

School Strategic Plan 2024-2028

Charles La Trobe P-12 College (8890)



Submitted for review by Mark Deverall (School Principal) on 23 January, 2025 at 02:03 PM
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School vision

Charles La Trobe College acknowledges the Traditional Custodians of the land on which our school stands. We pay our respect to the Elders past, present, and the children and families of our school community: for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples.

Our College operates as one College with ongoing integration between campuses and strong transition that is ongoing between the Primary and Secondary settings or in integration with Quantum, our excellence centre for STEM. All campuses (La Trobe Primary and Secondary, The Pavilion School, Olympic Village, Quantum Victoria) celebrate the uniqueness and diversity of our staff, students and their families embracing difference of culture, gender, sexuality, ability and religion. The College has a zero tolerance approach to bullying, discrimination and any negative impact on the safety and wellbeing of others. The College is also a partnership with La Trobe University and implements programs such as Nexum, Master teacher graduates, SOLAR, for the science of reading in the early Years and AERO, reviewing instructional practice and data. CLTC fosters respectful and positive relationships through constructive and open communication. We provide a nurturing space that inspires academic success and prioritises health & wellbeing within a holistic approach that ensures all students feel safe, valued and respected as an equal member of our school community. Clear and explicit expectations are communicated in a consistent and calm manner. Our high expectations form the basis of a comprehensive behavioural framework setting clear standards and boundaries for all students. We foster respect for all and motivate students to seek, strive and excel in learning. All students have the right to learn and the responsibility to ensure the learning environment is optimal for others. We deliver a rich curriculum that motivates students to be engaged in their academic learning and continually develop their social & emotional needs.

The College has a strong focus in the implementation of Professional Learning communities, tied to the measurement of student growth and reflection on implementation in instructional practice. A clear instructional model operates in all settings that assists students to construct learning and is supported with clear instructional skills and strategies, enabling students to grow in independence in mastery of knowledge. We recognise the ongoing commitment that staff undertake in teaching, wellbeing, education support & administration roles and we value each of these positions equally. We invest in our staff by affording them time to participate in other meaningful feedback processes that include coaching, mentoring & team meetings. This ensures that our entire network of staff feel valued, supported & listened to, and are able to maintain optimal standards. We use High Impact Teaching Strategies (HITS) to drive explicit instruction in order to fully optimise student learning outcomes. The College has also developed its own Writing Across the Curriculum program, being positive in effect to increases in student achievement. This operates at all levels and subjects.

The core of CLTC's philosophy is underpinned by unconditional positive regard providing students and staff with a consistent & predictable structure that encourages mutually honest, respectful & authentic relationships. At CLTC we provide wellbeing support for our students and strive to uphold the essence of the Berry Street Educational Model; "positive education, trauma-informed & wellbeing practices that enable students' academic and personal growth". This holistic approach caters for students who are disengaged (via a re-engagement program at The Pavilion School) right through to highly academic students who may require additional support in terms of their wellbeing. All staff are trained in the Berry Street Educational Model and are able to collaborate across our school community to gain further insight into best practice approaches to maintain our expertise in the area of student wellbeing. Restorative practice fosters a calm, consistent & nurturing environment that teaches strategies to build resilience, repair relationships and aid students to self-regulate emotions.

CLTC values our diverse community and invites families to be involved in their child's education. This is cultivated through both formal and informal processes. Formally, parents are able to celebrate their child's academic and social achievements during parent/carer teacher interviews and school reports. In addition to this, parent information nights, school events such as sports days, cultural celebrations and fete's offer opportunities for community connection. CLTC prides itself on being an inclusive school however, we recognise various language barriers. Therefore interpreters are available to support members of our deaf community and for those families whereby English is not their first language. We appreciate our families ongoing input and feedback to further strengthen the relationships and inclusivity within our school community.

