School Strategic Plan for Terang College Barwon South West Region 2011-2014

Endorsement by School Principal	Signed………………………………………. Name……………………………………….. Date…………………………………………
Endorsement by School Council	Signed………………………………………. Name………………………………………. Date………………………………………… School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed………………………………………. Name………………………………………. Date…………………………………………

School Profile

Purpose	Terang College is a school where students of all ages are encouraged to grow both academically and emotionally to ensure that they become active members of our local community. The College has a major emphasis on academic rigor and high expectations but overriding all others is the wellbeing of the students, staff, and parents and ensures they become confident, contributing members of their communities.
Values	At Terang College our programs and learning 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.
Environmental Context	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 400 students enrolled at the College and these numbers have remained steady over the past four years. The environmental context can be best described using the following sub-headings. Social/Community Demographics • The only Government provider in Terang • Numbers have increased in recent years • Very supportive Parents Association and College Council. • A strong and committed staff that contains a combination of experienced staff and graduate staff. • Productive relationships with outside agencies such as Westvic Workforce. Educational • Implementation of the Victorian Education Learning Standards.

- Middle Years Structure that caters for students at their point of need.

- Inquiry based learning approach that begins at the P-4 and is adapted throughout Years 5-9

- A Year 9 program that assists students in becoming individualised learners and students who are responsible for their own learning.

- A full range of VCE Subjects offered.

- An extensive VCAL/VET Program that keeps students engaged at school and provides effective and meaningful pathways.

- Many enhancement and enrichment opportunities for students such as art, music, instrumental music, musical productions, competitions, after-school activities, debating and sporting activities.

Technological

- Laptop programs for students in Year 9

- 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 Senior Campus.

- Parent fundraising to assist with the purchase of new learning technologies.

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 Building the Education Revolution.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	**To improve literacy and numeracy outcomes for the whole range of students.** **To achieve improvement in VCE outcomes**	▪ NAPLAN- Student Comparison reports for matched cohorts Years 3 and 5; 7 and 9. The school mean for the match cohort is to be at or above the State Mean. ▪ NAPLAN – All numeracy and literacy tests. For each year of the Strategic Plan – Percentage of Grade 5 students to achieve National Bands 6,7,8 to be 75% or above. Percentage of Year 7 students to achieve National Bands 7,8,9 to be 75% or above. ▪ VELS – Number and reading and writing -Years 3,5,7,9 Trend data over the 4 years of the strategic plan – a increasing percentage of students receiving A,B outcomes and a decreasing percentage of students receiving D,E outcomes ▪ VCE - Raise the All Studies median from the present level of 28 in 2009 to 32 by 2014. ▪ VCE- Proportion of students to receive a study score of 40 or more to be 7% or greater	Create and sustain a shared, whole college vision that articulates what successful pedagogy looks like at Terang College. Build leadership capacity at all levels and practice high quality teamwork.
Student Engagement and Wellbeing	**To improve student connectedness to school and peers**	▪ To increase the Years 5-6 Student Morale variable to 6.0 or above , for each year of the strategic plan ▪ Increase the Years 7-12 Student Morale variable to 5.5 or above, for each year of the strategic plan. ▪ Reduce average student absence across the college to no more than 14 days per year level .	Strengthen the capacity of all teachers for planned, purposeful and explicit teaching that demonstrates high expectations for every student.
Student Pathways and Transitions	**To improve the transition of students into, through and beyond the college.**	▫ 2010 Teaching and Learning data for 7-12 students Attitudes to School Survey at 3.6. A target of 4.0 for the index as a whole. ▫ The Years 5-6 Student attitudes to school survey data for Teaching and learning Index is 4.32 in 2010. A target of 4.55 for the "Index" as a whole.	Ensure rigour and purpose in the use of data throughout the college – whole college, teams and individual teachers

School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviors)
Create and sustain a shared, whole college vision that articulates what successful pedagogy looks like at Terang College.	Year 1	▪ Through whole school collaboration, create and document a whole school vision for learning – Learning framework and the key components embedded within. ▪ In the context of well grounded 21st century practice, decide upon a format for the development of a clear and succinct document that describes what effective teaching looks like at Terang P-12 College. Using the e5 instructional model and the instructional core to begin the whole school professional learning and documentation. ▪ Devise a method to collect, build and document effective whole school pedagogical practices. Utilise DEECD numeracy and literacy secretariat documentation to support all actions eg Literacy and numeracy 6-18 month strategy, Key characteristics of effective literacy and numeracy development, e5 etc. ▪ Draw upon the P-10 English Continuum and Maths Continuum as a framework for planning in literacy and numeracy. Develop a whole school approach to literacy and numeracy- pedagogy and content. ▪ Principals and leadership team build an ability to articulate what 'instructional leadership' looks like at Terang P-12 College and use these skills to promote learning within the classrooms. ▪ Hold a network or school based instructional round, thereby enabling the school to reflect upon current pedagogy and then the planning of the 'Next Level of Work'	▪ *We have developed best practice, team PD development, resourcing and effectively use student data to improve learning and teaching. All staff/teams are familiar with E5 instructional model.* ▪ *Commenced the documentation of* ▪ *Staff are utilising E5 model for curriculum planning, implementation and evaluation.* ▪ *Coaches in classrooms across the P-12 providing staff feedback on best practice and the E5 model.* ▪ *Understand the effective use of flexible learning spaces.*
	Year 2	Ensure that the staff vision for the Learning framework is linked to classroom practice. Articulate and reinforce the College's 'high exceptions' for learning and what this looks like within each classroom. Continue to deliver whole school professional learning and the documentation of effective teaching at Terang P-12 College. Continue to document a comprehensive and accessible documentation of curriculum that is dynamic and continually evaluated.	▪ *The staff have utilised best practice across broader curriculum areas, recognising the impact of literacy support and development in all areas high functioning PLTs that focus on curriculum review and development.* ▪ *Through the use of the College Coach all staff have an*

