

# School Strategic Plan 2018-2022

Lorne P-12 College (7997)



Submitted for review by Shane Elevato (School Principal) on 22 November, 2018 at 03:24 PM

Endorsed by Brendan Bush (Senior Education Improvement Leader) on 30 November, 2018 at 12:30 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2018-2022

Lorne P-12 College (7997)

<b>School vision</b>	<p>Lorne P-12 College's vision is to empower students to reach their personal best academically and socially to fully equip them to be positive members of our society.</p> <p>The College's mission is to provide world-class education within our coastal community and natural environment along the Great Ocean Road and throughout the hinterland. Our College engages students and teachers to maximise their personal best in an atmosphere of mutual respect and cooperation which actively involves parents, families and the wider community.</p> <p>The College has a P-12 philosophy and this is reflected within the educational and organisational structures of the college.</p>
<b>School values</b>	<p>The College values being respectful, being cooperative, and doing our personal best.</p> <p>The College aims to provide programs within a supportive environment that teach and facilitate the development of knowledge, skills and values. Our College will assist and encourage students of all abilities to reach their full potential.</p> <p>Our College operates in a climate where we strongly encourage the shared ownership of student success and provide many opportunities for staff, parents and students to have input into our school. The College Council is committed to the wellbeing and development of the College. We have a strong environmental and sustainability focus across the College.</p>
<b>Context challenges</b>	<p>Lorne P-12 College is a coeducational school of approximately 192 students. We are responsive to the academic needs of all learners, especially those with additional learning needs, and offer high level wellbeing support to all students.</p> <p>Our College prioritises student engagement and connection. We are proud of the support we provide students and look for opportunities to celebrate their success. We are an inclusive learning environment, where students are accepted as themselves and begin to develop confidence and resilience. Through programs including Respectful Relationships, for which we are a lead school, we aim to ensure gender equality across the College. We have a strong focus on student voice and agency as a means of increasing student connectedness to school and improve attendance data.</p> <p>Parents with students with wellbeing concerns and/or additional learning needs choose our school as we have small class sizes, we build strong positive student/teacher relationships, and we work well to support these students with their learning and social connections. We recently entered into a partnership with the Lorne Community Hospital to offer another level of wellbeing support to our students. This partnership gives us access to a social worker, the hospital's resident child psychologist and a GP who specialises in youth mental health. Our wellbeing team are given a time allocation and professional learning opportunities to enable them to respond to student and family needs as they arise. Being responsive to student and family needs and prioritising high level</p>

	<p>management practices ensures we maintain an effective learning environment across all levels of the College.</p> <p>As a school serving a small rural, coastal community we prioritise offering a breadth of curriculum that allows our students pursue subjects of interest that will lead to their desired tertiary or career pathways. By embracing the uniqueness of our local environment and forming close community connections we are able to offer unique learning opportunities at all levels from Prep through to Year 12.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The intent of the college is to provide high quality teaching and learning programs within a supportive classroom environment underpinned by the college community’s vision and values. We aim to empower our students to achieve their personal best academically and socially to assist them to become positive members of society. We are committed to enhancing the pedagogical repertoire of all teachers as a key strategy for improving student learning outcomes. This will include a focus on curriculum development and documentation, the use of high impact teaching strategies and using assessment data to guide future learning.</p> <p>We recognise the fundamental importance of empowering our students in all aspects of college life. As such, we are dedicated to supporting all our learners by enhancing student voice, agency and leadership across the college. We aim to enhance student wellbeing and engagement by embedding internal support structures across the college, strengthening partnerships within the local community, linking with local service providers and further developing connections with parents and carers.</p> <p>By continuing to refine pedagogical practices, assessment of learning, feedback to students and communication with parents and carers, we will improve student learning outcomes. Key to this work will be embedding and refining the college wide Professional Learning Community structure. By furthering student agency and teacher capacity to support this, student engagement and learning outcomes will increase. Key to this work will be developing student voice throughout the college, building school pride and encouraging leadership. Strengthening partnerships with parents and carers, community, other learning organisations and local service provides will strengthen student wellbeing and develop a sense of connectedness that will support student learning and engagement.</p> <p>Priorities for building practice excellence to enhance the pedagogical repertoire of teachers include: embedding professional learning culture practices; developing, documenting and implementing agreed pedagogical practices; enhancing and embedding agreed assessment practices; and embedding a culture of collective responsibility for literacy outcomes. Priorities for empowering students as learning for improved learning outcomes and to create a positive climate for learning include: leveraging ‘I can’ statements to support students to be reflective learners; develop teacher and student capacity to apply metacognitive strategies; and enhancing the capacity of teachers and students to develop genuine student agency as co-designers of learning. Priorities for enhancing student</p>

