below 11 (per 100 students per term)
- Reducing Year 7 to 9 SDA average days to below 5 days

School Priorities	Actions	Measurable outcomes	Leaders can/will	Teachers can/will	Students can/will	Sources of Evidence
SCHOOL PRIORITY 1: Delivering Outstanding Pedagogy and Curriculum to improve student outcomes						
To improve teaching and impact learning by: <ul style="list-style-type: none">• Implementinga whole-school moderation process• Embedding an exciting and engaging curriculum, including for well-being and career education• Reenergising the WICOR framework with the introduction of writing• Applying the Collaborative Capability Development Framework with fidelity	Implementation of an agreed approach to four-phase whole school moderation	<ul style="list-style-type: none">• 100% of HODs leading moderation processes in scheduled meeting time• 100% of teachers engaged in moderation processes in scheduled meeting time• A clear focus in the moderation stages on differentiation practices to maximise student success	Lead the collaborative development of moderation processes and development in faculties	<ul style="list-style-type: none">• Provide moderated assessment samples to students• Contribute marked samples in moderation meetings	Complete all assessment with fidelity and apply feedback to improve outcomes	<ul style="list-style-type: none">• Meeting Schedule includes faculty time provided to support moderation process• Moderation meeting minutes
	Three level planning (Whole School Curriculum Plan, Year Level Plan and Unit Planning) for V9 Australian Curriculum, Cross Curriculum priorities and General Capabilities roll out	100% of specified subject areas have 3 levels of planning by the end of 2025, as per school implementation plan	Align, quality assure and refine curriculum to ACV9, including through student voice feedback	Implement the collaboratively developed unit plan for v9 and differentiate for their class	Use student voice to inform curriculum and assessment development and refinement	<ul style="list-style-type: none">• Whole school CARF• Year Level plans on SharePoint• Unit plans on SharePoint
	Delivering a high quality and engaging Curriculum (including Wellbeing and Career Education programs) to students with a restorative practice focus to build peer to peer relationships	Improvement in peer-to-peer relationships – evidence in SOS data and Student Voice Engagement data	Develop skills of staff to embed restorative practices in class	Demonstrate restorative practices in lesson observations	Understand and practice basic principles of restorative practice	Restorative Practices Framework
	Building the capability of teachers to confidently implement a writing focus through 3 key AVID Writing strategies: <ul style="list-style-type: none">• Word Banks• Mentor Texts• Quick Writes Refining and enhancing the use of ICOR strategies across the curriculum	100% of leaders, teachers and teacher aides engage in AVID Writing Professional Development, and access PAL resources to refine and enhance their use of ICOR strategies	Lead instructional conversations and model WICOR strategies in faculty meetings	Embed WICOR strategies into pedagogical practices	Learn and practice signature WICOR practices	<ul style="list-style-type: none">• PAL to include writing• Walkthroughs• Line Management• Student work samples
	Leaders and Teachers enacting the Collaborative Capability Development Framework with fidelity to increase accountability and celebration of strengths	<ul style="list-style-type: none">• 100% of staff setting professional goals informed by the PAL and professional aspirations• 100% of staff working toward their goals through Observation and Feedback• Targeted professional development – such as WICOR focus, differentiation, engagement strategies, recording majors & minors, essential skills for classroom management, restorative and trauma informed practice• All staff provided an opportunity to access WOW and coaching	<ul style="list-style-type: none">• Engage in SPG conversations, Learning Walks and Walkthroughs• Lead a process of curriculum review to continue to engage students	<ul style="list-style-type: none">• Initiate and lead SPG conversations• Participate in WOWs and tailored professional development opportunities• Engage in a curriculum review process to continue to engage students	Respond to questions openly and reflectively during Learning Walks and student voice surveys	<ul style="list-style-type: none">• Collaborative Capability Framework• SPG and Observation and Feedback Tracking• DoE Progression enacted upon eligibility
SCHOOL PRIORITY 2: Prioritising student engagement to improve outcomes						
To develop a shared understanding and commitment to knowing our students and building positive relationships to maximise engagement	Developing a shared commitment to knowing our students, and using data-informed and research-based practice to support student success	<ul style="list-style-type: none">• All teachers construct class data placemats• All staff commit to furthering their understanding of personalised student engagement approaches	Lead professional development and awareness raising of student engagement and data literacy	Integrate Engagement strategies into classrooms as part of PAL and personalised learning	Engage in classroom and extracurricular activities and provide honest feedback	<ul style="list-style-type: none">• Class data placemats• Data Plan• PAL – Engagement and Relational
	Developing a shared commitment to a consistent approach to student behaviour <ul style="list-style-type: none">• Embed 5Ps• Continued explicit teaching of behaviour expectations• A focus on care group as the foundation of 5Ps and relational pedagogy	<ul style="list-style-type: none">• 100% of staff implementing the 5Ps• 5% reduction in major behaviours referrals• 5% reduction in non-compliance log	<ul style="list-style-type: none">• Build capability and empower teachers to consistently apply behaviour management processes in classrooms• Provide consistent responses to behaviour support• Provide transparent feedback around return from suspension and restorative conversations	<ul style="list-style-type: none">• Explicitly teach expected behaviours and follow school processes around behaviour expectations• Interact in a relational and trauma-informed manner• Develop capability to utilise effective engagement and behaviour strategies• Respond consistently to behaviour, including buddy room processes	Follow LSHS’s behaviour expectations	<ul style="list-style-type: none">• Behaviour Flowcharts• Restorative Practice Framework• Student Code of Conduct• School Opinion Survey results• Case management tools• OneSchool behaviour data
	Building positive relationships with students and their caregivers to impact outcomes through consistent schoolwide approaches to case management (Wellbeing, Behaviour, Attendance, Academic Performance)	100% of case managed students have support/ interventions/PLP/support provisions uploaded on OneSchool	<ul style="list-style-type: none">• Lead relevant case management approaches and review provision and recording of individualised support• Build capability and empower teachers to enact effective engagement strategies in classrooms	<ul style="list-style-type: none">• Plan and provide individualised support and record as appropriate• Interact in a relational and trauma-informed manner• Develop capability to utilise effective engagement and behaviour strategies	Partner with case managers to engage fully in opportunities provided	<ul style="list-style-type: none">• NCCD Reporting frameworks• PLPs• ICPs• Safety Plans• Behaviour Support Plans