8823 Templestowe College Strategic Plan 2018-2021

School vision	School values	Context and challenges	Intent, rationale and focus
To co-create high quality learning experiences within an inclusive and supportive community.	**Educational Philosophy @TC** *Our philosophy is a set of ideals, standards and beliefs used to guide our school. @TC we believe…* ✓ Learning is an exciting, lifelong journey, where the challenge is to discover and pursue our passions, 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. ✓ All people will 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. ✓ TC has a community focus, where students feel known and cared for, celebrated for who they are and supported by all members of the community in their learning. ✓ At TC we do not just accept diversity and difference, we celebrate it. Everyone has the right to a safe place where they can feel supported and celebrated for being themselves. ✓ People achieve more when they are empowered. If any student, staff member or parent has a suggestion the answer has to be "YES", unless it takes too much time, too much money, or negatively impacts on someone else. This is called the "Yes is the default Policy" ✓ Ensuring a positive learning environment is essential for students to reach their potential. ✓ 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 develop and practise their independence. ✓ Community is important and we all have an individual and collective responsibility to make it work. ✓ Innovative education should be developed collaboratively around evidence-based research and high quality student learning data. ✓ An entrepreneurial mindset and entrepreneurial skills are valuable and transferable through all aspects of life. This mindset is vital to be able to participate in the rapidly changing world that we live in, now and in the future. ✓ Every student benefits from having a detailed individual learning plan. ✓ With support and accurate information, students are capable of making appropriate decisions in their own best interests. ✓ Young people have brilliant ideas and can do amazing things. We will not let age be a restricting factor in giving young people the opportunity to display this. Young people have far more capacity than the traditional educational system gives them credit for. ✓ Students should contribute significantly to the decision making process and operation of their school, as well as making a genuine contribution to their community. ✓ It is important to measure growth and individual wellbeing, as well as achievement. This growth should be across a range of areas and measure not just literacy and numeracy. ✓ Education is not just about preparing for a changing future, but instead engaging with the world in meaningful ways each day. Young people have a far greater global reach than previous generations and should take advantage of this, to not only benefit themselves, but to benefit others.	**Context and Challenges** Templestowe College is located 17 km east from the centre of Melbourne, on 6.5ha of land. The site incorporates green space, including a permaculture garden. A government grant in 2015 enabled renovation of the Resource Centre, science rooms and art rooms, and the addition of a new Performing Arts Centre. The current enrolment is 1015 students. The College has experienced rapid growth over the review period and has a Student Family Occupation and Education (SFOE) Index of 0.23. The school now has an Enrolment Capacity Restriction, and is strategically planning to meet the intended maximum size of 1200 students. The school has 86 equivalent full time staff, including five principal class, 60 teaching staff and 21 Educational Support Staff. The two co-principals are supported by three assistant principals and a leadership team including 12 Head-of-House and faculty leaders. Over the previous school stategic plan period, Entry level (or Year 7) enrolments have consistently increased from 85 in 2014, 125 in 2015, and 150 in 2016 to 230 in 2017. There are also significant enrolments by students from other schools into higher year levels. Current Entry level enrolments for 2018 have been restricted to 210 students. The Montessori Adolescent Program entered its fifth year in 2016, meaning the program is now into its second 3-year cycle. Increased enrolments in the program enabled an additional class to be created in 2016, with a third class being introduced in 2018 The school has an Elite Sports development program comprising Basketball, Squash and Futsal. To develop business acumen and expand their understanding of the workforce, students are formally employed in a range of roles across the school including: reception, as tutors for other students, maintenance, administration support, IT helpdesk, photography, graphic arts, café and canteen assistants and social media monitors. Students are encouraged to develop entrepreneurial skills by running their own for profit businesses in partnership with the school in areas such as catering, management of the performing arts centre, running the canteen etc. Since 2015 all students have developed their own Individualised Learning Program (ILP) in consultation with their parents and College advisors. Students at Entry level select one third of their study course from a range of over 130 electives. Challenges Through the Peer Review Process the followiing challenges were set as SSP goals for 2018-2021: • To increase the opportunities for Collaborative learning • To support students for their next stage of learning • Increase the opportunities for connectedness at a range of levels within the school and wider community.	