

School Strategic Plan for Templestowe College 8823 2014-2017



**TEMPLESTOWE
COLLEGE**

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	To be a supportive community empowering students to manage their individualised learning and turn ideas into reality.
Values	<p>@TC we believe...</p> <ul style="list-style-type: none"> ✓ Learning is a personal, exciting, lifelong journey, where our challenge is to discover and pursue our passions, preferably which contribute to the greater good. ✓ We each have our own strengths and talents and work best when we are happy and able to follow and explore our passions and interests. ✓ TC will remain a school small in number but with a global focus, where students have adults and peers who know and care for them, accept them for who they are, support them in their learning and help them to create their own future. ✓ All people should be treated equally regardless of the position they hold and are entitled to be treated with respect and shown trust, which will grow or diminish based on our actions. We call this the One-person Policy. ✓ Parents and carers can be a young person's greatest supporters and we want and value their contribution. Staff and parents/carers need to ensure that they allow students the room to grow and develop their independence. ✓ Community is important and we all have an individual and collective responsibility to make it work. ✓ Innovative education should be developed around evidence-based research and high quality student learning data. Every student will benefit from having a detailed individual learning plan. ✓ With support and accurate information, students are capable of making appropriate decisions in their own best interests. Allowing them to do so empowers and engages them. ✓ Youth is no barrier to brilliant ideas. Students can contribute significantly to the decision making process and operation of their school, as well as to the wider community. ✓ Ensuring a positive learning environment is essential for students to reach their potential. ✓ Our student empowerment model works best when students are self-motivated, naturally curious and responsible and have already developed a degree of independence.

<p>Environmental Context</p>	<p>Following ten years of declining enrolment which saw our local enrolment fall below 300, TC now has a population of 530 increasing to 620 in 2015 with 130 Entry Class (Year 7) students all of whom have been interviewed by the Principal. Demand for places now far outstrips supply. Whilst VCE results have not risen dramatically, the academic calibre of newly enrolled students at younger years are for the first time above state average.</p> <p>Innovations @TC</p> <p>TC is significantly different by design. We seek for students to take control of their learning rather than wait to have education done to them. What is on offer is different from the norm and to access the program offerings many students travel significant distances.</p> <ul style="list-style-type: none"> • All students from 2015 will have their own Individualised Learning Program developed with the support of parents. • Students from Entry Class select 1/3 of what they study from a range of over 20 electives. • The school has an elite sports program in Basketball and Squash boasting International level coaches, Ian Stacker prior AIS men’s coach and 750+NBL games and for squash Vicki Cardwell dual world champion. • From 2015 students will not be referred to by Year level and instead be able to select their program form more than 125 subject options, signed off by the Principal in accordance with AusVELS. • There are no compulsory subjects but the vast majority of student will still take English and Mathematics. All subject course loads are signed off by the parent/guardian and a member of the Principal Class. • Students have the choice of three proposed starting times 7.15am to 1.15pm, 8.50am to 3.30pm and 10.30am to 5.15pm. • Students can devise their own Personalised Learning Projects. • Students are able to radically accelerate and complete their schooling between 4 and 7 years based on individual needs. These select students can attempt VCE subjects after entry class requirements are completed. • All students complete their VCE or VCAL certificate over three or more years. • The school is using the Flip Model of education at VCE. • Students can enrol in their University Degree through Open Universities whilst still at school. • Students are strongly encouraged to complete a minimum of 10 hours HomeLearning per week which THEY negotiate with their parents. • Students are involved in staff selection panels. The AEU has been consulted regarding this.
-------------------------------------	---

