

# School Strategic Plan for Charles La Trobe P-12 College – 2016 to 2019

**Note for Priority Review schools:**

Where a school has participated in a Priority Review, the Design Team, convened by the Senior Advisor, will work with the school to develop the School Strategic Plan.

The School Strategic Plan should include the intervention goals, key improvement strategies and targets to address the issues identified in the review report. The school may have other goals that it wishes to progress in addition to those arising from the review.

The School Strategic Plan will guide the interventions while the Annual Implementation Plan will detail how they are to be implemented and measured.

## Endorsements

Endorsement by School Principal	Signed..... Name: Anna Rigoni Date 24.8.16
Endorsement by School Council	Signed..... Name: Phill Burt Date 24.8.16  School Council President’s endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

**Legislative context for endorsement**

Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”

Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.

## School Profile

### Purpose

Charles La Trobe Prep-12 College is one of Melbourne's most innovative and inclusive schools. The College is located within a multi-cultural, multi-faith, economically and socially diverse community. Engagement with the community and promotion of diversity are highly valued aspects of College life.

The main campus on Kingsbury Drive is located adjacent to La Trobe University in Macleod West. The campus caters for Prep to Year 12 students. It is easily accessible by public transport. The campus offers students state of the art facilities including open learning spaces, studios and breakout areas. The buildings offer maximum flexibility for tailoring learning experiences within a range of innovative spaces.

The Olympic Village Campus is located on Southern Road, Heidelberg West. The campus caters for Prep-Year 4 students. The campus is a vibrant learning community, within which a highly skilled team provides high quality primary school programs and builds strong home school partnerships.

The programs on offer across the College enable each student to achieve their full potential. Teachers personalise learning to meet the individual needs, interests and abilities of all students. We support every student to develop strong interpersonal and social capabilities as well as to strive to attain academic achievement. Our goal is for all students to become self-directed learners who are able to take responsibility for their learning, both at and beyond school. We prepare students to become adults who can positively contribute to the world as global citizens.

The school has a range of programs on offer to support students with additional learning needs, as well as programs to extend and enrich the learning of students who are ready to be challenged in their learning. The College is highly inclusive. The Deaf Facility for secondary aged students is located at the La Trobe campus and caters for students from Years 7 – 12. The Deaf Facility team provide highly individualised programs to meet the unique needs of each student with a hearing impairment. The Facility team work in partnership with mainstream teachers to develop and deliver modified and/or adapted classroom programs.

The College provides a safe and orderly learning environment. In the Primary Years we work within the School Wide Positive Behaviour Support framework and in the Secondary Years we support students to self-manage their behaviour within the Ramon Lewis Developmental Behaviour Management framework. Students of all ages are taught to take responsibility for their decisions and actions. Staff across the school engage with students in a collaborative manner to foster an atmosphere

	<p>of mutual respect and trust. In this positive learning climate the students develop a sense of belonging, pride in the school and pride in themselves.</p> <p><b>Partnerships</b></p> <p>The College enjoys a wide range of partnerships. Key partnerships are with The Pavilion, Quantum Victoria and La Trobe University.</p>
<p><b>Values</b></p>	<p><b>Mission</b></p> <p>At Charles La Trobe P-12 College we believe every student should be supported to learn to their full potential: to achieve their best and to be their best.</p> <p><b>Moral Purpose</b></p> <p><i>"Every student will fulfil their personal potential and graduate from school prepared for life's pathways."</i></p> <p><b>Motto</b></p> <p>To strive, to seek, to excel.</p> <p><b>Vision</b></p> <ul style="list-style-type: none"> <li>• We support students to become confident learners who achieve to their full potential.</li> <li>• We equip and empower students to discover their potential: to strive, to seek, and to excel.</li> <li>• We offer a personalised learning approach, this means educational programs are tailored to meet students' individual interests and abilities.</li> <li>• We ensure that learning experiences are engaging, relevant, challenging and achievable.</li> <li>• We nurture empathy and compassion through listening and sharing experiences.</li> <li>• We promote honesty, trust and personal responsibility.</li> <li>• We create relationships that are caring, supportive and encouraging.</li> </ul>

## Teaching and Learning Approach

Our education approach is based upon the Powerful Learning model. We strive to support all students to become literate and numerate. We foster curiosity. We offer an inquiry learning environment.

