School Strategic Plan 2020-2024

Traralgon College (8803)

VICTORIA State Government | Education and Training

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School vision	As the sole government secondary college in the regional city of Traralgon, the College will continue to strive to be the school of choice for students and parents in Traralgon. This will be achieved through the provision of high quality teaching and learning programs, programs and experiences accessed via a range of opportunities for each student. Provision and planning will take place in 2022 to commence a community engagement process to align with this SSP Our vision focus for the 2020-2024 period will be to establish and embed a culture of high expectations across our school community through - Establishing a Traralgon College High Expectations Mission Statement in 2021-22 - Consistently communicating research findings related to a culture of high expectations. - Developing processes and protocols to encourage and foster trusting and respectful relationships and conversations with the broader community. - Displaying genuine interest in students and parents and remain non-judgemental. - Supporting the recognition and celebration of diversity in our community. - Creating a high performance work culture, centred on adult learning and collaborative teamwork - Promoting a positive self-identity for students and their families. - Embracing leadership within the community. - Establishing policies and practices which emphasise the importance of parents/carer and community members engaging in decision making. - Communicating explicit targets for student achievement with staff, students and the parent/carer/kin community
School values	The School places our work in the context of these values: Respect, Responsibility and Resilience The school mission is to grow together and ensure our students are adaptable, confident and successful in their learning and engaged citizens in the school and in their communities Respect is encompassed in - an inclusive and welcoming environment for all, through behaviour that shows empathy and care - recognition of the dignity and worth of all members of the College community - acknowledgement of every persons contribution to the College mission - working with honesty, care, concern, competence, sacrifice and personal courage

	Responsibility is encompassed in - creating a community where people are confident and feel in control of their own lives - being accountable and answerable for our behaviours and decision making - making rational and moral decisions - trust and acceptance to carry out our role as part of the College community and in relevant teams Resilience is encompassed in - developing and maintaining a positive and growth mindset - holding positive views of self and others in the college community - understanding the things you have control over - developing the emotional intelligence to remain calm and focussed in challenging situations - being pro-active and seeking the support of others within the college community when you need it
Context challenges	The school self-evaluation and school review in 2020 has identified key context challenges as the College continues on its improvement journey. These include 1. Consideration of the extent to which the College has a culture of high expectations - the review process and the panel inquiry identified the need to focus specifically on a "high expectations culture" in the next improvement period. The information obtained through the review process highlighted details from staff, students and focus groups that suggested inconsistent approaches to classroom instructional practice, student behaviour management/ engagement, student assessment and feedback. This inconsistency was viewed by the panel as being a barrier to improvement and the achievement of a high expectations environment. An example of an area of high expectations concern in the panel report is provided "The Panel asked students at the senior campus about their homework, study and revision habits and experiences, finding that of the students who participated in the fieldwork focus groups most students were not required to submit homework as most of the work was completed in class. When asked what the school level expectation was about homework, students were generally unsure. Some students indicated that they did self-directed study or revision at home" Currently, the College is working on embedding consistent supports for students with complex behaviours and the panel identfied this as an area of ongoing work for the College. The panel report identified that the College has established a sound basis for the improvement focus through the pre-conditions in SWPBS model, the College awareness of SOLE practices and the whole college learning in the Berry Street Education Model 2. Consideration of consistent practices across the College - the review process and the panel provided comprehensive detail on "consistency of agreed whole school approaches". The panel suggested that the current context required a priority focus on consistency in the areas of the College Instructional Model, the Understanding By Design (UBD) curriculum approach, Safe Orderly

	Learning Expectations (SOLE) and college wide assessment practices. Importantly, the review emphasised the need to reduce the "separate entity" perspective on each campus and its operation. The panel again found that the college culture was stronger now in the area of adult learning and acceptance of learning walks and classroom observations. Within this context, the panel was of the view that this knowlegde basis and prior learning can provide the impetus for higher level consistency of practice across the college.

3. Consideration of consistent and effective use of assessment to optimise student learning - the review process found that assessment data was wideranging across the College, however consistent triangulation of data was not commonplace. The panel found inconsistency in "rigour, approach and differentiation" and this impacted the capacity for students to clearly understand their stage of growth and development. In addition, the use of rubrics was evident across the College, however student feedback stated that the un-packing of these was inconsistent and not clearly understood by students. Further directions from the review included the need to increase processes to enable moderation and cross marking in teacher teams, strict application of assessment schedules to ensure timely feedback for students, increased student agency in their learning through differentiation and higher learning challenge. The issue of learning challenge and stretch was particularly relevant to the Like Minds Program and the Early Start access intiative.

4. Consideration of the College Organisational Design - the review process and the panel heard that middle leaders were primarily focussed on student wellbeing and engagement. They mentioned that they were unsure of how their role enabled Year 7 - 12 consistency across the College. The role of Learning Specialists was also reported to be unclear. Knowledge of Professional Learning Community protocols and practices was also unclear or not known at the time of the review. Cohort structures, procotols and practices differed from Campus to Campus and, in some instances, from cohort to cohort. The review stated that there was "not yet a whole school approach to the periodic and critical analysis of teaching and learning strategies and their impact on student learning outcomes". The contextual challenge is to create the structure and environment to provide a whole school approach in this area.