CLTC believes that student data should inform & support both academic and wellbeing needs. Data is accessible by teachers and wellbeing staff to establish benchmarks for growth. Collaborative planning, assessment tools & ideas are shared via an online system that all staff are trained in. Our system includes wellbeing data and risk assessments as well as academic data. We ensure that data can only be accessed by relevant staff to ensure the ongoing privacy and confidentiality of our students.

The genesis of our vision began with an aspiration to cultivate healthy, authentic relationships with our students that nurtures their academic and wellbeing growth. Explicit expectations pave the way for all students to feel safe, respected and valued. Unconditional positive regard allows a young person to have a consistent, predictable and calm experience of school. In turn, young people feel connected to our school, take pride in being a student

	<p>at CLTC and develop into inquisitive, literate and numerate learners with a strong sense of community.</p>
<p>School values</p>	<p>Our REAL Values</p> <p>Respect We protect the right of all students to learn and teachers to teach. Mutual respect and personal responsibility of all members of the College community enable us provide a safe and orderly learning environment.</p> <p>Excellence We encourage our staff and students to be reflective, resilient and confident, to have high expectations for themselves and others as they strive towards personal excellence.</p> <p>Acceptance We believe diversity is a strength. We promote diverse ways of learning, thinking and knowing to cultivate open minds and facilitate willingness to take risks to solve new problems. We are inclusive and build positive relationships by accepting one another.</p> <p>Leadership We believe that strong leadership is vital for our community to thrive. Our student and staff leadership teams are responsive to those they serve, inclusive and visionary. We encourage all students to think and behave as leaders by supporting them to be self-motivated, disciplined and by having high expectations of themselves.</p>
<p>Context challenges</p>	<p>The College is a complex and diverse organisation. The La Trobe Campus is a Foundation to Year 12 setting which includes a distinct secondary school program, and distinct primary school program, a supporting Deaf Facility and the inclusion of Quantum Victoria - a Victorian Science and Mathematics Centre of Excellence. The Pavilion School has two campuses, and provides a flexible learning option and re-engagement program for secondary school students across the North West of Melbourne. Its is a highly structured approach to re-engagement and wellbeing but is challenged by irregular attendance of many students. the college develop, Within the latest school review completed in 2024 the College has also identified that its professional learning and classroom observations processes can improve, as well as consistency in understandings and use of instructional approaches to meet the needs of individual students in the variety of learning settings. Additionally sections of the community face hardship and disadvantage, with welfare supports in place to support families. The College faces challenges with its geographical position. It is bordered on two sides with the large grounds of La Trobe Campus. An industrial area, although not extremely large, also sits adjacent. This means that whereby neighbourhoods for enrolment would normally encompass a school the enrolment zone area is relatively small. Additionally, one of the three only feeder primary schools, Rosanna Primary, with Charles La Trobe Primary and Olympic Village Primary, being the other two has families normally seek other schools such as Viewbank College. This means enrolments are flucuating with a slight decline over recent years. The most recent school review in 2024 found the following recommendations for improvement in regards to Teaching and Learning:</p> <ul style="list-style-type: none"> • Define and share quality and effective teaching and learning strategies that could be utilised in the variety of settings. Engage in an action research process for this • Strengthen the induction and coaching processes to support staff in expectations for quality and consistent implementation of instructional and behaviour management processes. Develop a staff handbook which articulates this • Build middle leaders' capabilities to strengthen collaborative practices and build collective efficacy and responsibility across all staff groups, especially in proposed PLC meetings. Clarify the roles of learning specialists in this • Build staff capabilities to effectively analyse data to inform student progress and to differentiate next levels of teaching to build student agency in their own learning • Continue to develop transition and pathways approaches to cater for expanding student needs within and beyond the college. • collaboration to develop and review curriculum and assessment tasks with a focus on using data effectively to ensure all students were catered for and stimulated in their lessons • Professional learning focus on staff data literacy and moderation, both within staff induction processes and in building PLCs • Develop formative assessments, feedback and rubrics to support student understanding of their own learning growth • Develop accessible data displays to measure and inform student learning progress.
<p>Intent, rationale and focus</p>	<p>Those within the College have confidence in its educational offerings and the richness to school life offered. The College has many strong practices ranging from its inclusivity, educational programs with enourmous extra curriculum offerings as well as student leadership, voice and agency. The</p>