## College Values – REAL Values

### **Respect**

The right of all students to have the opportunity to learn; mutual respect, responsibility and integrity within the College that ensures an orderly learning environment; earning the respect of the community for the commitment and achievements of the College; developing a strong moral and ethical character for staff and students.

### **Excellence**

Pursuing excellence and taking individual responsibility for learning and realising full potential; encouraging staff and students to be reflective and continually seeking to improve; nurturing resilience, self-confidence and a sense of identity and personal efficiency; challenging and supporting deep levels of thinking and understanding; fostering confidence, responsibility and self-discipline.

### **Acceptance**

Valuing diversity as a strength; promoting diverse ways of learning, thinking and knowing; cultivating an openness of mind and the skills to solve new problems; encouraging and supportive, safe and productive learning environment based around positive relationships.

### **Leadership**

Cultivating flexible, autonomous and adaptive leaders who are decisive, inclusive and visionary; pioneering a new approach to education and encouraging the pursuit of excellence. Encouraging students to think and behave as leaders through all aspects of their lives, self-motivated and independent; a clear sense of priorities that allow us to focus on efforts over what matters most rather than what others may or may not be doing.

## **Inclusion**

Students with additional learning needs are welcome at the College. The Deaf Facility is a unique attribute of the school and reflects the College's commitment to inclusive education. Integration Aides support teachers to deliver education programs and provide support for students with additional learning needs. The student wellbeing team support students across the College and can arrange access to counselling and/or provide individual support. The school also coordinates access to allied health professionals such as speech therapists, occupational therapists and psychologists. The College offers English an Additional Language (EAL) and literacy intervention programs for students who require additional support.

## Environmental Context

### Demographics/Social

The College community is multi-cultural, multi-faith, economically and socially diverse community. The school's overall social-economic profile is low. There are 10% English as Additional Language (EAL) students and 9% Aboriginal and Torres Strait Islander (ATSI) students.

The College has two campuses:

- La Trobe campus (main campus), Kingsbury Drive, Macleod West: Foundation to Year 12. Enrolment – 430.
- Olympic Village campus, Southern Road, West Heidelberg: Foundation to Year 4. Enrolment - 70.

The College's total population is around 500 students. The College has an international student program with an approximate enrolment of 25. The Deaf Facility has an approximate enrolment of 25. Enrolments are steadily increasing at La Trobe campus but declining at Olympic Village campus. The Olympic Village campus is part of a DET review of school provision in Banyule.

Site	Staffing	Enrolment (approx.)
La Trobe Campus	87	430 <i>130 Primary</i> <i>300 Secondary</i>
Olympic Village Campus	9	70
Deaf Facility	8	25
<i>Pavilion Preston East</i>	<i>28</i>	<i>140</i>
<i>Pavilion Mill Park</i>	<i>9</i>	<i>90</i>
<i>Quantum</i>	<i>10</i>	<i>NA</i>

The College is divided into three 'sub-schools' matched to the stages of learning.

- Junior School – Prep to Year 4
- Middle School – Years 5 to 8
- Senior School – Years 9 to 12

#### Environmental – grounds and facilities

- La Trobe campus is a purpose built school (est. 2012) which has an innovative open plan learning design, a wide variety of quality outdoor spaces to cater for all stages of schooling, as well as a full suite of specialist learning spaces.
- Olympic Village is a fully refurbished school which has beautiful playgrounds (including a community garden), specialist spaces (art, music, gym and library) and large open classrooms.

The College Principal manages the work of the Deputy Principal (La Trobe), the Middle/Junior Assistant Principal, the Campus Principal of Olympic Village, the Director (AP) of Quantum and the Campus Principal (AP) of The Pavilion. As well as having governance of the College, school council also has governance over The Pavilion (as campuses of the school) and Quantum Victoria (as a DET entity).

