8803 Traralgon College - Strategic Plan 2017-2020

School vision	School values	Context and challenge	Intent, rationale and focus
Our vision is for the school to be the school of choice for students and parents in Traralgon. This will be achieved through provision of high quality educational teaching and learning, programs and experiences accessed via a range of opportunities for each student.	The school places our work in these values: Respect, Responsibility and Resilience. Our mission is to grow together and ensure our students are adaptable, confident, and successful in their learning and engaged citizens in the school and their communities.	The school is the sole government secondary school in the regional city of Traralgon and is emerging from a priority review in late 2016 and from the review findings has identified some key long term challenges to overcome our present position in the Strategic plan phase – build a sense of pride for the school in the local community; bring education to the fore of student aspirations and pathways; to effect a range of school improvement change in many areas that will support realization of our school vision.	Our school has prioritized 2 improvement areas in this plan's lifetime: to build and embed a highly impactful common instructional model to drive excellence in T&L and to create a positive climate for learning. This important foundational work will underpin all other improvement initiatives that will focus on improving student growth and achievement levels in all classes. The key improvement initiative we will focus our efforts on to achieve these area outcomes are in building a strong and highly effective leadership team, in general, and more specifically, to increase our capacity to deliver high level instructional leadership across all levels of the school.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To improve learning outcomes in all classes	**Excellence in teaching and learning** • Building practice excellence • Curriculum planning and assessment	• Implement and embed a high impact Instructional Model. • Embed a PLT model and culture across the college for collaborative curriculum planning and assessment. • Strengthen data literacy across the College, including data collection and analysis techniques and the use of data for goal setting. • To build teacher capacity in using evidence based high-impact professional practice / learning programs which support high level student performance.	• At least a year's growth for a year's teaching of Victorian Curriculum (teacher judgements, on-demand) • Progress reports *average score* is 80 or above. • *Assessment task submission* (on time) rates are above 95% • Years 7 to 9 NAPLAN Growth is above state average in all components • Year 9 NAPLAN Medium & High *Growth Trend* versus the State over 4 years is positive • 15% in the Top 2 bands in Year 9 Reading (currently 13%), Writing (8%) & Numeracy (10%). • Percentage of students achieving a study score of *37+ in English* is 10% (currently 4%) • School's *Mean study score* is 28 (currently 25). • Percentage of students achieving a *40+ study score* is 10% (current 5 year average is 2.4%) • Increase completion rates in VCE / VCAL / VET to 95% (current rates are 94, 53 and 77% respectively) • *Retention rates* from 10 to 12 increased at or above state average. • Staff Opinion Survey in all *School Climate* (2016 – 32%) and *Professional Learning* (52%) components have 75+% agree score. • Parent Opinion Survey in *stimulating learning, learning focus & reporting* is at or above the 3rd quartile. • SATTS data in *Teaching and Learning* component is at least in the 2nd quartile vs Sec schools (2016 in 1st quartile). • **PLC** Maturity matrix benchmarking data indicates at least *Embedding* in all components. • FISO Continua of Practice indicates at least 80% of staff rate *Building practice excellence, curriculum planning and assessment, and Building leadership teams* components in the *Embedding* category or above. • School leaders participate in targeted professional learning and reflect on practice using identified DET feedback tools or protocols as evidenced in the annual PDP.
	Professional Leadership • Instructional leadership • Building Leadership teams • Vision, values and culture	• Identification and development of emerging and current instructional leaders. • Embed a collegiate and adaptive capacity building model to support leadership development. • Build high performing leadership teams through improved supportive collaborative structures, role clarity, reflective practice, and access to development programs or expertise. • To create a culture of review, collective responsibility and shared accountability for school improvement. • Develop a clear and embedded understanding of the school's vision, values and culture, and the priorities and strategies underpinning the improvement agenda for all school community stakeholders.	

To build a positive sense of community and pride at Traralgon College	**Community engagement in learning**
	• Building wider community partnerships
	• Parent, carer and family engagement
		• Focused and clear communication to the school and broader community of our high expectations, priorities and targets.
		• Identify, develop and promote our educational brand - e.g "School of choice."
		• Create a social media/publicity position to oversee promotion of our identity in the media.
		• Continue to build positive relationships with parents in working towards a culture of mutual trust, respect and support between staff, students and the parents.
		• Provide a range of opportunities for increased and improved Student voice.
		• Provide more interactive opportunities for parents and wider community to connect with the school.
		• Create an attractive physical environment that supports and encourages a sense of pride, belonging and is welcoming for all school community.
		• To systematically monitor and evaluate school performance data.
			• Parent and wider community opinion sought via survey to create 2017 baseline data
			• Increase Parent Survey response rate to 45+% (current college response rate is 14%).
			• Increase in *parent attendance* at school events compared to 2017 baseline data.
			• Positive *enrolments trend* versus projected trends (current downward trend vs projected upward population)
			• *Student attendance* is 95% across all year levels.
			• All students in school uniform.
			• SATSS data in:
			  o *Student morale (now 4 percentile) is at or exceeds 40th percentile.*
			  o *School connectedness* (now 18%) is at or exceeds secondary schools (30% in 2016).
			• Staff Survey data meets or exceeds 65% endorsement score in *Collective efficacy* (currently 25%)
			• *Retention rates* from 9 to 11 - reduced student exits to other schools is below 10 (2016 – 33 students).
			• Threshold data for *Positive exit destinations / transition* (4-year average) for Yr10-12 students is better than state median.

Framework for Improving Student Outcomes

VICTORIA State Government