		Principals and leadership team act as instructional leaders and work with teachers and teacher teams to heighten the learning in the classrooms.	*understanding of how different students learn through the use of data.* ▪ *Staff are using the instructional model as a basis of peer observations*
	Year 3	Actions determined through review and reflection of school data and achievements	Achievement milestones dictated by actions
	Year 4	Actions determined through review and reflection of school data and achievements	Achievement milestones dictated by actions
Build leadership capacity at all levels and practice high quality teamwork.	Year 1	▪ Build leaders' knowledge and skills about what is high quality instruction, so that each leader can fulfil their role in providing instructional leadership to teachers ▪ Ensure the overall leadership plan includes the development of leaders in key "middle level" positions of responsibility, including PLT leaders. ▪ Deliver professional learning for the PLT leaders and develop explicit expectations for PLT delivery across the school. eg protocols, processes, data used etc ▪ Embed PLT leader accountabilities and authorities into all role statements and performance and development plans. ▪ Revise the meeting schedule and role descriptions to ensure that Terang P-12 College is organisationally aligned to the Strategic plan goals, targets and key improvement strategies	▪ *We have developed best practice, team PD development, resourcing and effectively use student data to improve learning and teaching. All staff/teams are familiar with E5 instructional model.* ▪ *We have used outside agencies and the coaches to support PLT Leaders with their leadership development.*
	Year 2	• Audit the progress generated in year 1 and build an action plan for 2012 • Leaders of teams continue to have professional learning opportunities that build and strengthen their skills, knowledge and disposition to lead success professional learning teams.	*Staff actively involved in peer and self assessment.* *Staff are encouraging and using feedback from students.*
	Year 3	Actions determined through review and reflection of school data and achievements	Achievement milestones dictated by actions
	Year 4	Actions determined through review and reflection of school data and achievements	Achievement milestones dictated by actions

Strengthen the capacity of all teachers for planned, purposeful and explicit teaching that demonstrates high expectations for every student.	Year 1	▪ Review current professional learning teams structures and processes. Collaborate with staff to develop effective professional learning team's structures and processes. ▪ Fully implement Performance and Development Culture – induction, feedback, professional learning etc. ▪ Ensure that all teachers have timely access to student data sets. Leaders set clear expectation of how the data is to be used to inform teaching practice NAPLAN, On demand and mid year VELS etc. ▫ Embed teaching and learning development into all teacher performance and development plans. ▫ Teachers use the Ultranet and other Web 2 tools to generate and capture student learning.	▪ *Restructure PLTs, sharing and development of meaningful curriculum linked throughout the whole College.* *Meaningful and staff review process with a focus on career development, learned practice and constructive feedback.*
	Year 2	• All teachers are involved in peer observations. ▪ Teacher are presented with further professional learning opportunities , in school and beyond, that focus on team planning and curriculum delivery	*A culture has been created of peer observation leading to improved practice.* ▪
	Year 3	Actions determined through review and reflection of school data and achievements	Achievement milestones dictated by actions
	Year 4	Actions determined through review and reflection of school data and achievements	Achievement milestones dictated by actions
Ensure rigour and purpose in the use of data throughout the college – whole college, teams and individual teachers	Year 1	▪ Develop and implement a planned schedule of testing- Prep -Yr10. ▪ Adopt the Data literacy framework. Use the framework to audit current practices and to structure the development of Data literacy across the school. In first year ensure that the school is 'Organised for collaborative work'. ▪ Systemic use of the Student Performance Analyser. A school team is to attend all network PD in relation to Data literacy ▪ Link student data as a essential component of classroom practice and PLT action plans ▪ Deeper interrogation of NAPLAN data for all staff, not just English and Maths teachers. ▪ Audit the data literacy competencies of teachers, team leaders and principals. An audit of skills will enable the structuring and delivery of purposeful professional learning.	▪ *Data used across all areas to enable meaningful implementation of literacy and numeracy across subjects such as Woodwork, Home-Eco, Art, PE and Graphics.* ▪ *Data is being used to improve student outcomes.* ▪ *Coaches helping identify areas of data improvement.*

		▪ Expose all VCE` teachers to a range of VCE Data Service Reports, particularly Report 10. Following action plans are generated and acted upon	
	Year 2	▪ Continue to build upon the Data literacy framework ensuring that each step is clearly understood and used by all staff ▪ Implement an evidence-based attendance improvement plan to reduce student absences. ▪ Enhance and expand the school's system to enable the tracking of individual student and cohort progress over time – value adding	▪ *Improvement in core data.* ▪ *Students provide feedback to improve teacher effectiveness.*
	Year 3	Actions determined through review and reflection of school data and achievements	Achievement milestones dictated by action
	Year 4	Actions determined through review and reflection of school data and achievements	Achievement milestones dictated by actions