The Pavilion campuses offer programs for approximately 200 disengaged learners residing in the Northern suburbs of Melbourne. The campuses are based at Mill Park and Preston East. The Pavilion has a campus principal, its own SRP and operates as a separate school. The Campus Principal provides an SSP and AIP for the Pavilion, which are endorsed by council each year, and reports to council at each council meeting.

Quantum Victoria (QV) is co-located within the La Trobe campus. It is one of six specialist Science and Mathematics centres established by the Victorian Department of Education and Training. The centre is a leader of Science, Technology, Engineering and Mathematics (STEM) education both within Australia and internationally. Quantum has a director (assistant principal) and its own SRP. The Director provides a business plan which is endorsed by council each year and reports to council at each council meeting.

The College's partnership with La Trobe University includes The Teaching School, Confucius Classroom, UniBridges, Homework Club and VCE Plus programs.

#### **Curriculum**

For students in Prep to Year 10 the school delivers the Victorian Curriculum. The Victorian Curriculum is a developmental framework, this means students are assessed and work at their ability level. Individual Learning Plans are developed and Student Support Group meetings are held for students with additional learning needs. For students in Year 11 and 12 the College offers the Victorian Certificate of Education, students are able to access VETiS as part of their VCE program. The College offers highly individualised careers and pathway planning for secondary aged students.

Key aspects of teaching and learning include:

- Personalised learning approach based on the principles of “Powerful Learning”
- High expectations of all learners
- Inclusive teacher practices
- Innovative use of learning spaces and technology
- Rigorous use of data to inform curriculum design/delivery
- Enhancement and enrichment programs
- Homework Club with tutors from La Trobe University.

Cultural, Arts, STEM (Science, Technology, Engineering, Mathematics) and sporting opportunities include:

- Instrumental music programs
- Performing Arts (school productions/concerts/school band/State School Spectacular)
- Visual Arts and materials technology
- STEM clubs including: Astronomy Club, Maker Club
- Languages including Auslan and Chinese (Confucius Classroom)
- Physical Education (interschool sports, swimming)
- Student Leadership programs.

Technological access and support includes:

- Advanced ICT infrastructure (interactive whiteboards, servers) in both campuses, 3D printers and a school drone
- All students from Years 5 to 12 are part of the 1:1 netbook program
- Students from Prep to Year 4 access class sets of Ipads, netbooks and desktop computers.
- Staff intranet (SharePoint) is used to support across school/campus communications
- Compass - platform for information sharing, data store and to facilitate home/school communication
- Facebook Corporate Account – communications/school promotions
- Twitter Account– communications/school promotion
- Yammer – within school social networking platform for staff and students to interact.
- School website – interactive, regularly updated
- Aarnet Connection for superfast broadband in partnership with Latrobe University.

## Strategic Direction

### Four Year Goals

#### FISO – Building Practice Excellence & Curriculum Planning and Assessment

1. To develop learners who are literate, numerate and inquiring.
2. To provide students with quality teaching, to support them to develop the skills, knowledge and confidence required, to succeed in a broad range of educational contexts.
3. Students will engage in purposeful learning to enable them to learn and develop to their full potential.
4. Students will have high level connectedness to school and perceptions of safety at school.

Achievement		Key improvement strategies
Goals	<ol style="list-style-type: none"> <li>1. <u>To develop learners who are literate, numerate and inquiring.</u></li> <li>2. <u>To provide students with quality teaching, to support them to develop the skills, knowledge and confidence required, to succeed in a broad range of educational contexts.</u></li> </ol>	<ul style="list-style-type: none"> <li>• Strengthen teacher practice so that students achieve to their fullest potential. Establish consistent teaching and learning practices across the College, using the Powerful Learning approach.</li> <li>• Provide sustained, meaningful professional development that supports the teacher development and ensure all teachers understand and know how to implement the Powerful Learning model effectively.</li> <li>• Develop learning benchmarks for student achievement. Explicitly align teachers' PDPs with learning growth data targets.</li> <li>• Implement a data system (Learning Management System) that effectively communicates students' growth and achievement and generates dialogue with relevant stakeholders.</li> <li>• Appoint leading teachers (primary and secondary) – Curriculum and Quality Teaching - to support the implementation of Powerful Learning and the implementation of the Victorian Curriculum.</li> </ul>
Targets	<ul style="list-style-type: none"> <li>• VCE -Students will achieve a VCE all studies mean score of 30 by 2019 (+1 growth each year).</li> <li>• NAPLAN - The percentage of Year 5, 7 and 9 students achieving medium to high learning gains in Reading, Numeracy, Writing, Spelling, Grammar and Punctuation is 75% by 2019.</li> </ul>	





