

School Strategic Plan 2020-2024

Trafalgar High School (8395)



Submitted for review by Jane Mersey (School Principal) on 28 November, 2021 at 02:22 PM

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Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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<p>School vision</p>	<p>“Our vision is to provide a caring, supportive and challenging learning environment where all students have the opportunity to achieve and develop as lifelong learners who actively participate in their community”</p>
<p>School values</p>	<p>Our values provide the platform for all relationships and interactions within our community.</p> <ul style="list-style-type: none"> • Integrity – ensuring that all members of the school community act with responsibility, fairness, respect and trust in all their interactions with others in our community • Collaboration – ensuring that in our work we apply all our efforts in a way that is inclusive, tolerant, supportive and team focussed • Aspiration – that as a school we continually strive to achieve our best, identify the value of continuous improvement, recognizing and rewarding success and achievement throughout our school • Excellence - as a school we will investigate, research and apply knowledge and processes that create a culture of best practice
<p>Context challenges</p>	<p>Trafalgar High School, at the foot of the Gippsland’s Strzelecki Ranges, serves the township of Trafalgar, 140 kilometres east of Melbourne. About half of the school’s enrolment is drawn from the immediate area and about 310 students travel by train from the Latrobe Valley and from areas west of the school. Trafalgar itself is growing and a recent residential subdivision should provide future enrolments. A feeder school number of anywhere between 32 – 36 primary schools means a focus on transition, engagement and wellbeing and connectedness to school needs to remain an ongoing priority with the students. This also brings challenges in regards to parent involvements and connectedness</p> <p>The school grounds include three main clusters of classrooms - north, east and west blocks, and a recently refurbished gymnasium, the Trafalgar Sports Centre, which is shared with community groups. The school is set in extensive grounds.</p> <p>Enrolments are currently at 760 students. Over the past four years, enrolments increased by around 60 students. The enrolment capacity of the school is 770 students. With the current enrolments there are significant issues with flexibility to deliver programs in terms of rooms, in particular, for applied learning subjects and physical education whereby there is only 1 room for each discipline. This has had significant impact in regards to student agency i.e. junior elective program and applied learning programs.</p> <p>The school’s F-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. The school teaches Indonesian language as a core subject in junior years and it is offered as an elective study at later years. Senior secondary programs lead to the Victorian Certificate of Education or the Victorian Certificate of Applied Learning qualifications with VCAL being offered at foundation, intermediate and senior levels.</p>

	<p>The school provides a Select Entry Accelerated Learning program (SEAL) for Year 7 enrollees. Year 9 and 10 students complete a program of core subjects and choose from a range of electives. Year 10 students have the opportunity to early access VCE subjects and Foundation VCAL. A Year 9 program THINK has been undertaken one half day each week by students at that level with a review seeing the implementation of the RUBICON program as a replacement. Year 9 students also have the opportunity to participate in one day a week Trade Pathway Program, with students with additional and complex learning needs having the opportunity to participate in a Special Trade Pathways Program. Both of these programs are offered through the Trade Training Centre, of which Trafalgar High School is a partner with all secondary schools in the Baw Baw LGA. The school provides an instrumental music program. A part-time School Chaplain forms part of the welfare team and a local General Practitioner is on-site one half day each week.</p>
<p>Intent, rationale and focus</p>	<p>STUDENT ACHIEVEMENT - To Improve VCE Outcomes for All Students Intent:</p> <ol style="list-style-type: none"> 1. To support improvement in teacher's capacity to plan collaboratively across all studies in Units 1-4 <ul style="list-style-type: none"> • Prioritise and quarantine time in the meeting schedule for Unit 1-4 planning time to explore data sets and plan consistent curriculum and assessment. To explore and develop CoP with other schools where there are stand alone subjects. • Develop a clearly documented whole school curriculum and assessment plan for years 7 – 10 whereby the processes, procedures, and language for VCE are included. • Include discussions on VCE improvement strategies into PLC/KLD including but not exclusive of, the skills necessary for each subject, exam preparation skills and techniques, and relevant academic subject vocabulary. • To introduce the new VCE certificate and support students and staff with the transition 2. To embed consistent teaching approaches in the VCE using evidence based best practices. <ul style="list-style-type: none"> • Review redemption policies and procedures to ensure transparency and consistent high expectations in Year 10 and Units 1-4. • Embed the Gradual Release of Responsibility instructional model in all classes from Year 7 through to Year 12. • Audit our current practices at VCE against the VCAA best practice evidence and guidelines to review and prioritise actions for the purpose of developing teaching practice. 3. To improve teacher's capacity to effectively use VCE assessment data to evaluate the alignment of performance against external assessments/rigorous assessment to extend students to allow for high performance. <ul style="list-style-type: none"> • Study examination reports in conjunction with the study design and examination assessment criteria, to build and reinforce knowledge of the subject, understand what examiners are

- looking for in written responses and to build their understanding of what high scoring responses look like.
- Study the statistical moderation to gain feedback appropriate for internal assessment in comparison to the external exam.
- Study the Item Analysis report to identify strength and weakness to modify current practice to identify actions, create an action plan for each successive year and undertake the actions.