challenge of the College is to become a local school of choice with a reputation for excellence. The college is trying to develop socially, emotionally and intellectually responsible learners. We want students to achieve their potential - both in terms of academic outcomes and pathways outcomes. We want learners and families to be proud of the college. We want to ensure that all parts of the college apply consistently a wellbeing and engagement model, and that our response to student behaviour and management is responsive and effective. We want students to have agency in their learning, and a say in what goes on at the college. Further we want a highly engaged community with students, staff and parents all highly aware of excellent instructional practice and supportive programs within. With the first few years of the strategic plan there are key buildings and grounds improvements to be undertaken as well as strengthening targeted support initiatives to ensure higher student growth in every academic year.

Further the College wants to increase its partnership with La Trobe University and ensure that innovative and contemporary educational experiences are strongly embedded across the College. The College further wants to ensure that we establish our points of difference. Part of this vision is to ensure constant integration between the Primary and Secondary campuses to ensure strong transition of students but also continual relationships and connection with each setting. This is to between staff as the experts on student progression but also students in connection with peers and the community. Further this includes ensuring leading practice at any setting, whether Quantum or the Pavilion is then showcased across the College. This is an obvious area of opportunity for Charles La Trobe College.

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Goal 1	Improve the learning outcomes for every student.
Target 1.1	<p>By 2028 improve the percentage of students to have completed Phase 7.4 (grapheme/phoneme) in LLARS by the end of Year 2 for:</p> <ul style="list-style-type: none"> • Olympic Village primary from 35% in 2024 to 70% • La Trobe primary from 42% in 2024 to 70%
Target 1.2	<p>By Semester 2, 2028 improve the percentage of students at and above expected level according to teacher judgements, based on 2023, Semester 2 data, for:</p> <p>Reading and viewing</p> <ul style="list-style-type: none"> • Prep to Year 6 from 64% to 75% • Year 7 to 10 from 71% to 75% <p>Writing</p> <ul style="list-style-type: none"> • Prep to Year 6 from 51% to 75% • Year 7 to 10 from 68% to 75% <p>Number and algebra</p> <ul style="list-style-type: none"> • Prep to Year 6 from 66% to 75% • Year 7 to 10 from 54% to 70%
Target 1.3	<p>By 2028, increase the percentage of positive endorsement in the Attitudes to School Survey, based on 2023 figures, for the following factors:</p> <p>Effective teaching time</p> <ul style="list-style-type: none"> • Years 4 to 6 from 81% to 82% • Years 7 to 9 from 51% to 65% • Years 10 to 12 from 61% to 70% <p>Stimulated learning</p> <ul style="list-style-type: none"> • Years 4 to 6 from 72% to 80% • Years 7 to 9 from 41% to 65% • Years 10 to 12 from 52% to 70% <p>Student voice and agency</p> <ul style="list-style-type: none"> • Years 4 to 6 from 57% to 70% • Years 7 to 9 from 33% to 55% • Years 10 to 12 from 48% to 65%