Achievement Cont.	Actions	Success criteria
Year 1	<ol style="list-style-type: none"> <li>1. Implement common assessment measures to track students' learning growth for Year 1-10 students: PAT Maths and Reading Assessments.</li> <li>2. Prepare CLTC teachers to use data more rigorously to design and deliver curriculum as well as provide learning support/interventions for students.</li> <li>3. Learning leaders and leading teachers to participate in professional learning program/be provided with additional time release to focus on rigorous use of data for teaching and learning.</li> <li>4. Leading teacher, secondary– curriculum and learning to be appointed.</li> <li>5. Support the community to develop the schools' teaching and learning narrative.</li> <li>6. Signal the intention to introduce peer observation as part of teacher development in 2017.</li> </ol>	<ol style="list-style-type: none"> <li>1. PAT Reading and Maths Assessment/Growth module are purchased. The whole school assessment schedule is revised to include PAT. Teachers will use the assessment schedule across CLTC.</li> <li>2. Baseline PAT data is available in Compass. PAT data has supported the school to make decisions about students requiring intensive intervention.</li> <li>3. Increased meeting time and professional learning for learning leaders and leading teachers has been provided. Initial data organisation and analysis has taken place. Initial data organisation and analysis has taken place.</li> <li>4. All teachers have contributed to the development of the school's Powerful Learning manual and have begun to implement the agreed practices.</li> <li>5. Leading teacher, secondary– curriculum and learning has been appointed.</li> </ol>
Year 2	<ol style="list-style-type: none"> <li>1. Teachers use data to measure and demonstrate that students have achieved one year's learning growth (progress) for one year's teaching.</li> <li>2. All teachers will contribute to the development of Powerful Learning protocols to support the Implementation of consistent, high quality teaching practice across CLTC (including learning intentions and success criteria).</li> <li>3. Use the Powerful Learning Rubrics for peer and self-evaluation.</li> <li>4. All teachers will implement the agreed practices documented in the Powerful Learning manual including learning intentions and success criteria.</li> <li>5. Goals in teacher PDPs will relate to implementation of teaching practice articulated in the Powerful Learning Manual and include the use of the Powerful Learning checklist.</li> </ol>	<ol style="list-style-type: none"> <li>1. Using data (including PAT), all teachers have measured and demonstrated that students achieved one year's learning growth (progress) for one year's teaching.</li> <li>2. All teachers have contributed to the development of 'Powerful Learning' checklist and used the checklist for self-assessment and peer observations.</li> <li>3. Powerful Learning checklist data confirms teachers are consistently using learning intentions and success criteria (and/or other Powerful Learning strategies).</li> <li>4. All goals in teacher PDPs related to Powerful Learning have been achieved.</li> </ol>
Year 3	Reflect on achievements and areas that need improving from Year 2 and refine these where necessary for continued improvement.	All teachers will be sharing data with students to promote student ownership of learning.
Year 4	Reflect on achievements and areas that need improving from Year 3 and refine these in preparation for the next review cycle.	All staff will be actively involved in the review and refinement of the milestones from Year 3.

