Guaranteed and viable	Iterative, responsive & flexible	Embedded 3-Tiered assessments	Communicates & relates effectively with students	Creates a positive climate for learning	Maintains high expectations of learning for all students	Identify & use of data sets	Tools & personnel support via T&L team	Review, share & promote student growth
Embedded teaching of SWPBS / BSEM	Learning Program	Shared with school community	Use of data to know the students	Excellence in Teaching & Learning	Thoroughly knows the content, standards & pedagogy	Triangulate with qualitative data	Impact	Staff ownership of data
Skills, Knowledge and Understandings	Explicit and documented mapping of Victorian Model	Driven by collaborative inquiry cycles	Formative assessment checks for understanding	Use of evidence-based high impact teaching strategies	Building towards Practice Excellence	Individual, cohort & school focus	Informs future T&L practice	Reflection of practice
Positive and Inclusive	Feedback	Choice		Excellence in Teaching & Learning		Professional Feedback	Building Capacity	Teamwork & collaboration
Partners	Community Engagement in Learning	Linked to student learning	Community Engagement in Learning	TC High Performing Plan	Professional Leadership	Empowering	Professional Leadership	Distributed
Vision and Values	Engagement	Communication		Positive climate for learning		Engaging	Supportive and Challenging	Positive and Inclusive
Supportive	Engaging	Positive	Collective & Consistent approach	Positive behaviour support focus	Use of restorative practice	Leadership & Student Voice	Resilient & Healthy	Highly Literate & Numerate
Clarity	Culture	Learning	Learning environment	Positive climate for learning	Social skills teaching	Reflective & Aspirational	Students	Relationships & Connectedness
Developmental	Team	Shared	BSEM	Establish & maintain high expectations	Student focused	Growth Oriented	Engaged & Challenged	Know & Control their Learning

Positive and Inclusive	Feedback	Choice
Partners	**Community Engagement in Learning**	Linked to student learning
Vision and Values	Engagement	Communication

Key Improvement Strategy: *Building a strong TC community (Building Communities & Parents and Carers as partners)*
College Accountability: *AAR*
Campus Responsibility: *ROS (Senior) & EWT (Junior)*
Actions:

- Showcase student learning at Traralgon College through major and minor community events:
  - School production, art show, showcase events (display of student learning artifacts, band playing, catering by school cafe)
  - Explore Student led conferencing
- Communicate the school vision, values, purpose, strategic directions and practices with both the school & wider community:
  - Distribute a term newsletter, produce vignettes, develop a media plan designed to celebrate examples of student learning

Behavioural outcomes that we will see by end of 2020:
- The school's improved partnerships between teachers, parents and families are resulting in higher levels of family involvement in school activities
- Our parents/carers and families are engaging with the school with better understanding of the learning progress of their children and how to effectively support their learning with barriers to their child's engagement are more clearly identified and addressed earlier
- The school is seen as providing a safe and inclusive environment that is appropriate for all forms of identity
- Student led conferences trialled for Year 7&8 students
- Percentage of available enrolments from feeder primary schools continues to improve

Measures:
- School event attendance data gathered at each event
- Newsletters produced and distributed
- Inclusive school policies, programs and practices are monitored and evaluated for their effectiveness.

Targets:
Parent Opinion survey
- Parent participation and involvement component to increase to 60% positive endorsement
- School improvement component to maintain or grow from significant increase in 2019 of 71% positive endorsement
- Teacher communication component to increase to 50% positive endorsement
- Survey completion rate to increase to 30%

Staff Opinion survey
- Parent and community involvement component to increase to 60% positive endorsement
- Parent and community involvement, engagement and outreach component to increase to 70% positive endorsement
Student Attitude to School survey
- School connectedness component to increase to 55% positive endorsement
Enrolment data
- Increase the percentage of students in the Year 6 cohort from the 4 Traralgon centre DET schools who enrol at Traralgon College

Communicates & relates effectively with students	Creates a positive climate for learning	Maintains high expectations of learning for all students
Use of data to know the students	**Excellence in Teaching & Learning**	Thoroughly knows the content, standards & pedagogy
Formative assessment checks for understanding	Use of evidence-based high impact teaching strategies	Building towards Practice Excellence