wellbeing and engagement to create a community engaged in learning include: embedding a P-12 setting; developing stronger links to the local community and unique physical environment; fostering learning partnerships beyond the school; enhancing communication to parents and carers through a digital learning platform (Compass); and actively promoting the school in within the broader community.

The strategies identified above will inform our Annual Implementation Plans at various points across the four years of the SSP. Through an annual cycle of implementation, reflection on progress and future goal setting we will reassess and realign our focus to be responsive to the outcome achieved and the ongoing needs of stakeholders in our community.

# School Strategic Plan - 2018-2022

Lorne P-12 College (7997)

<b>Goal 1</b>	Enhance the pedagogical repertoire of teachers for improved student learning outcomes.
<b>Target 1.1</b>	NAPLAN Year 3–5, 5–7 and 7–9 matched cohort to show an increase in percentage of students achieving high gain as measured by the 2019–22 mean, compared to the 2017–18 mean.
<b>Target 1.2</b>	VCE All Study and English mean scores to show an increase to the 2019–2022 mean from the mean score 2017–18.
<b>Target 1.3</b>	Staff Opinion Survey data to show an increase to the 2019–22 mean per cent endorsement on School Climate measures: Collective efficacy, Collective responsibility, Staff trust in colleagues and Collective focus on student learning from the 2017–18 mean.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Embed Professional Learning Community (PLC) culture and practices
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop, document and consistently implement agreed pedagogical approaches, relevant to each stage of learning
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Enhance and embed agreed assessment practices and feedback to inform teaching and learning
<b>Key Improvement Strategy 1.d</b> Curriculum planning and assessment	Embed a culture of collective responsibility for literacy outcomes and achievement

<b>Goal 2</b>	Empower students as learners for improved student outcomes.
<b>Target 2.1</b>	Students Attitudes to School Survey data Year 4–6 and Year 7–12 to show an improvement in the factor measures: Effective teaching practice for cognitive engagement and Student voice and agency and the Learner characteristics and disposition factor measures as measured by the 2019–22 mean, compared to the 2017–18 mean per cent positive endorsement.
<b>Target 2.2</b>	Staff opinion survey factor Teaching and learning implementation factor measures to show an increased trend from the 2017–18 mean to the 2019–22 mean.
<b>Target 2.3</b>	Pivot data to show an improving trend from 2018 measures.
<b>Key Improvement Strategy 2.a</b> Intellectual engagement and self-awareness	Leverage 'I can' statements to support students to be reflective and self-monitoring learners
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Develop the capacity of teachers and students to apply metacognitive strategies within the classroom
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Enhance the capacity of teachers and students to exercise authentic agency and co-design learning
<b>Goal 3</b>	Enhance student wellbeing and engagement.

<b>Target 3.1</b>	Students Attitudes to School Survey data Year 4–6 and 7–12 to show an improvement in the Connectedness to school and Inclusion measures as measured by the 2019–2022 trend, compared to the 2017–18 mean.
<b>Target 3.2</b>	Staff Opinion Survey data to show an increase in the per cent endorsement on Collective efficacy measures as measured by the 2019–2022 trend from the 2017–18 mean.
<b>Target 3.3</b>	Parent Opinion survey to show an increase in the per cent endorsement on Positive transitions measure as measured by the 2019–2022 trend from the 2017–18 mean.
<b>Key Improvement Strategy 3.a</b> Building communities	Harness the opportunities of a P–12 setting, in the context of a unique physical environment and through strong community partnership
<b>Key Improvement Strategy 3.b</b> Vision, values and culture	Embed a P-12 culture
<b>Key Improvement Strategy 3.c</b> Building communities	Foster learning partnerships in and beyond the school
<b>Key Improvement Strategy 3.d</b> Building communities	Enhance communication with students and parents around learning through digital platforms
<b>Key Improvement Strategy 3.e</b> Building communities	Actively promote the school within the broader community

