

School Strategic Plan 2022-2026

Lorne P-12 College (7997)



Submitted for review by Carly Stafford (School Principal) on 05 December, 2022 at 10:27 AM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 24 January, 2023 at 02:05 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

Lorne P-12 College (7997)

School vision	<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>
School values	<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>
Context challenges	<p>Lorne P-12 College is a coeducational school of approximately 160 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 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 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>Our biggest challenge recently is being able to maintain our student numbers due to the rising cost of living and access to affordable housing.</p>
<p>Intent, rationale and focus</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 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</p>

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 - 2022-2026

Lorne P-12 College (7997)

Goal 1	Maximise learning growth for all students.
Target 1.1	<p>NAPLAN Benchmark Growth - By 2026, the four-year average from 2022 to 2025 percentage of students making at or above benchmark growth to exceed the three-year average from 2018 to 2021 result for:</p> <p>Reading:</p> <ul style="list-style-type: none">• Year 5 from 78 per cent in 2021 to 85 per cent• Year 7 from 59 per cent in 2021 to 85 per cent• Year 9 from 79 per cent in 2021 to 85 per cent. <p>Numeracy:</p> <ul style="list-style-type: none">• Year 5 from 63 per cent in 2021 to 85 per cent• Year 7 from 74 per cent in 2021 to 85 per cent• Year 9 from 72 per cent in 2021 to 85 per cent. <p><i>Clarifying example: Reading - Year 5 from 78 per cent (three-year average from 2018 to 2021 result) in 2021 to 85 per cent (four-year average from 2022 to 2025 target).</i></p>
Target 1.2	<p>Victorian Curriculum Teacher Judgements Growth - By 2026, the percentage students making at and above expected growth in Semester 2 for:</p> <p>Reading and Viewing:</p> <ul style="list-style-type: none">• Years 1 to 6 average from 74 per cent in 2021 to 85 per cent

	<ul style="list-style-type: none"> • Year 7 to 10 average from 67 per cent in 2021 to 85 per cent <p>Number and Algebra:</p> <ul style="list-style-type: none"> • Years 1 to 6 average from 84 per cent in 2021 to 85 per cent • Year 7 to 10 average from 77 per cent to 85 per cent.
<p>Target 1.3</p>	<p>In 2026, the VCE All Study Score mean to increase from 27 in 2021 to 29.</p>
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Improved use of assessment to inform planning for differentiation.</p>
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Review and embed the agreed instructional practices.</p>
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen and embed the PLC framework.</p>

Goal 2	To enhance students' engagement in their learning.
Target 2.1	<p>Attitudes to Schools Survey: By 2026, increased the positive endorsement by Years 4 -12 students combined for the factors of:</p> <ul style="list-style-type: none"> • Sense of confidence from 57 per cent in 2021 to 64 per cent • Student voice and agency from 50 per cent in 2021 to 55 per cent • Sense of connectedness from 60 per cent in 2021 to 65 per cent.
Target 2.2	<p>School Staff Survey: By 2026, increase the positive endorsement by all staff for the factors of:</p> <ul style="list-style-type: none"> • Instructional Leadership from 52 per cent in 2021 to 57 per cent • Academic emphasis from 40 per cent in 2021 to 45 per cent. • Monitoring effectiveness of using data from 50 per cent in 2021 to 58 per cent • Understanding formative assessment from 63 per cent in 2021 to 68 per cent.
Target 2.3	<p>Parent Opinion Survey: By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Student Motivation and support from 50 per cent 2021 to 60 per cent • Student agency and voice from 44 per cent in 2021 to 55 per cent.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	Build a shared understanding of learner agency.

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to differentiate their practice to cater for all learners.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop responsive approaches to enhance learning pathways into, through and beyond the college.
Goal 3	Improve the health and wellbeing of all students.
Target 3.1	Attitudes to School's Survey - By 2026, the students' positive endorsement for the following factors to improve for: <ul style="list-style-type: none"> • Respect for diversity from 49 per cent in 2021 to 58 per cent • Managing bullying from 61 per cent in 2021 to 66 per cent • Connectedness to school from 60 per cent in 2021 to 65 per cent.
Target 3.2	School-based Wellbeing Survey - By 2026, the percentage of students in: <ul style="list-style-type: none"> • Years 3 - 6 combined responses for 'I get worried or anxious all the time or some time' to decrease from 46 per cent to 30 per cent • Years 7- 12 combined responses for 'I can control how worried or anxious I get' to increase from 45 per cent to 60 per cent.

<p>Target 3.3</p>	<p>Parent Opinion Survey - By 2026, increase the percentage of positive endorsement for the factors of:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 75 per cent in 2021 to 80 per cent • Parent participation and involvement from 69 per cent in 2021 to 74 per cent • Promoting positive behaviour from 67 percent in 2021 to 73 per cent.
<p>Key Improvement Strategy 3.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Design and embed a whole school inclusion and wellbeing plan.</p>
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Build teacher capability to understand and proactively respond to the wellbeing needs of students.</p>
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen active partnerships with families and the broader school community.</p>