Rationale

To aim to reverse the downward trend in VCE outcomes and to maximise outcomes for students at senior levels. It is acknowledged that developing skills for VCE are dependent upon the development of skills throughout secondary school. That teaching units 1/2 and 3/4 in isolation do not support the necessary skills required for students to achieve high performance. The focus is to assist in developing and implementing high quality teaching learning practices to support improved VCE delivery and student results. These need to be delivered in a consistent way across the senior secondary school and indeed built and developed from years 7 through 12.

Consistent approaches will support:

- teachers and students to establish learning partnerships to optimise student outcomes
 - students to have a clear understanding of what to expect at VCE
 - students to know how to access resources - wellbeing and academic
 - students to be well prepared for their exam experience
 - clear processes to be developed and put in place to minimise assessment issues and optimise student outcomes
 - explicit feedback strategies to be developed to support student learning growth
 - VCE data to be used in highly effective ways to inform teaching, learning and assessment
 - highly effective operational practices and processes to be implemented to support improved BVCE outcomes/results
 - a range of processes to implemented/embedded to support teachers, and parents, carers, and students - post results.
- (VCE Best Practice toolkit: VCE continuum of Practice: Building Practice Excellence 2019)

Focus

Excellence in Teaching and Learning - Building Practice Excellence

STUDENT ACHIEVMENT - To Improve Student Learning Outcomes with a Focus on Years 9 & 10

Intent:

- 1. To Strengthen and embed PLC process to ensure that teaching reflects school wide approaches to pedagogy, curriculum, and assessment.
- To develop the skills of middle level leaders (KLD & PLC) to lead their relevant teams.
- Improve the capacity of PLC teams to use the THS PLC Model with rigour.
- To ensure the GRR elements are embedded into every PLC cycle
- Backwards map the skills necessary to successfully complete Year 10 in each subject from Year 7.

2. To Improve teacher's capacity to effectively use assessment data to individualise teaching and improve student learning.
- Embed differentiated teaching, informed by data, in all classrooms to improve student learning.
 - Measure the impact of teacher practice on student learning through the triangulation of PAT testing, NAPLAN and teacher judgements. Streamline the use of data use at 7-10 to effectively monitor student progress and growth e.g. implement agreed student data platform
 - To develop a focus on growth of student learning

3. Through the strengthening of accountability processes, build and embed a culture of high expectations across the school community.
- Implement a Junior School Assessment & Work Submission Policy to improve work submission rates of CATS and SACs across all subjects for Years 7-10.
 - Provide regular feedback on learning behaviours via a GPA type system to encourage students to improve work ethic and work habits in Year 7-10.
 - Strengthen the accountability processes identified through the Trafalgar High School Organizational Design Chart.
 - Reflect on and refine the school vision and values through rigorous examination of current beliefs and attitudes including completing an engagement process with all school stakeholders to develop statement of high expectations including the associated actions and behaviours for each stakeholder group.

Rationale

The value add for and achieved levels for students from years 7 - 9 has remained consistent and strong. There is however, a decline in teacher judgements against NAPLAN and teacher judgements

Focus

Excellence in Teaching and Learning - Building Practice Excellence

STUDENT ENGAGEMENT - To Improve Students' Agency In Their Learning.

Intent

1. To develop staff capacity to support and empower students to manage and monitor their own learning in order to foster Student Agency
- Engage staff in deep understanding of Amplify resources and actions to develop within their teaching practice
 - Specific and explicit focus with a restructure of MPP to Growth for Learning (Resilience, Rights and Respectful Relationships) including metacognition.
 - To regularly use a student feedback survey i.e. Pivot

2. To embed the use of evidence-based practices as articulated in the school's instructional model (based on the Gradual Release of Responsibility Model) in every classroom across the school.

- To consistently undertake learning walks based on specific elements of the THS GRR model and to feedback data to staff thus developing actions from the information gathered
- To further develop and undertake peer observations
- To review, refine and develop curriculum documents to ensure the GRR is implemented.
- To develop a lesson plan that reflects the THS GRR model for consistent use across all KLDs.