Target 1.4	<p>By 2028, increase the percentage of positive endorsement in the School Staff Survey factors, based on 2023 figures, from:</p> <ul style="list-style-type: none"> • 69% to 75% for Guaranteed and viable curriculum • 59% to 70% for Collective efficacy • 35% to 65% for Academic emphasis • 36% to 65% for Understand how to analyse data
Target 1.5	<p>By 2028, based on 2023 figures, improve the percentage of students with:</p> <ul style="list-style-type: none"> • VCE completions from 97% to 100% • VCE VM awards at La Trobe campus from 58% to 80% • VCE VM awards at Pavilion East Preston campus from 75% to 80% • VCE VM awards at Pavilion Epping campus from 50% to 70%
Target 1.6	<p>By 2028 reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 / Year 7 and 9 compared to the number of 'needs additional support' students in 2024. Exact figures to be updated beginning 2025.</p>
Key Improvement Strategy 1.ay 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>Strengthen a whole school approach to high-quality instruction and assessment</p>
Key Improvement Strategy 1.ay Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.ay Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.by 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	
Key Improvement Strategy 1.by Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Embed agreed processes for feedback, coaching and observations that challenge staff to reflect upon and improve their practice</p>
Key Improvement Strategy 1.cy	<p>Provide authentic opportunities for students to influence teaching and learning through increased voice and agency.</p>

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.cy Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Goal 2</p>	<p>Improve connectedness and engagement for every student.</p>
<p>Target 2.1</p>	<p>By 2028 the percentage of positive endorsement in the Attitudes to School Survey, based on 2023 figures, to increase for:</p> <ul style="list-style-type: none"> • Years 4 to 6 from 68% to 75% for Managing bullying • Years 7 to 9 from 38% to 60% for Managing bullying • Years 10 to 12 from 51% to 75% for Managing bullying • Years 4 to 6 from 82% to 83% for Advocate at school • Years 7 to 9 from 52% to 65% for Advocate at school • Years 10 to 12 from 58% to 70% for Advocate at school • Years 4 to 6 from 66% to 75% for Teacher concern • Years 7 to 9 from 35% to 51% for Teacher concern • Years 10 to 12 from 48% to 65% for Teacher concern • Years 4 to 6 from 68% to 75% for Sense of confidence • Years 7 to 9 from 43% to 65% for Sense of confidence • Years 10 to 12 from 46% to 70% for Sense of confidence
<p>Target 2.2</p>	<p>By 2028 the percentage of positive endorsement in the Parent Opinion Survey, based on 2023 figures, to increase from:</p> <ul style="list-style-type: none"> • 73% to 75% for Student agency and voice • 72% to 75% for Confidence and resiliency skills • 70% to 75% for Student motivation and support • 75% to 80% for Positive transitions
<p>Target 2.3</p>	<p>By 2028 increase the percentage of completed student support group meetings from 65% in 2023 to 90%.</p>
<p>Target 2.4</p>	<p>By 2028, reduce the percentage of students with 30+ absence days:</p> <ul style="list-style-type: none"> • La Trobe primary from 52.3% in 2023 to 45%

	<ul style="list-style-type: none"> • La Trobe secondary from 85.1% in 2023 to 75% • Olympic Village primary from 69.0% in 2023 to 48% • Pavilion from 87.1% in 2023 to 80%
Key Improvement Strategy 2.ay Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen tiered and inclusion processes and practices for identifying and supporting student learning and wellbeing.
Key Improvement Strategy 2.ay Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.by 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	Strengthen partnerships within the school community and beyond
Key Improvement Strategy 2.by Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 3	Strengthen transitions and pathways for every student.
Target 3.1	By 2028 the percentage of positive endorsement in the Attitudes to School Survey, based on 2023 figures, to increase from: <ul style="list-style-type: none"> • 56% to 70% for Stage transitions (Yr7 and new) • 52% to 68% for Stage transitions (Yr10 to 12) • 69% to 75% for High expectations for success
Target 3.2	By 2028, improve the Year 10 to 12 retention rate from xx% in 2023 to yy% (To be confirmed)
Target 3.3	By 2028, maintain the percentage of the Tertiary Application Rate at 85% or above.
Key Improvement Strategy 3.ay 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	Develop and implement a school-wide framework that ensures students have successful transitions into, through and beyond the school
Key Improvement Strategy 3.ay	

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 3.ay Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 3.by Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop staff capability to apply an expert understanding of the stages of development and learning as students journey into, through and beyond school.</p>
<p>Key Improvement Strategy 3.by Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	