Key Improvement Strategy: *To improve teachers' and teams' ability to evaluate their impact on learning.*
College Accountability: *AWY*
Campus Responsibility: *LPE (Senior) & NLO (Junior)*
Actions:
- **School wide literacy plan including learning specialists, literacy improvement teachers and reading focus across all KLD teams.**
- **School wide numeracy plan including learning specialists, literacy improvement teachers and KLD teams**
- **Support KLD Collaborative inquiry: Team charters; student achievement data analysis; moderation of student work; design differentiated instruction; evaluate impact.**
- **Differentiated Professional Learning Plan**
- **Instructional Practice Overview learning Stream for new staff terms 2-3.**

Behavioural outcomes that we will see by end of 2020:
- Learning specialists supporting staff and team learning in reading, numeracy and instructional practices
- Literacy and numeracy improvement teachers supporting staff and teams
- KLD teams engaging in collaborative inquiry using a Teaching and Learning Cycle based on student achievement data to identify gaps in student learning (reading or subject-based learning).
- KLD teams adapting pedagogical practices based on student achievement data.
- KLD teams using Professional Practice days for collaborative inquires, including classroom observations.
- KLD teams evaluating and improving UbD curriculum plans using assessment data and student contributions on content, delivery and assessment.
- KLD teams moderating student work samples to enable greater consistency in their judgements on student learning
- Teachers applying Traralgon College Instructional Model practices developed in learning streams, coaching and quality teaching rounds to KLD team collaborative inquiries.
- Teachers using elements of the Traralgon College Instructional Model in classroom practice.
- Teachers reflecting, questioning their impact and responding to feedback.
- Teachers observing and providing feedback on colleagues teaching practice to support professional learning.
- Teachers observing skilled colleagues – video or class observation – as part of a learning stream or coaching program
- Teachers consistently reviewing learning at the end of the lesson using Learning Intentions and Success Criteria.
- Teachers using formative (pre/post assessment) assessment practices to monitor student learning and evaluate their impact.
- Teachers adapting pedagogical practices based on student achievement data and pivot survey.

Measures and Targets:

- **NAPLAN:** 78% of Year 9 students achieve benchmark growth in Reading and 75% in Numeracy
- **VCE:** Mean study score in English of 25.1.
- **Staff Opinion Survey:** Collective Efficacy 45% Positive Endorsement (PE); Teaching and Learning – Evaluation 65% PE; Professional Learning through Peer Observation 50% PE
- **Attitude to School Survey:** 57% PE for stimulating Learning
- **Pivot** School: average of 3.9 for Standard 5 "Assess, provide feedback and report on student learning".
- **Learning Walks:** 90% of classes consistently use LI/SC to provide clarity to students.

Collective & Consistent approach	Positive Behaviour Support focus	Use of restorative practice
Learning environment	Positive climate for learning	Social skills teaching
BSEM	Establish & maintain high expectations	Student focused

Key Improvement Strategies: Setting expectations and promoting inclusion
College Accountability: *RPR*
Campus Responsibility: *OHE (Senior) & STY (Junior)*
Actions:
- *Development, implementation and improvement of programs that foster inclusion and engagement empowering students and building school pride through real student agency.*
- *Reinforce a culture of high expectations - revisit and improve SOLE processes.*
- *Actively promote student safety and wellbeing and promoting positive relationships between staff and students.*
- *Highly effective strategies and processes to support students and manage behaviour –PBS, BSEM, SOLE , developing practice excellence in strategies that support proactive student management (revisit and improve relentless and consistent focus on student support and behaviour management)*

Behavioural outcomes that we will see by end of 2020:
- Student surveys and other data are analysed by students and teachers to promote discussions and inform decisions
- Diversity is celebrated, promoted and protected throughout the college. Student understanding and experience lead to participation in community activities that celebrate and value diversity.
- Integrated instructional and behavioural programs, ensure students are engaged, motivated and thriving. There is sense of pride in the school and its culture that is shared by teachers, students, parents and the broader community
- Staff minimise disruptive behaviour by pro-actively developing students' social and cognitive skills and providing an inclusive learning environment
- Students are taking responsibility for their learning and becoming independent, self-regulating learners
- Students set high expectations and hold high aspirations for themselves and their peers and support each other to realise these high expectations
- The school has highly developed informal and formal structures to engage with, listen and respond to the full range of staff perspectives and feedback via the campus school improvement teams