**Focus** TC will offer high quality learning opportunities within an inclusive and supportive community by developing: • Excellence in teaching and learning through building practice excellence. • Positive climate for learning through empowering students and building school pride, and setting expectations and promoting inclusion. • Community engagement in learning through building communities. **Intent 1** To increase the opportunities for Collaborative learning Rationale: Every student at TC has created their own Individualised Learning Plans since 2014. Through this, students have been able to plan their own courses based upon their passions and strengths. It is felt within the community that TC has become too individualistic in its nature. Through collaboration students will learn the real life transferable skills that are deemed to be needed to be successful in life, whilst also increasing in the levels of connectedness within the school and with peers. This collaborative learning should take place within all learning areas and the skills are linked to the General Capabilities of the Victorian Curriculum. **Intent 2** To support students for their next stage of learning Rationale: Templestowe College has a vertically integrated model that allows students to have maximum flexibility in the selection of their learning program, including early entry into VCE studies. This structure has enabled students to undertake VCE scored studies earlier than age bound schools, and to repeat studies if they wish to improve their VCE study score. The College has been a focus of significant media attention – this coverage has highlighted student empowerment and the benefits of progressive education. The school also hosts numerous local, national and international visiting educators, interested in the curriculum and operational model in place. **Intent 3** Increase the opportunities for connectedness at a range of levels within the school and wider community. Rationale: In a rapidly growing College, with the Templestowe College vertically integrated structure, additional proactive steps need to be taken to ensure students do not fall through the gaps. The College has developed and plans to implement a series of monitoring and reporting structures to support students to improve outcomes academically and in relation to wellbeing. One of the issues for rapidly growing schools has been the loss of the 'small' identity, where all members of the community once felt they knew one another. This sense of loss was raised with members of the panel by many members of the school community. The SSP intends to introduce initiatives undertaken and opportunities for further development to build the College community, including students, staff, parents/guardians and the wider community.

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)
Goal 1 - To Increase opportunities for collaborative learning	FISO Priority: Excellence in teaching and learning FISO Initiative(s): Building practice excellence	1. Whole school professional learning focusing on high impact learning strategies 2. Research best practice in collaborative learning practice and share with the community 3. Implement a program in which wellbeing and development of the general capabilities are a combined experience, with a focus on students working collaboratively. 4. Prioritise the close analyse of student achievement data, particularly where current outcomes are below expected levels of achievement and growth, and take action in areas where trends become evident over time.	A. Each ILP includes at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities, to be completed each year. B. Ensure all student programs include at least one assessable collaborative learning strategy.
Goal 2 - Support students for their next stages of learning.	FISO Priority: Positive climate for learning FISO Initiative(s): Empowering students and building school pride; Setting expectations and promoting inclusion	5. Expand the range of tertiary partnerships; 6. Investigate and implement annual targets measures for student academic and wellbeing growth beyond NAPLAN and VCE. These will be based around the development of the Templestowe College expanded measures of success. 7. Strengthen the monitoring process for the review and adjustment of ILPs, supported by building staff data literacy skills and understanding; 8. Enhance teacher collaboration in examining student work to identify the next stage of learning. 9. Produce annotated examples of student work to support the induction of new staff, and minimise variability within and across faculties	C. All student development to be assessed using a newly developed set of tools beyond the current literacy, numeracy and VCE study scores. These will be recorded in each students ILPs. D. Increase the percentage of students with a VCE English study score above 37 by 5% (from the 2016 baseline); E. Increase the average VCE study score from 26 to 28; F. Increase the relative Numeracy growth as measured by NAPLAN matched cohort data
Goal 3 - Increase the opportunities for connectedness at a range of levels within the school and wider community.	FISO Priority: Community engagement in learning FISO Initiative(s): Building communities	10. Expand SSP measures of success to ensure that improvement effort in relation to Templestowe College Goals can be effectively monitored and evaluated; 11. Review and redesign of the school induction program 12. Link the Victorian Curriculum General Capabilities to ILP collaborative learning assessment tasks in order to strategically support improved levels of student and community connectedness. 13. Investigate and implement opportunities for connectedness within students' projects with the wider community.	G. Maintain the ATSS variable measure for School Connectedness at or above the region and state mean scores and the Templestowe College 2016 score H. Increase the ATSS variable measure for Connectedness to Peers to at or above the region mean I. Increase the ATSS variable measure for Student Motivation to at or above the region mean J. Maintain Parent and Community satisfaction as measured by Parent Opinion Survey, at the 2016 measure of 89%.