

School Strategic Plan 2019-2023

Charles La Trobe P-12 College (8890)



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School vision	<p>CHARLES LA TROBE COLLEGE SCHOOL COMMUNITY SHARED VISION 20/20</p> <p>Charles La Trobe College acknowledges the traditional owners of the land on which our school community prospers – the Wurundjeri people of the Kulin Nation, and we pay our respects to Elders past, present and emerging. We acknowledge Aboriginal and Torres Strait Islander peoples’ connection to their land, the sea and the air and we vow to continue to work toward reconciliation by educating our students in the true history of Australia and celebrating the rich culture of our Indigenous brothers and sisters.</p> <p>Our school community (CLTC, The Pavilion School, Olympic Village, Quantum Victoria) celebrates the uniqueness and diversity of our staff, students and their families embracing the difference of culture, gender, sexuality, ability and religion of all. Home to over 560 families across four campuses, CLTC fosters respectful, positive relationships through honest and open communication. We provide a nurturing space that inspires high academic expectations and prioritises health & wellbeing via a holistic approach that ensures each student feels safe, valued and respected as an equal member of our school community. Clear and explicit expectations are communicated in a consistent and calm manner. These expectations are steeped in respect, safety & participation setting a behavioural framework of standards & boundaries for all students. We deliver a rich curriculum that motivates students to be engaged in their academic learning and continually develops their social & emotional needs.</p> <p>Reflective practice demonstrates CLTC’s commitment to our staff, enabling them to continue to develop both personally & professionally, and prosper within our school community. We recognise the ongoing commitment that staff undertake in teaching, wellbeing, education support & administration roles and we value each of these positions equally. We provide consistent, clear & transparent communication to all staff and facilitate staff to undertake professional development to further hone their skills. We invest in our staff by affording them time to participate in meaningful feedback processes that include coaching, professional learning communities & team meetings. Importantly, we acknowledge and appreciate the pressures that can come with working in a challenging school environment. As such, we encourage staff to debrief and, further to this, provide all staff with access and time to attend supervision sessions with a trained professional or chosen mentor. This ensures that our entire network of staff are feeling valued, supported & listened to, and are able to maintain optimal standards.</p> <p>The core of CLTC’s philosophy is underpinned by unconditional positive regard providing students and staff with a consistent & predictable structure that encourages mutually honest, respectful & authentic relationships. At CLTC we provide wellbeing support for our students and strive to uphold the essence of the Berry Street Educational Model; “positive education, trauma-informed & wellbeing practices that enable students’ academic and personal growth”. This holistic approach caters for students who are disengaged (via a re-engagement program at The Pavilion School) right through to highly academic students who may require additional support in terms of their wellbeing. All staff are trained in the Berry Street Educational Model and are able to collaborate</p>
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	<p>across our school community to gain further insight into best practice approaches to maintain our expertise in the area of student wellbeing. Restorative practice fosters a calm, consistent & nurturing environment that teaches strategies to build resilience, repair fractured relationships and aids students to self-regulate their emotions.</p> <p>CLTC values our diverse community and invites families to be involved in their child's education. This is cultivated through both formal and informal processes. Formally, parents are able to celebrate their child's academic and social achievements during parent/carer teacher interviews and school reports. In addition to this, parent information nights, school events such as sports days, cultural celebrations and fete's offer opportunities for community connection. CLTC prides itself on being an inclusive school however, we recognise various language barriers that may hinder communications. Therefore interpreters are available to support members of our deaf community and for those families whereby English is not their first language. We appreciate our families ongoing input and feedback to further strengthen the relationships and inclusivity within our school community.</p> <p>CLTC believes that student data should inform & support both academic and wellbeing needs. Data is accessible by teachers and wellbeing staff and stored in a confidential manner in a secure location. It allows for cross campus input and, where possible, collaborative solutions to any student issues. Collaborative planning, assessment tools & ideas are shared with each other via an online system that all staff are trained in. Our system includes wellbeing data and risk assessments as well as academic data. We ensure that data can only be accessed by relevant staff to ensure the ongoing privacy and confidentiality of our students.</p> <p>The genesis of our vision began with an aspiration to cultivate healthy, authentic relationships with our students that nurtures their academic and wellbeing growth. Explicit expectations pave the way for all students to feel safe, respected and valued. Unconditional positive regard allows a young person to have a consistent, predictable and calm experience of school. In turn, young people feel connected to our school, take pride in being a student at CLTC and develop into inquisitive, literate and numerate learners with a strong sense of community.</p>
<p>School values</p>	<p>At Charles La Trobe College we embrace the Framework for Improving Student Outcomes (FISO) and implement the Berry Street Educational Model (BSEM.) Using a trauma informed approach, we aim to develop teacher competencies and develop students that are ready to meet the demands of the 21st Century. As a collective believe it is the right and responsibility of all staff and students to contribute to a safe, calm and engaging learning environment.</p> <p>There is a focus on the need to acknowledge both staff and students, in an authentic and genuine manner. Feedback for staff and students is paramount to their on-going growth and development. Regular modelling, coaching and observation of current evidence-based practice forms the foundation for rich, collaborative learning. Clear, direct communication assists in reflection and goal setting and is evident during purposeful meeting and collaborative planning times.</p> <p>We use High Impact Teaching Strategies (HITS) to drive explicit instruction in order to fully optimise student learning outcomes.</p>

