

# School Strategic Plan for Terang College South West Victorian Region 2015 - 2018

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Peter Lee</p> <p>Date: November 2014</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Nigel Bruckner</p> <p>Date: November 2014</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>



## School Profile

<p><b>Purpose</b></p>	<p>Terang College is a school where students of all ages are encouraged to grow academically, socially and emotionally to ensure that they become active members of our local community.</p> <p>The College has a major emphasis on academic rigour and high expectations but overriding all others is the well- being of the students, staff and parents and ensures that they become confident, contributing members of their communities.</p>
<p><b>Values</b></p>	<p>At Terang College, our pedagogy and programs aim to foster tolerance and respect of others as well as respect for the local and global environment but most importantly a respect for themselves in their learning and growth.</p>
<p><b>Environmental Context</b></p>	<p>Terang College is a P-12 Learning Environment that has three distinctive stages of learning. The original Terang Primary School caters for students in Years Prep to 4 whilst at the Strong Street Campus we have students from years 5-12. There are currently 352 students enrolled at the College and these numbers have dropped slightly over the past four years. The environmental context can be best described using the following sub-headings.</p> <p><b>Social/Community Demographics</b></p> <ul style="list-style-type: none"> <li>• The only Government provider in Terang</li> <li>• Numbers have dropped slightly in recent years</li> <li>• Very supportive Parents Association and College Council.</li> <li>• A strong and committed staff that contains a combination of experienced staff and graduate staff.</li> <li>• Productive relationships with outside agencies such as Westvic Workforce and SWTAFE.</li> </ul> <p><b>Educational</b></p> <ul style="list-style-type: none"> <li>• Implementation of the Australian Curriculum- AusVels.</li> <li>• Middle Years Structure that caters for students at their point of need.</li> <li>• Inquiry based learning approach that begins at the P-4 and is adapted throughout Years 5-9</li> <li>• A Year 9 program that assists students in becoming individualised learners and students who are responsible for their own learning.</li> <li>• A full range of VCE Subjects offered.</li> <li>• An extensive VCAL/VET Program that keeps students engaged at school and provides effective and meaningful pathways.</li> <li>• Many enhancement and enrichment opportunities for students such as art, music, instrumental music, musical productions, competitions, after-school activities, debating, food technology and sporting activities.</li> </ul>

**Technological**

- 1:1 ICT with the Year 5-10 iPad program. This will extend to the Yr 12's through this cycle.
- Interactive Whiteboards in all rooms within the Prep – 6. Interactive whiteboards also installed within the 9-12 area.
- Designated computer labs.
- Lap Top trolleys available at the both Campus'.
- Parent fundraising to assist with the purchase of new learning technologies.
- Alternative funding measures have been sourced by key staff.

**Environmental.**

- Grounds are well established and very well cared for
- Classrooms are functional and effective for student learning
- Major building works underway as part of the Condition Assessment Program, Proposed Corangamite Trade Training Centre-Community Services Provision and proposed Terang Children's Centre.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	<ul style="list-style-type: none"> <li>• improve literacy and numeracy outcomes P-10 with a particular focus on                             <ul style="list-style-type: none"> <li>○ writing</li> <li>○ spelling</li> <li>○ speaking &amp; listening</li> <li>○ applied areas of numeracy</li> </ul> </li> <li>• years 10-12 maximise achievement and pathways for latter years students</li> </ul>	<ul style="list-style-type: none"> <li>• College to set target around percentage of students at or above expected levels</li> <li>• match teachers assessments b/w AusVels &amp; NAPLAN</li> <li>• VCE at or above state mean for all study scores</li> <li>• match cohort growth</li> <li>• 80% of students to be in medium or high growth categories</li> <li>• match cohorts to move a minimum of 30% of students into higher growth category</li> </ul>	<ul style="list-style-type: none"> <li>• continuation of whole College targeted professional development around school priorities</li> <li>• build staff capacity to work collaboratively and to give and receive feedback for learning, wellbeing and engagement</li> <li>• support staff to differentiate between high achieving students</li> <li>• build staff capacity to collaboratively use data to improve student outcomes</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>• to improve student engagement in learning</li> <li>• to promote lifelong learning strategies through the use of independent thinking skills, enquiry process, VCAL, VET, employment</li> </ul>	<ul style="list-style-type: none"> <li>• student connectedness to peers survey results will be at or above all state means with a focus on improvement.</li> <li>• student motivation survey results will be at or above all state means with a focus on improvement.</li> <li>• Learning confidence survey results will be at or above all state means with a focus on improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• to improve interpersonal and personal development through positive relationships to enhance student engagement in their learning</li> <li>• imbed a culture of high expectations for all students</li> <li>• effective use of data to inform explicit teaching and teaching at point of need</li> </ul>

