

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Pam Kinsman	27/8/2016	.....[name].....	[date]	.....[name].....	[date]
School council	Amber Potter	27/8/2016	.....[name].....	[date]	.....[name].....	[date]
Delegate of the Secretary	[date]		.....[name].....	[date]	.....[name].....	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our school vision is: “The school community to work together to enable and support all students to reach their full potential as life-long learners and global citizens in an engaging, inclusive and safe environment, underpinned by the school values.”</p>	<p>Our school values represent the needs and aspirations of the whole school community. The three values are entrenched in all school documentation and displayed visually in all areas of our school. Our school values are:</p> <ul style="list-style-type: none">●Respect●Friendship●Personal Best <p>The three school values are embedded in the manner in which all community members interact. It is part of a common language to reinforce behaviours in our school community. Teachers use this shared and common language to promote positive behaviour. It provides a simple, clear and consistent message. All school community members are familiar with and support our values.</p> <p>Students, staff and parents are expected to honour and uphold our school values.</p>	<p>Torquay College faces a number of changes such as a growing population, the development of a new primary school in Torquay North, the opening of a private school and the creation of a new Children’s Hub. A challenge for the school is to predict and cater for future enrolments and staff changes.</p> <p>There is a strong leadership team of principal and two assistant principals as well as experienced leaders who have developed a shared understanding and clear vision for the school. Torquay College aims to improve student outcomes by continuing to build the capacity of all leaders.</p> <p>Torquay College aims to improve Year Five NAPLAN data, and to improve Student Survey data, in particular student safety.</p> <p>Maths and English student support and extension programs are in place across the school and within the classrooms. These include Reading Recovery, Multi-Lit, Reading Rocks, and need to be reviewed annually.</p> <p>At Torquay College our challenge is to effectively implement the new Victorian Curriculum using the High Reliability Schools Framework in 2017. This includes the development and implementation of a guaranteed and viable curriculum and an instructional model adopted by all staff. New Pedagogies of Deep Learning was embraced in 2013 and needs to be extended for a positive impact on teaching practice in the classrooms. This will ensure that learning goes from surface to deep learning, through the use of the 6Cs, SOLO and digital leveraging.</p> <p>Communication through Sentral will need to be expanded over the next four years, to provide continuous reporting and a ‘one stop shop’ for parent information.</p>	<p>INTENT To improve student learning outcomes in English, Maths and Science through the development of a guaranteed and viable curriculum.</p> <p>RATIONALE The Victorian Curriculum provides essential learning for all schools. Torquay College will develop a strong and rigorous curriculum to meet the needs of all students.</p> <p>FOCUS Building practice excellence in teaching and learning, by providing staff with professional development to confidently deliver the Victorian Curriculum and to cater for the needs of all students.</p> <p>INTENT Improve student engagement and wellbeing through strengthening relationships and enhancing connectedness to the school.</p> <p>RATIONALE Schools which are supportive and inclusive, deliberately foster connectedness and engagement with learning. In particular, Torquay College will develop targeted programs to re-engage students, particularly those at risk.</p> <p>FOCUS Creating a positive environment for learning, setting clear expectations and promoting inclusion. Create a climate and culture for learning – interactive learning environments where students are deeply engaged and motivated.</p> <p>INTENT Improve student learning through the use of deep learning strategies.</p> <p>RATIONALE Students who are aware of themselves in terms of being communicators, critical and creative thinkers, collaborators, and students who demonstrate citizenship and strong character. Torquay College will continue to embed New Pedagogies for Deep Learning.</p> <p>FOCUS Creating a school culture that recognises authentic engagement in real world challenges. Embedding digital technologies into classroom practice to accelerate simplify and add value to the learning.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)														
