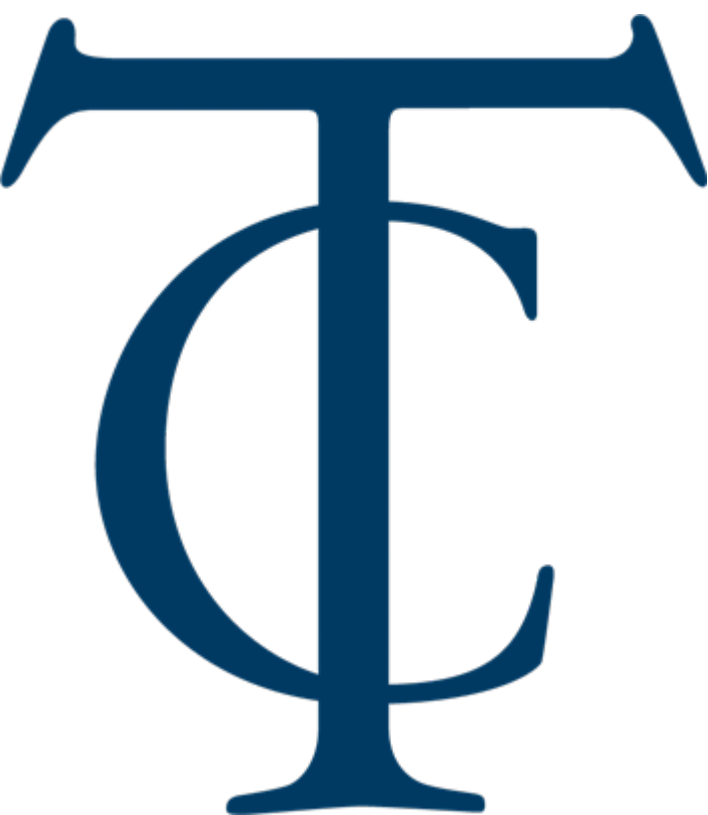


# School Strategic Plan 2021-2025

Templestowe College (8823)



Submitted for review by Peter Ellis (School Principal) on 20 October, 2022 at 08:41 PM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 24 October, 2022 at 10:52 PM

Endorsed by Claire O'Sullivan (School Council President) on 25 October, 2022 at 03:50 PM

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<b>School vision</b>	To challenge the status quo, so that everyone is empowered to learn.
<b>School values</b>	<p>Here @ TC we challenge the status quo so that everyone is empowered to learn.</p> <p>@ TC someone who is empowered to learn experiences the following:</p> <ul style="list-style-type: none"><li>• Agency - having the ability to be involved in setting the parameters of your own learning</li><li>• Relationships - having meaningful interactions with your peers and all other members of the Community</li><li>• Understanding - knowing that your individual needs and circumstances are considered when designing your learning</li><li>• Success - being challenged by the learning to experience personal growth</li><li>• Authenticity - doing real things that matter</li></ul> <p>How we achieve this:</p> <ul style="list-style-type: none"><li>• Creating opportunities</li><li>• Embracing new ideas</li><li>• Fostering an inclusive and supportive community</li><li>• Learning is more than just acquiring knowledge</li><li>• Supporting and empowering people</li><li>• Thinking outside of the box and remaining flexible</li><li>• Valuing everyone equally</li></ul> <p>We also have the following two key cornerstones behind what we do:</p> <ul style="list-style-type: none"><li>• One person policy - All people are worthy of an equal level of respect and trust, regardless of the position they hold within the school. This will diminish or grow, based upon our actions. Whilst we all have different responsibilities, we are all worthy of being treated with the same level of respect.</li><li>• Yes is the default - For any request by students, staff or parents/guardians, the answer has to be “YES”, unless it:<ul style="list-style-type: none"><li>a) Takes too much time</li><li>b) Costs too much money</li><li>c) Negatively impacts on others</li></ul></li></ul>