	<ul style="list-style-type: none"> • Students are on the School Leadership Team, College Council and on the Curriculum Committee. • The school runs a Montessori Adolescent Program. (MAP) • Students may have phones in class and are encouraged to use them for positive learning purposes. • There are no bells. • Students generally refer to staff by their first name and students and staff are treated with respect and equality. • Wherever possible rules are written in such a way as they apply equally to students and staff. • Students are employed in a range of positions including: reception, tutors for other students, maintenance, administration support, IT helpdesk, photography, graphic arts, café and canteen assistants, social media monitors and many more. • Students are encouraged to develop entrepreneurial skills by running their own for profit businesses in partnership with the school in areas like catering, management of the performing arts centre, running the canteen etc. • Yes is the default answer. That means that if a student, parent or staff member has a suggestion or request, the answer has to be yes, unless doing so would take too much time, too much money, or negatively impact on somebody else. Whilst we do have a structure that already allows students a lot of flexibility, we are happy to make adaptations and we welcome new suggestions and ideas. • The school has a well-established tradition of supporting diversity in all its forms. • Students have access to the Principal and Assistant Principal’s mobile number. This is respected by students. • There is negligible bullying at the school due primarily to the vertical nature of the electives.
<p>Service Standards</p>	<p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full

potential.

- All students will receive instruction that is adapted to their individual needs.

Specific

- The school will respond to all communication by parents and caregivers within 2 working days.
- Parents will be engaged regularly when their child does not behave in a socially acceptable manner.
- Students will play an active part in the development and review of the school's behaviour policies.
- All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve student learning outcomes by putting students in charge of ensuring their own progress.	For all students under VCE level to make an average of at least one year's gain in On Demand Testing in each of; Literacy – Reading Literacy – Spelling and Grammar Mathematics – Number & Algebra Mathematics – Measurement and Geometry	To rigorously test using On Demand testing each semester to ensure high levels of student in-class effort and put in place remediation for any student who does not make the required development each year. (Note: Students already testing 18 months or more above their cohort will be informed of their progress but will not be required to undertake remediation)
Engagement	To improve the engagement of students and support students to use their time productively and to maximum effect.	To increase Student Opinion data Stimulating Learning to 3.75 Learning Confidence to 3.90 Teacher Effectiveness to 4.00	To develop and implement Individualised Learning Plans for each student based on their passions and interests. Student productivity is largely a student responsibility at TC, but staff have a responsibility to provide engaging lessons, timely feedback and ensure they are fully informed about their progress.
Wellbeing	To improve the wellbeing of students	To increase Student Opinion data School Connectedness to 4.15 Connectedness to Peers to 4.20 Teacher Empathy to 4.00	Build vibrant and exciting relationships amongst the school community by strengthening the House system to ensure that no student “falls through the cracks” Creation of a Leadership Academy to strengthen student leadership

Productivity	To maximise the use of the school's financial resources to enable us to maximise the amount of funds to be spent on special educational projects	To develop independent income sources that will enable \$500K per year to be spent on special educational projects	To ensure that parents pay what is rightfully owed to the school and develop a range of money generating businesses that will encourage students to build and develop their entrepreneurial skills.
---------------------	--	--	---

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	Year 1	<ul style="list-style-type: none"> ▪ Collect more accurate On Demand base lines for current student academic levels ▪ Develop a process to identify and retest students who do not try on particular tests 	<ul style="list-style-type: none"> ▪ All students in Year 7-9 have accurate base line On Demand results
	Year 2	<ul style="list-style-type: none"> ▪ Develop and communicate to students a range of ways in which students can improve their skills as assessed by On Demand ▪ Implement regular after school tutoring in basic skills ▪ Senior staff member allocated to be responsible for developing individual remediation plans within their ILP 	<ul style="list-style-type: none"> ▪ All students are assessed each semester and those who have not tried, or who have not made appropriate progress are identified and individual remediation plans formulated
	Year 3	<ul style="list-style-type: none"> ▪ Review of On Demand Monitoring Process 	<ul style="list-style-type: none"> ▪ Review of On Demand Monitoring Process completed with significant consultation with students, staff and parents
	Year 4	<ul style="list-style-type: none"> ▪ Review Recommendations Implemented 	<ul style="list-style-type: none"> ▪ Review Recommendations Implemented