<p>All students make at least one year’s growth for one year’s learning in English, Mathematics and Science.</p> <p>To increase the percentage of students in the top two bands indicated through NAPLAN in Literacy and Numeracy.</p>	Building Practice Excellence in teaching and learning. Curriculum planning and assessment.	<ul style="list-style-type: none">Strengthen the capacity of teachers to provide a student centred, collaborative learning environment with a personalized learning approach using data and feedback.Embed a whole school approach to instructional practice and curriculum delivery through HRS and NPD.Strengthen collaborative team processes to improve teaching and learning.	<ul style="list-style-type: none">Growth as measured through:<ul style="list-style-type: none">NAPLAN relative growth, andachievable outcomes in the Victorian Curriculum (Teacher Judgements), or ABLESStandardised tests for English and Mathematics <p>show at least one year’s growth for one year’s learning over the life of the Strategic plan.</p> <ul style="list-style-type: none">Attainment rates – NAPLAN over the life of the Strategic plan, are at least: <table><tr><th>NAPLAN AREA</th><th>Target</th></tr><tr><td>Year 3 Numeracy</td><td>57 % top two bands (2% increase per year)</td></tr><tr><td>Year 3 Reading</td><td>66 % top two bands (2% increase per year)</td></tr><tr><td>Year 3 Writing</td><td>71 % top two bands (1% increase per year)</td></tr><tr><td>Year 5 Numeracy</td><td>36 % top two bands (2% increase per year)</td></tr><tr><td>Year 5 Reading</td><td>47 % top two bands (2% increase per year)</td></tr><tr><td>Year 5 Writing</td><td>31 % top two bands (3% increase per year)</td></tr></table>	NAPLAN AREA	Target	Year 3 Numeracy	57 % top two bands (2% increase per year)	Year 3 Reading	66 % top two bands (2% increase per year)	Year 3 Writing	71 % top two bands (1% increase per year)	Year 5 Numeracy	36 % top two bands (2% increase per year)	Year 5 Reading	47 % top two bands (2% increase per year)	Year 5 Writing	31 % top two bands (3% increase per year)
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To provide a student centred environment in which all students are actively engaged, empowered, challenged and valued.	Positive Climate for Learning Empowering students and building school pride.	<ul style="list-style-type: none">Enhance the partnership between the school, students and parents/carers with a shared language, expectations and processes relating to student outcomes.Strengthen staff capacity to support students to become independent and curious learners.Strengthen transition practices into, through and out of the school.	<ul style="list-style-type: none">Maintain student absences at 14 days or less per year over the life of the Strategic plan.Increase teaching and learning variables from the AtSS from the first quartile to at least the third quartile over the life of the Strategic plan.														
To create a student centred environment to further improve student wellbeing.	Positive Climate for Learning Setting expectations and promoting Inclusion.	<ul style="list-style-type: none">Strengthen a whole school community focus on positive relationships, inclusion and resilience, building on the school values.	<ul style="list-style-type: none">Increase the wellbeing and student relationships variables from the AtSS from the second quartile to at least the third quartile over the life of the Strategic plan.														
To ensure the efficient and effective allocation and performance of resources to achieve the goals and targets set out in the SP 2017 – 2020. (PRODUCTIVITY)		<ul style="list-style-type: none">Continue to invest in leadership development and staff professional learning as a priority.Ensure that knowledge transfer and succession planning are built in to leadership development and professional learning processes.	<ul style="list-style-type: none">Staff opinion survey – School climate module <p>Over the life of the Strategic plan,</p> <ul style="list-style-type: none">Collective Efficacy: 85% or aboveTeacher Collaboration: 75% or aboveCollective focus on Student Learning: 87% or aboveGuaranteed and Viable Curriculum: 80% <p>to all be at least at or above the 75th percentile compared to other primary schools (Principal and teacher).</p> <ul style="list-style-type: none">Staff Opinion Survey – Leadership module <p>Over the life of the Strategic plan, overall percent endorsement to increase from 46.5% to 75%.</p> <ul style="list-style-type: none">Maintain Parent Opinion Survey variable – General Satisfaction to be maintained above state mean.														