	<p>There is an emphasis on the skills and expertise of all staff, across the College campuses. We foster opportunities for staff to engage in Professional Learning Communities, throughout the College.</p> <p>As a broader community, staff, students, parents/care givers and stakeholders all work in partnership to build relationships, create awareness of culture and diversity. Quality community-based activities that structure opportunities for all to connect with the College, are provided. We model and expect that all members of the school community act with unconditional positive regard towards one another.</p> <p>The College recognises the merit in connecting student learning and wellbeing data to create a holistic view of each individual child. We gather purposeful and specific data through a mapped assessment schedule with a strong emphasis on the formal process of sharing between campuses. Evaluation and critical reflection are facilitated through using the Student Performance Analyser (SPA).</p> <p>We empower socially, emotionally and intellectually responsible life-long learners, and value respect, excellence, acceptance and leadership.</p>
Context challenges	<p>The College is a complex and diverse organisation. The La Trobe Campus is a Foundation to Year 12 setting which includes a distinct secondary school program, and distinct primary school program, a supporting Deaf Facility and the inclusion of Quantum Victoria - a Victorian Science and Mathematics Centre of Excellence. The Pavilion School has two campuses, and provides a flexible learning option and re-engagement program for secondary school students across the North West of Melbourne. Its is a popular setting with a highly structured approach to teaching, learning and wellbeing but is challenged by irregular attendance of many students.</p>
Intent, rationale and focus	<p>The college is trying to develop socially, emotionally and intellectually responsible learners. We want students to achieve their potential - both in terms of academic outcomes and pathways outcomes. We want learners and families to be proud of the college. We want to ensure that all parts of the college apply consistently a wellbeing and engagement model, and that our response to student behaviour and management is responsive and effective. We want students to have agency in their learning, and a say in what goes on at the college.</p>

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Goal 1	Improve student engagement.
<p>Target 1.1</p>	<p>1.1 Attitudes to School Survey (AToSS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> · Positive endorsement in Sense of Confidence in years 4-6 will increase from 77% in 2019 to 81% in 2023. · Positive endorsement in Sense of Confidence in years 7-9 will increase from 56% in 2019 to 63% in 2023. · Positive endorsement in Sense of Confidence in years 10-12 will increase from 65% in 2019 to 67% in 2023 · Positive endorsement for student voice and agency in years 4-6 will increase from 65% in 2019 to 73% in 2023. · Positive endorsement for student voice and agency in years 7-9 will increase from 39% in 2019 to 47% in 2023. <p>Positive endorsement for student voice and agency in years 10-12 will increase from 55% in 2019 to 60% in 2023.</p>
<p>Target 1.2</p>	<p>1.2. School Staff Survey (SSS)</p> <p>By 2023</p> <ul style="list-style-type: none"> · The positive endorsement for School climate will increase from 57% in 2019 to 75 % in 2023. · Whole school positive endorsement for Collective efficacy will increase from 48.2 % in 2019 to 75% in 2023. <p>Whole school positive endorsement for Academic emphasis will increase from 43.8 % in 2019 to 70% in 2023.</p>

Target 1.3	<p>1.3. Parent Opinion Survey (POS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> · Parent overall satisfaction with the school will maintain at 86% in 2019 to 86% in 2023. <p>Parent participation and involvement will maintain at 80% in 2019 to 80% in 2023</p>
Target 1.4	<p>1.4 School Retention</p> <p>By 2023 improve School Retention from years 7-12 from 42.3% in 2019 to 50% in 2023.</p>
Key Improvement Strategy 1.a Empowering students and building school pride	Build and develop a sense of pride and connectedness to the college its vision and its values
Key Improvement Strategy 1.b Intellectual engagement and self-awareness	Build a college-wide pathways program which ensures students have a successful transition into, through and beyond the college.
Key Improvement Strategy 1.c Empowering students and building school pride	Activate student voice, agency and student leadership in their own learning
Goal 2	Improve student wellbeing.