Engagement	Year 1	<ul style="list-style-type: none"> ▪ To trial ILPs with all Entry Students ▪ To consult staff PD on effective feedback ▪ To introduce GPA for students on a three weekly basis 	<ul style="list-style-type: none"> ▪ All Entry students to have a detailed ILP ▪ GPA system in place and providing feedback to students on a three weekly basis.
	Year 2	<ul style="list-style-type: none"> ▪ To introduce ILPs to all students ▪ To introduce formal student feedback on staff performance ▪ Change ILPs to electronic format for ease of analysis 	<ul style="list-style-type: none"> ▪ All students to have an ILP in electronic form by year end ▪ Staff receiving regular feedback from students
	Year 3	<ul style="list-style-type: none"> ▪ To review the ILP process ▪ To review the GPA process 	<ul style="list-style-type: none"> ▪ Review of ILPs complete including student, staff and parental feedback
	Year 4	<ul style="list-style-type: none"> ▪ To assist other schools with the implementation of ILPs 	<ul style="list-style-type: none"> ▪ Significant numbers of visitors to the school looking at ILP process
Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Current analysis of strengths and weakness of existing House System ▪ Analyse student leadership structure ▪ Leadership Academy commences 	<ul style="list-style-type: none"> ▪ Review of House system complete and current Heads of House consulted on becoming mini Principals responsible for all aspects of a student's time at TC. ▪ Leadership Academy commences with student input
	Year 2	<ul style="list-style-type: none"> ▪ Increase time allowance significantly for Heads of House ▪ Increase House activities ▪ PD for Heads of House on wellbeing 	<ul style="list-style-type: none"> ▪ Heads of House only teaching 10 of 20 periods and to be negotiated with ES Heads of House ▪ Heads of House receive equivalent of 5 days of PD on wellbeing this year ▪ Opportunities for student leadership greatly increased
	Year 3	<ul style="list-style-type: none"> ▪ Leadership Academy expanded to include students from other schools ▪ Build opportunities for parents to be involved in House Activities 	<ul style="list-style-type: none"> ▪ Students from other schools taking part in Leadership Academy activities ▪ Greater number of opportunities for parents to be involved at TC particularly within Houses
	Year 4	<ul style="list-style-type: none"> ▪ Review of revamped House system ▪ Review of Leadership Academy 	<ul style="list-style-type: none"> ▪ Review of House system completed with significant consultation with students, staff and parents ▪ Review of Leadership Academy completed with significant consultation with students, staff and parents

Productivity	Year 1	<ul style="list-style-type: none"> ▪ Potential Business opportunities identified ▪ Review process of fee collection for parental accounts 	<ul style="list-style-type: none"> ▪ Several business opportunities identified ▪ Increased fee collection and process put in place for non-payment consistent with DET guidelines
	Year 2	<ul style="list-style-type: none"> ▪ Staff appointed for 2015 with appropriate skills to support student entrepreneurial activities ▪ Analysis of significant school contracts to see if savings possible ▪ Wish list of special educational programs developed 	<ul style="list-style-type: none"> ▪ Staff with appropriate skills appointed ▪ Contracts with potential savings identified and as a result increased discretionary expenditure on special educational projects. ▪ List of Special Educational Projects established in consultation with students, staff and parents
	Year 3	<ul style="list-style-type: none"> ▪ Expenditure tracked on special educational projects ▪ Partnerships formed with business mentors ▪ Analysis of minor expenditure to see if savings possible 	<ul style="list-style-type: none"> ▪ Expenditure tracked on special educational projects ▪ A number of business mentors identified and working with student entrepreneurial teams
	Year 4	<ul style="list-style-type: none"> ▪ Expenditure tracked on special educational projects ▪ Further business opportunities investigated 	<ul style="list-style-type: none"> ▪ Expenditure tracked on special educational projects ▪ Further business opportunities identified