5. The Traralgon Education Regeneration Project - the College physical environment will be re-modelled and re-shaped in the period 2021-22. This will provide both challenges and opportunities in the period of this School Strategic Plan. The College regeneration project will see the Year 9 cohort move to the Grey Street Campus in 2022. These physical, environmental and architectural design changes will inevitably lead to changes in routines, procedures and practices across the College. The transitional phase of the re-development will stretch our operational environment and place pressures on human resource management. The College has commenced transiitonal planning, decant arrangements and staffing considerations. The future considerations for the College as a re-newed learning organisation are exciting. |
| **Intent, rationale and focus** | Overall Intent
Traralgon College is striving to advance its self assessment against the FISO Continua of Practice for School Improvement to levels that are consistently at the Embedding and Excelling level. The priority FISO areas will be
 - Excellence in Teaching and Learning
 - Positive Climate for Learning |

	- Community Engagement in learning
	INTENT 1
	*To maximise learning growth for all students.
	RATIONALE
	*The review identified inconsistency in the College approach to curriculum planning, the use of data/assessment and classroom routines and procedures
	FOCUS *To support improvement in teachers capacity to plan collaboratively across all studies *School Leaders will prioritise and quarantine time for teachers to explore data sets, plan consistent curriculum and assessment, use moderation to assess student work and promote quality assurance in assessment FOUR YEAR PRIORITY *Commence PLC inquiry approaches in each KLD – 2022 PRIORITY * Elevate KLD leadership across the College to ensure focussed work on student learning growth FOUR YEAR PRIORITY *To embed consistent teaching approaches in each Key Learning Domain across the college - guaranteed and viable curriculum *Re-establish the assessment and feedback policy across the college 2022 PRIORITY *Use exemplar work to guide differentiation and quality assurance for assessment FOUR YEAR PRIORITY *Audit the College use of UBDs as part of a guaranteed and viable curriculum at Traralgon College FOUR YEAR PRIORITY *Leadership will streamline the use of data at 7-10 to effectively monitor curriculum planning, student progress and growth e.g. implement agreed student data platform *Improve teacher's capacity to effectively use NAPLAN & VCE assessment data to evaluate the alignment of performance against external assessments / rigorous assessment to extend student to allow for high performance. 2022 - 2023 PRIORITY *Study examination reports in conjunction with the study design and examination assessment criteria, to build and reinforce knowledge of the subject, understand what examiners are looking for in written responses and to build their understanding of what high scoring responses look like. – 2022 PRIORITY *Use NAPLAN and VCE item analysis and data service to identify strengths and weaknesses to modify current practice, identify improvement actions, create an action plan for each successive year (2021 - 2024) and undertake the actions. FOUR YEAR PRIORITY
	INTENT 2
	*To establish and embed a culture of high expectations for all students
	RATIONALE

*The review identified that the College had not established a clear vision on high expectations and that the "two entity" element of the school led to inconsistency in expectations for staff, students and community

FOCUS
*Establish and implement A College Community Mission Statement for High Expectations
Complete an engagement process with all College stakeholders i.e. Students, parents and staff to develop the statement of high expectations PRIORITY 2022
*Apply key indicators for high expectations tracking and monitoring
• Apply the use of Learning Intentions and Success criteria in classes more frequently
• Increase turnaround time for feedback to students
• The use of student set goals for all assessment tasks
• Consistent application of SOLE processes and Four Rs in all classes across the College

*Establish a focussed professional/adult learning program for PRIORITY 2022-2024
• High expectations
• Instructional practice focus
• Peer observations and Learning walks established across the College -including students in learning walk events
• Focussed classroom management professional development across the College
• Induction process/practices
*Develop and apply a Whole College Literacy plan that will support students to develop high level writing skills and metalinguistic capabilities (reading to learn) 2022- 2023 PRIORITY
• Data informed
• Embedded in UbD

INTENT 3
 Optimise student agency in their learning

RATIONALE
The review identified student concern with a lack of timely feedback, insufficient differentiation and a lack of clarity around the use of assessment rubrics.

 FOCUS
*Create a whole College Policy Statement on student agency and involve all stakeholders, i.e. students, staff and parents 2022 PRIORITY
• use of student focus groups to create policy and track effective use of the policy
• use of parent focus groups to create policy and track effective use of policy

	*Frequent attendance tracking at each Year level FOUR YEAR PRIORITY • Three weekly attendance tracking meetings for each Year level • Use of School Portal to track average days absence data • Development of communication pack to improve student attendance e.g. student surveys, family surveys, contact meetings *Enhance the capacity of students to consistently challenge themselves as learners. FOUR YEAR PRIORITY • Students set and monitor learning goals and receive regular feedback on their learning. • Review the effectiveness of Progress report system and report back to College Community (including School Council)