<p><b>Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• to continue to improve student attendance across the College</li> <li>• to provide safe, stimulative and supportive environment</li> </ul>	<ul style="list-style-type: none"> <li>• attendance to be at or above state mean across all year levels.</li> <li>• To increase Yr 5-6 Student Morale variable to 6.0 or above for each year of the Strategic Plan.</li> <li>• To increase Yr 7-12 Student Morale variable to 5.5 or above for each year of the Strategic Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• to target unexplained absences</li> <li>• develop strategies to continue to improve attendances for all year levels</li> <li>• integrate ICT into student learning</li> <li>• investigate a cloud based school management program (e.g. compass)</li> </ul>
<p><b>Productivity</b></p>	<ul style="list-style-type: none"> <li>• To allocate resources to fund the new strategic direction of the College</li> <li>• continue to strengthen transitional arrangements to improve enrolments</li> </ul>	<ul style="list-style-type: none"> <li>• All staff will complete 20 hours of Professional Learning as a minimum for each year of the Strategic Plan.</li> <li>• College Master Plan completed by the end of this Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• target professional development of the College priority</li> <li>• resource the College to reflect the areas of point of need</li> <li>• commission a master plan</li> <li>• continue funding ICT focus</li> <li>• maintain school networks to assist with the delivery of the VCE</li> <li>• explore alternative options to deliver VCE</li> <li>• access community resources and service providers</li> </ul>

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><b>Achievement</b></p> <ul style="list-style-type: none"> <li>continuation of whole College targeted professional development around school priorities</li> <li>build staff capacity to work collaboratively and to give and receive feedback for learning, wellbeing and engagement</li> <li>support staff to differentiate between high achieving students</li> <li>build staff capacity to collaboratively use data to improve student outcomes</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Analyse school data to identify PD areas of need.</li> <li>Initiate a whole school collaborative vision utilising the ‘e5 instructional model’ and the ‘Effective Schools Model’ to reinforce a consistent approach to whole school professional learning.</li> <li>Develop an understanding of literacy and numeracy pedagogy across the College in line with the Strategic Plan.</li> <li>Develop and implement effective strategies to support common purpose, cross curricular strategies in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>Staff PDP has an accurate account of professional development activities.</li> <li>Scheduled meeting time evident for PLTs to utilise data to inform teaching practice and improve student outcomes. Using e5 and Effective Schools Model.</li> <li>At least one PLT Meeting will be scheduled each term and minutes documented and accessible from the staff drive.</li> <li>Common purpose, cross- curricular strategies are discussed at PLTs and implemented.</li> <li>Compass/SPA program will be embedded into practice by all relevant staff.</li> <li>PDP reviews outline evidence of peer observation and feedback. Use of data to improve student outcomes.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Fine tune as necessary upon completion of Annual Implementation Plan- A.I.P</li> </ul>	<ul style="list-style-type: none"> <li>Fine tune as necessary upon completion of Annual Implementation Plan- A.I.P</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Fine tune as necessary upon completion of Annual Implementation Plan- A.I.P</li> </ul>	<ul style="list-style-type: none"> <li>Fine tune as necessary upon completion of Annual Implementation Plan- A.I.P</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>School Self Evaluation- Whole School Review</li> </ul>	<ul style="list-style-type: none"> <li>School Self Evaluation- Whole School Review</li> </ul>
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>to improve interpersonal and personal development through positive relationships to enhance student engagement in their learning</li> <li>imbed a culture of high expectations for all students</li> <li>effective use of data to inform explicit teaching and teaching at point of need</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Implementation of collaborative programs that support student engagement.</li> <li>Development of targeted support and intervention programs to support students as they make critical transitions through school.</li> <li>Use teaching spaces to allow for</li> </ul>	<ul style="list-style-type: none"> <li>We have developed best practice team PD development, resourcing and effectively use student data to improve learning and teaching. All staff are familiar with the E5 instructional model and the Effective Schools Model.</li> <li>Staff are utilising the E5 model for</li> </ul>