Engagement		Key improvement strategies				
<b>Goals</b>	3. <u>Students will engage in purposeful learning to enable them to learn and develop to their full potential.</u>					<ul style="list-style-type: none"> <li>• Maintain a stimulating and orderly learning environment.</li> <li>• Actively encourage student leadership and student participation in all aspects of College life.</li> <li>• Provide enrichment programs.</li> <li>• Use Student Voice to increase opportunities for students to lead a culture of high expectation amongst students.</li> <li>• Develop an Attendance policy and attendance improvement strategies.</li> </ul>
<b>Targets</b>	In 2015 secondary school students attending CLTC have higher absence rates than those attending similar schools. Goal - to increase student attendance for year levels 8-12 to 90% by 2019.					
	2015 - Baseline	2016	2017	2018	2019 – Four Year Target	
	Year 7 – 90%	Year 7 – 90%	Year 7 – 90%	Year 7 – 90%	Year 7 – 90%	
	Year 8 – 86%	Year 8 – 87%	Year 8 – 88%	Year 8 – 89%	Year 8 – 90%	
	Year 9 – 82%	Year 9 – 84%	Year 9 – 86%	Year 9 – 88%	Year 9 – 90%	
	Year 10 – 82%	Year 10 – 84%	Year 10 – 86%	Year 10 – 88%	Year 10 – 90%	
	Year 11 – 80%	Year 11 – 82.5%	Year 11 – 85%	Year 11 – 87.5%	Year 11 – 90%	
	Year 12 – 82%	Year 12 – 84%	Year 12 – 86%	Year 12 – 88%	Year 12 – 90%	
	<b>Actions</b>			<b>Success criteria</b>		
<b>Year 1</b>	<ol style="list-style-type: none"> <li>1. Begin implementation of the School Wide Positive Behaviour Support approach in the primary area. Secondary teachers to continue to use the Ramon Lewis Developmental approach to behaviour management.</li> <li>2. Enrichment programs for Senior Students are continued and expanded including exam preparation program at La Trobe University, access to EdRolo, VCE Plus and UniBridges program.</li> <li>3. Continue to provide a whole College student leadership program.</li> <li>4. Maintain the tutor group system – clarify the role of the tutor group teacher in following up absences.</li> <li>5. Develop detailed attendance improvement plans in place (to follow up absenteeism and record absences).</li> <li>6. Raffle for Secondary aged students to acknowledge, reward and encourage high or improved attendance.</li> </ol>			<ol style="list-style-type: none"> <li>1. SWPBS implementation has commenced and Ramon Lewis approach continues.</li> <li>2. Enrichment programs are provided.</li> <li>3. Whole College Leadership programs are provided.</li> <li>4. Role of tutor is clarified and articulated in RR Book.</li> <li>5. Attendance improvement plan template is developed and implemented.</li> <li>6. Termly attendance recognition raffles for Secondary aged students are implemented.</li> </ol>		

<b>Year 2</b>	Reflect on achievements and areas that need improving from Year 2 and refine these where necessary for continued improvement.	All staff will be actively involved in the review and refinement of the milestones from Year 1
<b>Year 3</b>	Reflect on achievements and areas that need improving from Year 2 and refine these where necessary for continued improvement.	All staff will be actively involved in the review and refinement of the milestones from Year 2
<b>Year 4</b>	Reflect on achievements and areas that need improving from Year 3 and refine these in preparation for the next review cycle	All staff will be actively involved in the school review process.

