

School Strategic Plan 2020-2024

Torquay P-6 College (3368)



Submitted for review by Jessica Kelly (School Principal) on 20 August, 2020 at 10:26 AM

Endorsed by Brendan Bush (Senior Education Improvement Leader) on 15 September, 2020 at 12:09 PM

Awaiting endorsement by School Council President

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School vision	<p>At Torquay College, we are committed to a whole child approach to education by ensuring all students feel safe, valued and included, so that they can learn effectively and reach their full potential. The collective sum of the diversity of our students, families and staff experiences and backgrounds, is our greatest strength. We draw on the differences in who we are, what we've experienced, and how we work and learn to ensure that our school is meeting the needs of all students regardless of gender, sexuality, culture, religion, nationality or ability. We believe that every child should be happy, healthy, safe, engaged, supported and challenged to grow in their educational environment. Everyone is welcome at Torquay College</p>
School values	<p>Our three College values of Respect, Friendship and Doing Your Best supports our commitment to a whole child approach to education. At Torquay College we believe that every child should be happy, healthy, safe, engaged, supported and challenged to grow in their educational environment</p>
Context challenges	<p>Our NCCD data for 2020 has shown an increase of need across the 2020 Year 4 cohort - we have a larger number of students working below expected level in this cohort as well as a larger concentration of PSD students. With the recent transition to remote and flexible learning we are concerned about 45 of our foundation students. 15 of those students sit below level for reading and 35 students are where they need to be but we are mindful that they may need additional support to continue their learning growth.</p>
Intent, rationale and focus	<p>Torquay College will be one of the most inclusive schools with exceptional and consistent teaching practices across all year levels. All students will be given the opportunity to reach their full potential. Evidence based wellbeing practices will be embedded into the daily culture at Torquay College, where every student gets what they need. Our teaching and learning practices will be high quality and students will not only know themselves as learners but be able to articulate what they need to get to the next stage of their learning. Learning growth is celebrated and we work as a collective (across year levels) to reach our high ability students. Teachers are challenged professionally and through a professional inquiry model they are able to stretch their thinking on how to provide the very best classroom learning opportunities.</p> <p>Year one of our strategic plan will include a change in leadership structure, implementation of an instructional model and commencement of School Wide Positive behaviours. This will set the 'orderly learning' environment consistency across the whole school.</p> <p>Year 2 will be a continuation of monitoring of teacher practice across all year levels and classrooms with evidence of consistent practice in all classrooms. The introduction of an inquiry around Mathematics and implementation plan will be set up. This will form the major focus for this year.</p>

Year 3 will allow us to consolidate the work that has been set up. After a large amount of change this year will be used to embed and deepen the work that has started. We will also use this year to go back to other school improvement areas and adjust according to data.

Year 4 Will be the check in year against our targets.

Multi-sensory Structured Language (MSL) - will underpin and strength our whole-school approach to reading

Developmental Curriculum P-2 - will strengthen the development of our personal and social capability curriculum.

Wellbeing - whole school approach

Equity - everyone gets what they need (equal access)

Excellence - outstanding teaching and learning practices

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Goal 1	Maximise the learning growth of every student in literacy and numeracy.
Target 1.1	<p>By 2023, the percentage of Year 5 students assessed as making medium to high relative learning gain in NAPLAN Reading, Writing and Numeracy will increase:</p> <ul style="list-style-type: none">• Reading from 76 per cent in 2019 to 85 per cent• Writing from 77 per cent in 2019 to 85 per cent• Numeracy from 67 per cent in 2019 to 75 per cent.
Target 1.2	<p>By 2023, the percentage of F-6 students assessed as being above age expected level on the Victorian Curriculum levels F-10 level will increase:</p> <ul style="list-style-type: none">• in the English Language Reading mode from 38 per cent in 2019 to 50 per cent• in the English Language Writing mode from 23 per cent in 2019 to 30 per cent• in the Mathematics Number and Algebra strand from 27 per cent to 33 per cent.
Target 1.3	<p>By 2023, the percentage of staff responding positively to the following measures contained in the School Staff Survey will increase:</p> <ul style="list-style-type: none">• in the School Climate module,• collective focus on student learning from 64 per cent to 85 per cent.• guaranteed and viable curriculum from 49 per cent to 80 per cent.
Key Improvement Strategy 1.a Building practice excellence	Review and implement consistently the whole school instructional model.

Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Strengthen the current instructional practices to support differentiation that meets the needs of all students.
Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher capacity to use data effectively to improve student learning outcomes.
Goal 2	To improve student engagement in learning.
Target 2.1	<p>By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>In the Effective Teaching Practice for Cognitive Engagement domain</p> <ul style="list-style-type: none"> • Stimulated learning from 83 per cent in 2019 to 87 per cent • Differentiated learning challenge from 86 per cent in 2019 to 90 per cent <p>In the Social Engagement domain</p> <ul style="list-style-type: none"> • Sense of connectedness from 83 per cent in 2019 to 90 per cent • Student voice and agency from 69 per cent in 2019 to 80 per cent.
Target 2.2	By 2023, the total number of days absent per F-6 student will decrease from 17.0 in 2019 to 15 days.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a whole school approach to student voice, leadership and agency.

Key Improvement Strategy 2.b Parents and carers as partners	Engage with the community to promote the value of consistent attendance.
Goal 3	To develop happy, healthy and resilient students.
Target 3.1	<p>By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Effective Teaching Practice for Cognitive Engagement domain: Effective classroom behaviour from 83 per cent in 2019 to 87 per cent • In the Learner Characteristics and Disposition domain: Resilience from 81 per cent in 2019 to 85 per cent • In the Student Safety domain: Managing bullying from 84 per cent in 2019 to 88 per cent.
Target 3.2	<p>By 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase:</p> <p>In the safety domain</p> <ul style="list-style-type: none"> • Managing bullying from 84 per cent in 2019 to 88 per cent. • Promoting positive behaviour from 88 per cent to 92 per cent.
Key Improvement Strategy 3.a Health and wellbeing	Develop a whole school approach to health and wellbeing.