<p><b>Context challenges</b></p>	<p>Templestowe College is located in the City of Manningham in the eastern suburbs of Melbourne, approximately 17 kilometres from the Melbourne Central Business District. The school was founded in 1961. The facilities at Templestowe College include seven main buildings, which contain classrooms, offices and meeting rooms. The facilities include specialist spaces for Science, The Arts and a range of Technologies, and a study space for students. There is also a Sports Centre, a Performing Arts Centre and a canteen. The grounds include an oval, multi-purpose courts and areas for quiet relaxation. Enrolments at the time of the review were approximately 1230 students. Over the past four years, enrolments increased by 70 students as part of a managed enrolment increase due to interest in places at the school exceeding space available. The Student Family Occupation Education (SFOE) index was 0.1922 in 2021–22. The staffing profile of Templestowe College includes a principal and three assistant principals, 72.2 full time equivalent (FTE) teachers and 40.2 FTE education support (ES) staff, including office administration staff, classroom support staff and other support staff. The college provides an approved curriculum framework, using a vertical structure of core and elective subjects, based on the Victorian Curriculum. Later years' offerings include the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Students are also able to study Victorian Education and Training (VET) subjects.</p> <p>The school has less than 5 Koorie students who academically have results similar to to the whole school. The school has a Koorie Centre, and a has a Koorie worker who attends school to support the students.</p> <p>The school has 5 EAL students. This is as a result of the decreased number of international students enrolled over the past two years.</p> <p>The school is highly regarded as an innovative and progressive school. The school received excellence awards at the Australian Education Awards in both 2019 and 2021 in the category of Australia Secondary School of the Year - Government.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Following on from the extensive review, it has been identified that building the instructional leadership of staff, and building staff capacity to use data and other assessment indicators, as well as using classroom strategies to enhance student aspirations and personal growth, would support the college culture of focusing on maximising the learning growth of each individual student. It was also noted that the college was creative and innovative in many areas. The Review Panel wanted to ensure that innovation, entrepreneurialism and creativity were further enhanced in areas such as student voice and agency and engagement with the local and wider community.</p> <p>For the new Strategic Plan, the Panel wanted to build on the Colleges previous work to develop many wellbeing strategies which are already appreciated by staff, students and parents. The Panel was of the opinion that a whole school wellbeing framework would enhance the work already done and that there was an opportunity to build the capacity of staff members to support the college's wellbeing strategies.</p> <p>The new School Strategic Plan is very large and has therefore been broken down into core work of improvement, and explore work based around innovation. Our core work will focus on improvement in the space of Student Agency through our developed expanded measures of success, which will also lead into our whole community tiered approach to wellbeing. A major focus of this core work will be based around the concept that learning should look different across the different areas of the school, that we want to identify our non-negotiables which will be framed as our TC Consistencies.</p>

	<p>For our explore work, there will be a focus on what authentic learning looks like throughout the school and how this can tie in with potential models of student agency, as well as increasing student agency through the use of learner profiles. We will also prioritise continuing the innovation and explore work with PBL as a pedagogy.</p>
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<b>Goal 1</b>	To improve student learning.
<b>Target 1.1</b>	<p>By 2025, to increase the percentage of students whose benchmark growth, for Year 7–9 NAPLAN, is at or above the benchmark:</p> <ul style="list-style-type: none"><li>• From 63% (2021) to 73% (2025) in Reading</li><li>• From 67% (2021) to 75% (2025) in Writing</li><li>• From 68% (2021) to 75% (2025) in Numeracy.</li></ul>
<b>Target 1.2</b>	<p>By 2025, to increase the percentage of students who maintain their NAPLAN assessment in the top two bands from Year 7 to Year 9:</p> <ul style="list-style-type: none"><li>• From 53% (2021) to 60% (2025) in Reading</li><li>• From 47% (2021) to 60% (2025) in Writing</li><li>• From 45% (2021) to 60% (2025) in Numeracy.</li></ul>
<b>Target 1.3</b>	<p>By 2025:</p> <ul style="list-style-type: none"><li>• The mean VCE All Studies score will increase from 29.2 to at least 30 in each year of the SSP</li><li>• The percentage of VCE study scores that are greater than or equal to 40 will increase from 6.6% (2021) to at least 7% (2025).</li></ul>

<b>Target 1.4</b>	By 2025, the percentage positive response on the AToSS for Differentiated Learning Challenge will increase from 59 per cent (2021) to 70 per cent (2025).
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher capacity and student capability to utilise a range of indicators to identify a student's point of need.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Embed the Templestowe College instructional framework, focusing on personal growth and aspirational learning, consistently across the college.
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff.
<b>Goal 2</b>	To improve student engagement.
<b>Target 2.1</b>	By 2025, the percentage positive response on the AToSS will increase from: <ul style="list-style-type: none"> <li>• 55% (2021) to 70% (2025) for Student voice and agency</li> <li>• 65% (2021) to 75% (2025) for Motivation and interest</li> <li>• 61% (2021) to 70% (2025) for Stimulating learning.</li> </ul>
<b>Target 2.2</b>	By 2025, the percentage positive response on the SSS will increase from: <ul style="list-style-type: none"> <li>• 70% (2021) to 75% (2025) for Collective efficacy</li> <li>• 66% (2021) to 71% (2025) for Teacher collaboration.</li> </ul>

<b>Target 2.3</b>	<p>By 2025, the percentage positive response on the POS will increase from:</p> <ul style="list-style-type: none"> <li>• 74% (2021) to 80% (2025) for Student agency and voice</li> <li>• 72% (2021) to 80% (2025) for Student motivation and support.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Vision, values and culture	Enhance and embed the Templestowe College culture, focusing on creativity and innovation.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Further develop and embed a dynamic and innovative focus on student voice and agency.
<b>Key Improvement Strategy 2.c</b> Building communities	Develop and embed a framework to link learning to the community.
<b>Goal 3</b>	To improve student wellbeing.
<b>Target 3.1</b>	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> <li>• 43% (2021) to 55% (2025) for Teacher concern</li> <li>• 58% (2021) to 65% (2025) for Perseverance</li> <li>• 66% (2021) to 75% (2025) for Advocate at school.</li> </ul>
<b>Target 3.2</b>	By 2025, the average number of days absent per student per year will decrease from 24 (2021) to 20 (2025).

<b>Target 3.3</b>	By 2025, the percentage positive response on the SSS will increase from 78 per cent (2021) to 85 per cent (2025) for Collective responsibility.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Develop and embed a wellbeing framework consistently across the college.
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Build the capacity of all staff to engage with students regarding their wellbeing.