3. To enhance the capacity of students to consistently challenge themselves as learners.

- Students set and monitor learning goals and receive regular feedback on their learning.
- Introduce GPA type model and the language of learning. (as identified in Student Learning Goal)

Rationale

Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners. (Amplify DET 2018)

Focus

Positive Climate in Learning - Empowering Students and Building School Pride

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Goal 1	Improve student learning outcomes with a focus on Years 9 and 10.
Target 1.1	Increase the proportion of students in Year 9 and Year 10 who are above the expected level according to teacher judgements against the Victorian curriculum- <ul style="list-style-type: none">• Year 9 Number to increase from 13 percent (2019) to 18 percent• Year 9 Reading to increase from 13 percent (2019) to 20 percent• Year 9 Writing to increase from 11percent (2019) to 18 percent• Year 10 Number to increase from 11percent (2019) to 18 percent• Year 10 Reading to increase from 5 percent (2019) to 15 percent• Year 10 Writing to increase from 3 percent (2019) to 12 percent
Target 1.2	Decrease the proportion of students in Year 9 and 10 who are below the expected level according to teacher judgements against the Victorian curriculum - <ul style="list-style-type: none">• Year 9 Number decrease from 46 percent (2019) to 30 percent• Year 9 Reading decrease from 41percent (2019) to 30 percent• Year 9 Writing decrease from 51percent (2019) to 35 percent• Year 10 Number decrease from 42 percent (2019) to 30 percent• Year 10 Reading decrease from 35 percent (2019) to 28 percent• Year 10 Writing decrease from 43 percent (2019) to 30 percent

Target 1.3	<p>Decrease the percentage of students who are below the expected level for</p> <ul style="list-style-type: none"> • PAT Reading – in Year 10 from 58 percent (2019) to 40 percent • PAT Maths – in Year 10 from 62 percent to 40 percent
Target 1.4	<p>Improve NAPLAN Benchmark Growth Year 7-9</p> <ul style="list-style-type: none"> • Reading - from 22 percent above benchmark (2019) to 26 percent above • Writing – from 22 percent above (2019) to 26 percent • Numeracy – from 22 percent above benchmark to 26 percent
Key Improvement Strategy 1.a Building practice excellence	Strengthen and embed PLC processes to ensure that teaching reflects school-wide approaches to pedagogy, curriculum and assessment.
Key Improvement Strategy 1.b Curriculum planning and assessment	Improve teachers' capacity to effectively use assessment data to individualise teaching and improve student learning
Key Improvement Strategy 1.c Building practice excellence	Strengthen accountability processes in order to build and embed a culture of high expectations across the community
Goal 2	Improve Victorian Certificate of Education (VCE) outcomes for all students.
Target 2.1	Improve the All Study median score from 26.0 (2019) to 29.0.
Target 2.2	Reduce the percentage of students who receive a study score under 25 from 40 percent (2019) to 30 percent.

Target 2.3	Increase the percentage of all VCE study scores above 37 from 5 percent (2019) to 10 percent.
Key Improvement Strategy 2.a Building practice excellence	Implement processes to support teachers to plan collaboratively across all studies in VCE units 1-4
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Embed consistent approaches to teaching in VCE using evidence-based best practice
Key Improvement Strategy 2.c Building practice excellence	Improve the capacity of teachers to rigorously and effectively use VCE assessment data to promote high performance outcomes
Goal 3	To improve students' agency in their learning.
Target 3.1	Using the Attitudes to School survey (AToSS) – the item 'Student voice and agency' - the proportion of positive responses across the school Years7-12 to improve from 37.5 percent (2019) to 50 percent.
Target 3.2	Using the Attitudes to School survey (AToSS) – the item 'Sense of Confidence' - the proportion of positive responses across the school Years7-12 to improve from 54.5 percent (2019) to 65 percent.
Target 3.3	Using the Attitudes to School survey (AToSS) – the item 'Self-regulation and goal setting' - the proportion of positive responses across the school Years7-12 to improve from 56 percent (2019) to 65 percent.

<p>Key Improvement Strategy 3.a Building practice excellence</p>	<p>Develop staff capacity to support and empower students in managing and monitoring their own learning in order to foster student agency</p>
<p>Key Improvement Strategy 3.b Empowering students and building school pride</p>	<p>Embed the use of evidence based practices as articulated in the school's instructional model (based on the Gradual release of Responsibility model) in every classroom</p>
<p>Key Improvement Strategy 3.c Empowering students and building school pride</p>	<p>Enhance the capacity of students to consistently challenge themselves as learners</p>