		<p>collaboration between staff in their planning, implementation and evaluation.</p> <ul style="list-style-type: none"> <li>Use data collection as a starting point to implement quality programs to ensure students become better connected with the school, teachers and peers.</li> </ul>	<p>curriculum planning, implementation and evaluation.</p> <ul style="list-style-type: none"> <li>Use Compass/SPA as a tool to give parents instant absence/ attendance feedback.</li> <li>Peers are mentoring each other through classroom visits providing valuable feedback.</li> <li>Staff are innovative in their use of alternative teaching spaces.</li> <li>Staff are utilising student data to inform their teaching planning, implementation and evaluation.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Fine tune as necessary upon completion of Annual Implementation Plan- A.I.P</li> </ul>	<ul style="list-style-type: none"> <li>Fine tune as necessary upon completion of Annual Implementation Plan- A.I.P</li> </ul>
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<p>Wellbeing</p> <ul style="list-style-type: none"> <li>to target unexplained absences</li> <li>develop strategies to continue to improve attendances for all year levels</li> <li>integrate ICT into student learning</li> <li>investigate a cloud based school management program (e.g. compass/ SPA)</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>implement Compass/SPA program to promote parent accountability with student absenteeism.</li> <li>utilise community resources and service providers to support student wellbeing, build connectedness and sustain positive learning experiences.</li> <li>Continue to develop the i-pad 1:1 ICT program.</li> </ul>	<ul style="list-style-type: none"> <li>Average student absence across the college is no more than state average per year level.</li> <li>Compass/SPA is fully implemented across the College.</li> <li>Improvement of 0.5 in key indicators of Attitudes to School Survey results – Student Distress/ Student Morale</li> <li>Co-ordinator/ Curric/WB meetings are scheduled each month.</li> <li>Pupils have access to I-Pads across the College.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Fine tune as necessary upon completion of Annual Implementation Plan- A.I.P</li> </ul>	<ul style="list-style-type: none"> <li>Fine tune as necessary upon completion of Annual Implementation Plan- A.I.P</li> </ul>



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	Year 4	<ul style="list-style-type: none"> <li>School Self Evaluation- Whole School Review</li> </ul>	<ul style="list-style-type: none"> <li>School Self Evaluation- Whole School Review</li> </ul>
<p>Productivity</p> <ul style="list-style-type: none"> <li>resource the College to reflect the areas of point of need</li> <li>commission a master plan</li> <li>continue funding ICT focus</li> <li>maintain school networks to assist with the delivery of the VCE</li> <li>explore alternative options to deliver VCE</li> <li>access community resources and service providers</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Prepare a Master Plan for the development of Terang College during the period of this Strategic Plan.</li> <li>Demonstrate the effective allocation of the school's budget in line with the SRP.</li> <li>Evaluate the staff leadership structure during the period of this Strategic Plan.</li> </ul>	<ul style="list-style-type: none"> <li>A master plan is developed as a continuum re: the ELC, P-4 and 5-12 Campus during the period of this Strategic Plan.</li> <li>Allocation of staffing and resources to support the implementation of a LOTE program at P-4 level.</li> <li>Development of LOTE curriculum and resources P-4.</li> <li>Improvement of 0.5 in key indicators of Attitudes to School Survey results – stimulating learning.</li> <li>School Leadership structure through continued professional learning will enhance Student Outcomes across the College.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Fine tune as necessary upon completion of Annual Implementation Plan- A.I.P</li> </ul>	<ul style="list-style-type: none"> <li>Fine tune as necessary upon completion of Annual Implementation Plan- A.I.P</li> </ul>
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