<p>Target 2.1</p>	<p>2.1. Attitudes to School Survey (AToSS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> · Positive endorsement of Managing bullying in years 4-6 will increase from 75 % in 2019 to 82% in 2023. · Positive endorsement of Managing bullying in years 7-9 will increase from 40 % in 2019 to 57% in 2023. · Positive endorsement of Managing bullying in years 10-12 will increase from 56% in 2019 to 59% in 2023 · Positive endorsement of a Sense of connectedness in years 4-6 will increase from 79 % in 2019 to 83% in 2023. · Positive endorsement of a Sense of connectedness in years 7-9 will increase from 44 % in 2019 to 56% in 2023. <p>Positive endorsement of a Sense of connectedness in years 10-12 will increase from 51 % in 2019 to 54% in 2023.</p>
<p>Target 2.2</p>	<p>2.2. Student Attendance</p> <p>By 2023 individual campus student attendance on each campus will increase by 10% from the 2019 attendance rates</p> <p>30+ days of student absences will reduce from 41% on the seocndayr campus in 2018 to 20% in 2023.</p> <p>30+ days of student absences will reduce from 24% on the primary campuses in 2018 to 12% in 2023.</p>
<p>Target 2.3</p>	<p>2.3. Parent Opinion Survey (POS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> · Positive endorsement for School pride and confidence will increase from 73% in 2019 to 82% in 2023 · Positive endorsement for Student connectedness will increase from 88% in 2019 to 90% in 2023

	Positive endorsement for Stimulated learning environment will increase from 74% in 2019 to 82% in 2023
Target 2.4	<p>2.4. School-based data</p> <ul style="list-style-type: none"> · Reduce secondary school suspensions by 50% from 127 suspensions per year to 63 suspensions per year. · Reduce primary school suspensions by 50% from 33 suspensions per year to 16 suspensions per year.
Key Improvement Strategy 2.a Health and wellbeing	Fully embed a consistent, school wide approach to health, wellbeing, inclusion and engagement that is documented and reviewed.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Implement a Team Around the Learner approach to support the learning of all students across the college

Goal 3	Improve student learning outcomes
Target 3.1	<p>NAPLAN Reading</p> <p>By 2023:</p> <ul style="list-style-type: none"> • The percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 24.3% in 2018 to 30% in 2023. • The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 7.1% in 2018 to 25% in 2023. • The percentage of Year 5 students assessed at the bottom two bands in NAPLAN Reading will decrease from 18.9% in 2018 to 15% in 2023. • The percentage of Year 9 students assessed at the bottom bands in NAPLAN Reading will decrease from 51.8% in 2018 to 20% in 2023.

	<p>2023.</p> <ul style="list-style-type: none"> • Benchmark growth in Reading at Years 3, 5, 7 and 9 will be at 75% or higher in 2023.
Target 3.2	<p>NAPLAN Numeracy</p> <p>By 2023:</p> <ul style="list-style-type: none"> • The percentage of Year 5 students assessed at the top two bands in NAPLAN numeracy will increase from 21.6% in 2018 to 30% in 2023. • The percentage of Year 9 students assessed at the top two bands in NAPLAN numeracy will increase from 10.9% in 2018 to 25% in 2023. • The percentage of Year 5 students assessed at the bottom two bands in NAPLAN numeracy will decrease from 13.5% in 2018 to 10% in 2023. • The percentage of Year 9 students assessed at the bottom bands in NAPLAN numeracy will decrease from 41.8% in 2018 to 20% in 2023. • Benchmark growth in Reading at Years 3, 5, 7 and 9 will be at 75% or higher in 2023.
Target 3.3	<p>VCE</p> <p>By 2023:</p> <ul style="list-style-type: none"> • The VCE English Score will increase from 22.1 in 2019 to 24 in 2023. • The VCE All Study Score will increase from 24.4 in 2019 to 26 in 2023.
Target 3.4	<p>School Staff Survey</p> <p>By 2023:</p> <ul style="list-style-type: none"> • Whole school positive endorsement for Teacher Collaboration will increase from 49.7% in 2019 to 65% in 2023. • Whole school positive endorsement for Understand How to Analyse Data will increase from 47.9% in 2019 to 75% in 2023.

<p>Target 3.5</p>	<p>Attitudes to School Survey AToSS</p> <p>By 2023:</p> <ul style="list-style-type: none"> · Positive endorsement for Effort in years 4-6 will increase from 77% in 2019 to 85% in 2023. · Positive endorsement for Effort in years 7-9 will increase from 59 % in 2019 to 70% in 2023. <p>Positive endorsement for Effort in years 10-12 will increase from 70 % in 2019 to 71% in 2023.</p>
<p>Key Improvement Strategy 3.a Building practice excellence</p>	<p>Consistently implement the teaching and learning charter college-wide to build a culture of continued student improvement</p>
<p>Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies</p>	<p>Develop, implement and embed a scope and sequence of literacy skills across all levels and domains</p>
<p>Key Improvement Strategy 3.c Evaluating impact on learning</p>	<p>Build teacher capacity to utilise data to teach at students' point of need.</p>