

# School Strategic Plan 2018-2022

Terang College (6236)



Submitted for review by Michael Castersen (School Principal) on 04 February, 2019 at 11:13 AM  
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Awaiting endorsement by School Council President

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<p><b>School vision</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. 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>School values</b></p>	<p>At Terang College, our pedagogy and programs aim to foster tolerance and respect of others, respect for the local and global environment but most importantly a respect for themselves in their learning and growth.</p>
<p><b>Context challenges</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 345 students enrolled at the College and these numbers have been stable over the past four years. The environmental context can be best described using the following sub-headings.</p> <p>Social/Community Demographics</p> <ul style="list-style-type: none"> <li>• The only Government provider in Terang</li> <li>• Numbers have remained stable</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>* St. Patrick's day fires</p> <p>Educational</p> <ul style="list-style-type: none"> <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 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> <p>* Significant change to the staffing profile. * Within the existing staffing profile staff have had to up-skill and take on further responsibilities. * The creation of a new leadership structure.</p>

	<p>* Commenced the process of having both campuses on one site.</p> <p>Technological</p> <ul style="list-style-type: none"> <li>• Continual upgrading of technology - staff &amp;.</li> <li>• Designated computer labs.</li> <li>• Lap Top trolleys available at the both Campus'.</li> <li>• Parent fundraising to assist with the purchase of new learning technologies.</li> <li>• Alternative funding measures have been sourced by key staff.</li> </ul> <p>Environmental.</p> <ul style="list-style-type: none"> <li>• Grounds are well established and very well cared for</li> <li>• Classrooms are functional and effective for student learning</li> <li>• 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.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>What is Terang College trying to achieve?</p> <p>Improve Literacy and Numeracy outcomes across the P-12.  Terang College has had inconsistent Literacy and Numeracy results across the P-12. Although some Literacy results are comparable to similar schools, Terang College has established targets in Literacy equal to or higher than state averages. In regards to Numeracy, Terang College has experienced a significant drop in student outcomes and has begun the process of reversing this trend. Programs such as Quicksmart have been introduced.</p> <p>Engage students in their learning.  Terang College recognises the importance of feedback and aims to implement a program where all staff irrespective of year level provide relevant and timely feedback to their students. Terang College acknowledges student voice and agency should be more of a focus in the next four years. As it stands, students have the opportunity to seek leadership positions, be a member of the SRC etc. However, student engagement will be enhanced through opportunities to be involved in decision making, curriculum design and implementation.</p> <p>Improve student learning through strengthened instructional and shared leadership.  Terang College has invested a significant amount of time and energy into creating an Instructional Model - the "WHATIF". The model has had limited and varying implementation across the College. The College will continue to focus on shared and instructional leadership.</p> <p>What will we prioritise?  Terang College will focus on improving student outcomes in Literacy and Numeracy. There will be an intensified focus on Numeracy. There will be a focus on building the instructional capability of the Leadership team to ensure all programs aimed at improving</p>

	<p>student outcomes across the P-12 are implemented consistently and with fidelity.</p> <p>Every effort will be made to ensure the Instructional Model is understood and implemented consistently across the P-12.</p> <p>There will be a concerted effort made to ensure student leadership, voice and agency is being accommodated.</p> <p>Terang College will ensure all programs are completed and reviewed using the FISO Improvement Cycle.</p>
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<b>Goal 1</b>	To improve student learning outcomes in literacy and numeracy.
<b>Target 1.1</b>	By 2022 the percentage of Year 3, 5, 7 and 9 students achieving in the top two bands in NAPLAN reading, writing and numeracy will match or exceed the state percentage.
<b>Target 1.2</b>	By 2022 the percentage of students in Years 5, 7 and 9 achieving medium relative learning gain will be 50% or greater and the percentage achieving high relative learning gain will be 25% or greater.
<b>Target 1.3</b>	By 2022 all non-PSD students will achieve the equivalent of one year's learning growth for each year of the School Strategic Plan.
<b>Target 1.4</b>	By 2022 all students will achieve at or above the GAT predicted study scores.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed Professional Learning Communities (PLC) framework.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Embed an agreed and documented guaranteed and viable curriculum that is implemented consistently and rigorously across all subject areas.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Build teacher capability to develop and implement a range of assessment strategies and use the data to collaboratively plan and teach to each student's point of learning.
<b>Goal 2</b>	To engage students in their learning.

<b>Target 2.1</b>	By 2022 increase the percentage of positive responses for the teaching and learning practice improvement module components seek feedback to improve practice from 45% to 65% and professional learning through peer observation from 10% to 60%
<b>Target 2.2</b>	By 2022 increase the percentage of positive responses for the teaching and learning evaluate module component, use student feedback to improve practice, from 55% to 75%
<b>Target 2.3</b>	By 2022 increase the percentage of positive responses for the Attitudes to School (ATOS) survey factors stimulated learning, motivation and interest, learning confidence, and student voice and agency to 90% at Years 4-6, 65% at years 7-9 and 75% at Years 10-12.
<b>Target 2.4</b>	By 2022 increase the percentage of positive responses for the ATOS survey factor high expectations to 85% at Years 7-12.
<b>Target 2.5</b>	By 2022 improve percentage absence from 91% to 95% across Terang College.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Improve and align teacher practice through the use of feedback. (BPE)
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Embed student voice and agency in learning. (ES&BSP)
<b>Goal 3</b>	Improve student learning through strengthened instructional and shared leadership.
<b>Target 3.1</b>	By 2022 increase the percentage of positive responses for the school climate module factor, collective efficacy from 69% to 75% or greater.

<b>Target 3.2</b>	By 2022 increase the percentage of positive responses for the school leadership module factor, instructional leadership from 50% to 75% or greater, and the cultural leadership factor to 75% or greater.
<b>Key Improvement Strategy 3.a</b> Building leadership teams	Develop leadership that is shared and distributed.
<b>Key Improvement Strategy 3.b</b> Building leadership teams	Develop a whole school professional learning plan that builds instructional leadership across all levels of staff.