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Goal 1	To maximise learning growth for all students.
Target 1.1	**NAPLAN – Benchmark growth** By 2024, the percentage of student meeting or above NAPLAN benchmark growth will increase; *Equity Funded:* • Year 7 to 9 Reading from 69 (2019) to 80 • Year 7 to 9 Writing from 76 (2019) to 80 • Year 7 to 9 Numeracy from 67 (2019) to 80. *Non-Equity Funded:* • Year 7 to 9 Reading from 66 (2019) to 80 • Year 7 to 9 Writing from 74 (2019) to 80 • Year 7 to 9 Numeracy from 68 (2019) to 80.
Target 1.2	By 2024, increase percentage of study scores at or above VCE predicted score from 42 per cent (2019) to 70 per cent
Target 1.3	**Attitudes to School Survey (AToSS)** By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors

	• Differentiated learning challenge from 57 (2019) to 65 • Stimulated Learning from 54 (2019) to 65 • Sense of confidence from 57 (2019) to 65.
Target 1.4	**Staff Opinion Survey** By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors; • Collective focus on student learning from 69 (2019) to 80 • Guaranteed and viable curriculum from 59 (2019) to 70 • Teacher Collaboration from 50 (2019) to 60.
Key Improvement Strategy 1.a Curriculum planning and assessment	Strengthen teacher planning and practice is differentiated based on knowledge of students' point of need.
Key Improvement Strategy 1.b Building practice excellence	Develop an evidence based Professional Learning Communities (PLC) practice which focuses on improved teacher practice, assessment, moderation and feedback.
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop a whole school Guaranteed and Viable Curriculum which is visible, shared and regularly evaluated.
Goal 2	To establish and embed a culture of high expectations for all students.
Target 2.1	**Teacher judgments – age expected level** By semester 2 2024, the percentage of students at or above expected as measured by teacher judgment will improve Year 7 to 10.

	- Reading and Viewing from 67 (semester 2 2019) to 80 - Speaking and Listening from 74 (semester 2 2019) to 80 - Writing from 64 (semester 2 2019) to 80 - Measurement and Geometry from 47 (semester 2 2019) to 60 - Number and Algebra from 58 (semester 2 2019) to 70 - Statistics and Probability from 68 (semester 2 2019) to 80.
Target 2.2	**NAPLAN – Band** By 2024, Increase the percentage of students achieving in the middle and top two bands of NAPLAN. - Year 9 Reading from 71 (2019) to 80 - Year 9 Writing from 57 (2019) to 75 - Year 9 Numeracy from 65 (2019) to 75.
Target 2.3	**VCE – Study Score** By 2024, the mean VCE all study score will increase from 26.36 (2019) to 28 (State was 28.82 in 2019).
Target 2.4	**Senior Years Certificate - Completion** By 2024, improve percentage of VCE and VCAL student completion to 95. - VCE from 92.3 (2017 to 2019 three year average) to 95 - Intermediate VCAL from 72 (2019) to 95

	• Senior VCAL from 75 (2019) to 95.

Target 2.5	**Attitudes to School Survey (AToSS)**
	
	By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors
	
	   • High expectations for success from 69 (2019) to 75
	   • Effort from 63 from (2019) to 70.

Target 2.6	**Staff Opinion Survey**
	
	By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors;
	
	   • Academic emphasis from 30 (2019) to 50
	   • Collective efficacy from 40 (2019) to 60
	   • Plan differentiated activities from 57 (2019) to 60.

Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Develop a culture of high expectations through the school community.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Embed the agreed Instructional Model to include evidence based High Impact Teaching Strategies (HITS) and the Gradual Release of Responsibility (GRR) Framework.

Key Improvement Strategy 2.c Instructional and shared leadership	To develop shared instructional leadership practices to build high expectations, increase consistency and monitor agreed practices.
Goal 3	Optimise student agency in their learning.

Target 3.1	**Attendance**
	
	• By 2024 reduce average days absence from 21 (2019) to below 20
	
	     ○ Reduce the percentage of equity funded student measuring 30 + absences from 31 percent (2019) to 20 per cent
	     ○ Reduce the percentage of Aboriginal student measuring 30 + absences absence from 39 percent (2019) to 20 per cent.

Target 3.2	**Attitudes to School Survey (AToSS)** By 2024, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors • Motivation and interest from 54 (2019) to 60 • Self-regulation and goal setting from 58 (2019) to 65 • Student voice and agency from 46 (2019) to 55 • Teacher concern from 46 (2019) to 55.
Target 3.3	**Staff Opinion Survey (SSS)** By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors;

	• Trust in Students and parents from 37 (2019) to 50.
Target 3.4	**Parent Opinion Survey (POS)** By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors; • High expectations for success from 85 (2019) to 90 • Student motivation and support from 60 (2019) to 65 • Parent participation and involvement 61 (2019) to 65 • Student agency and voice from 78 (2019) to 80.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop, document and implement a whole school strategy to improve student voice, learner agency and student leadership of learning.
Key Improvement Strategy 3.b Empowering students and building school pride	Build student capability to take ownership of their learning to support them to set, track and attain learning goals.
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen the school engagement with parents and wide community to improve student learning outcomes.
Key Improvement Strategy 3.d Health and wellbeing	Embed a proactive wellbeing strategy across the school that improves the engagement of all students in their learning.