Measures & Targets:

Student Attitude To School (% Positive Response) Student Voice and agency: 2020 target - 60%; School Connectedness: 55%; Respect for diversity: 54%: Managing Bullying: Junior 50% & Senior 56%
Pivot data Q18 – *this teacher encourages me to share my ideas or opinions about what we are learning in class* - 2020 target – College average 4.2; Standard 4 – 2020 target average 4.0
Staff opinion Survey *Build resilience and a resilient and supportive environment* - Junior 48% & Senior 77%; *Visibility* - Junior 54% & Senior 70%; *Collective responsibility* - Junior 83% & Senior 82%
Internal data Surveys and data sets generated from events that are sustainable and build a data snapshot over time.
Compass chronicle entries Increase in PBS chronicle entries across the year; Red chronicle entries are responded to and resolved in a timely manner
Behaviour Support Plans Are developed and reviewed for students with high frequency disruptive behaviours or students with special needs.
Leader walk through observation data Daily walk throughs occur, data is shared and weekly spotlights established from data
Attendance Below 20 days absence by FTE; Decrease in unapproved absence
Data Wall updated and central to cohort intervention planning linked to 5 week progress report cycles
Policies and processes documented, promoted, publicised and evaluated Incorporate BSEM strategies into SOLE processes and develop a tiered intervention response.

Professional Feedback	Building Capacity	Teamwork & collaboration
Empowering	**Professional Leadership**	Distributed
Engaging	Supportive and Challenging	Positive and Inclusive

Key Improvement Strategy: *Building a strong vision, values and culture through high performing teams*
College Accountability: *MSH*
Campus Responsibility: *PCR (Senior) & ASI (Junior)*
Actions:

- Implementation of a College-wide induction program focusing on operational and cultural induction to enable high performance
- Implementation of a mentoring program that strategically supports new staff to build individual capacity and collective efficacy
- Alignment, monitoring and coherence of individual, team and whole school performance plans
- Co-creation of team charters that include clear short and long-term goals aligned to the school's vision, values and culture
- Development of organizational design that provides efficiency, clarity and promotes effectiveness
- Staff elected SIT and Action Teams lead staff voice in development of a positive school climate and culture that builds and influences strategic direction and plans
- Professional learning for leaders builds capacity to ensure team ownership of strategies and collective accountability for outcomes

Behavioural outcomes that we will see by end of 2020:

- Leaders delegating to others to undertake specific activities with strategies and processes that support leadership development and recognise broader leadership roles within the school
- Leaders, staff and students co-designing goals and strategies for the HPP aligned to the vision, values and culture of the school
- New and beginning staff shaping future induction practices
- Coaches, mentors and staff shaping future coaching and mentoring programs
- **Teachers** enacting differentiated approaches to student learning, wellbeing and engagement based on team-agreed strategies
- Staff supporting each other's improvement through regular, appropriate and timely **Feedback** from multiple sources
- **SIT and Action Teams** input impacting on strategic directions and plans
- Considered **risk taking occurring** in a positive and supportive culture, with documented and **agreed protocols and behaviours**, resulting in innovation and improvement
- Staff and students articulating the school's vision and values and able to explain how these reflect the needs and aspirations of the school community
- Improved resilience, responsibility and respectful behaviour from all school community members

Measures and Targets:
Staff Opinion Survey: *Collective efficacy* 45% Positive Endorsement; *Teacher Collaboration* 60% and *Staff Trust in Colleagues* 81%
Cultural Audit: *Supportive Leadership* 43rd percentile; *Role Clarity* 33rd; *Teamwork* 44th
Student Attitudes to School: *Sense of confidence* 65%**;** *Managing bullying* 55%
PLC Maturity Matrix: the following improve term 1 to term 4: *Vision, values, culture*; *Building PLCs through a culture of collaboration for improvement*; and *Data used to focus and drive collaborative improvement and evaluate impact on learning*
Progress Reports: *Work Submission* 90%
New Staff Survey: 80% Positive Endorsement