<b>Wellbeing</b>		<b>Key improvement strategies</b>
<b>Goals</b>	4. <u>Students will have high level connectedness to school and perceptions of safety at school.</u>	<ul style="list-style-type: none"> <li>Implement intervention programs to support students at risk of not achieving to their fullest potential. Monitor and adapt intervention programs to the changing needs of students.</li> <li>Review the Student Wellbeing policy.</li> <li>Expand the use of Compass to capture all information related to student wellbeing.</li> <li>Restructure the leadership team and create new roles to promote student wellbeing.</li> <li>Use Equity funds to 'close the gap' for at risk learners.</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>Maintain the Secondary Attitudes to School Survey in the top quartile.</li> <li>Achieve the middle quartile in the Primary Attitudes to School Survey.</li> </ul>	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ol style="list-style-type: none"> <li>Place a principal class officer at OV campus to oversee student wellbeing and School Wide Positive Behaviour Support.</li> <li>Employ a leading teacher at La Trobe Campus to oversee Student Wellbeing and implementation of School Wide Positive Behaviour Support.</li> <li>Employ a social worker to support 'at risk' Primary and Y7-8 students.</li> <li>All staff members will use Compass to enter and track student data (qualitative and quantitative).</li> <li>Equity funding allocated to 'close the gap' for at risk learners (Autism, EAL, Severe Behaviour Disorder, additional learning needs in literacy).</li> <li>Review the Student Wellbeing policy.</li> </ol>	<ol style="list-style-type: none"> <li>Campus principal working full time at OV.</li> <li>Leading teacher SW &amp; SWPBS employed.</li> <li>Social Worker employed.</li> <li>Compass is used as the main data entry point for documenting student activity. Behaviour Support Plans (BSP) and Individual Learning Plans (ILP) templates are available on Compass and in use.</li> <li>Equity: Primary - Autism friendly teaching practices are implemented at OV. Leading Teacher (Sp.Ed.) employed part time. Speech therapists engaged to support teachers design and deliver oral language support programs. Direct Instruction reading programs implemented for students with significant literacy learning delays. Additional integration aides employed to support students with additional learning needs.</li> <li>Student Wellbeing Policy is reviewed.</li> </ol>
<b>Year 2</b>	<p>Reflect on achievements and areas that need improving from Year 1 and refine these where necessary for continued improvement.</p> <ul style="list-style-type: none"> <li>Establish a 'Nurture Group' with at risk Year 5 &amp; 6 students in partnership with The Pavilion.</li> <li>Implement the 'Marrung' program for indigenous students.</li> <li>Implement flexible learning groups for Year 7 &amp; 8 students in English and Math.</li> <li>Continue implementation of Corrective Reading and Reading Mastery programs across the College.</li> </ul>	All staff will be actively involved in the review and refinement of the milestones from Year 1

<b>Year 3</b>	Reflect on achievements and areas that need improving from Year 2 and refine these where necessary for continued improvement.	All staff will be actively involved in the review and refinement of the milestones from Year 2
<b>Year 4</b>	Reflect on achievements and areas that need improving from Year 3 and refine these in preparation for the next review cycle.	All staff will be actively involved in the school review process.

Productivity		Key improvement strategies
<b>Goals</b>	<u>Strategically use resources to target improvements identified throughout this plan.</u>	<ul style="list-style-type: none"> <li>• Maintain and increase the ratio of ICT equipment to students in the face of the challenge of significantly increasing enrolments through effective budgeting, planning and promotion of alternatives such as BYOD.</li> <li>• Effectively match the school's resources to the school priorities.</li> <li>• Develop a workforce plan that supports the schools purpose and can be implemented progressively from 2016.</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>• Create a surplus of \$75,000 by 2017.</li> <li>• Increase Prep intake to above 50 students and Year 7 intake to above 60 students.</li> </ul> <p><i>Refer to the AIP for annual targets.</i></p>	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1 2016</b>	<ol style="list-style-type: none"> <li>1. Grounds and Facilities maintained and improved.</li> <li>2. Professional Development budget established.</li> <li>3. Photocopying reduced in line with the ICT implementation.</li> <li>4. Adjustment of leadership positions (principal class and leading teacher) across the College in line with new structure and priorities – Powerful Learning, Victorian Curriculum, Student Wellbeing (intervention support).</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintenance budget was allocated to areas of greatest and College environment is in excellent condition.</li> <li>2. Professional Development budget allocated proportionately between Primary and Secondary school.</li> <li>3. Reduction in photocopying.</li> <li>4. Leadership roles aligned with focus on Teaching and learning/student wellbeing.</li> </ol>
<b>Year 2 2017</b>	<ol style="list-style-type: none"> <li>1. Adjustment of Leading Teacher positions across the College in line with new structure and priorities.</li> <li>2. Positions of Responsibility (POR) in line with new structure and priorities.</li> </ol>	<ol style="list-style-type: none"> <li>1. New leadership structure is fully implemented.</li> <li>2. POR are reviewed to ensure they are in line with College priorities.</li> </ol>
<b>Year 3 2018</b>	Review productivity in relation to new SRP – dependent upon continued Equity funding (current equity funding ends 2017).	All staff will be actively involved in the review and refinement of the milestones from Year 2
<b>Year 4</b>	Review all actions in relation to School resourcing in preparation for the next review cycle.	All staff will be actively involved in the school review process.