School Strategic Plan 2023-2027

Collingwood College (6212)



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VICTORIA State Government | Education and Training

School Strategic Plan - 2023-2027

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School vision	At Collingwood College, we inspire young people to be well-balanced, strong and creative individuals who make a positive difference to our community. We cultivate a rich and diverse curriculum. The College is committed to continuous improvement to maximise outcomes for all students. Collingwood College believes in providing diversity within the Victorian government schools system and our range of programs promote a sense of choice and inclusion for students. Our point of difference is our strength, and we are proud of our history of innovation and inclusiveness.
School values	At Collingwood College, our values are the compass for our learning community. We demonstrate our values through our behaviour, decisions, and interactions with one another. Our college values are: Diversity – Creativity – Innovation – Relationships - Achievement Diversity We are inclusive of all students of all abilities. We respect and value the social, linguistic, religious, financial, academic, and cultural diversity of our learning community. Our ability to embrace diversity is demonstrated through how we value uncertainty, subjectivity, participation, intuition, insight, and imagination to develop and deliver a curriculum that meets all student needs. We offer a place for everyone. Creativity We understand that creativity is the key for exploring the world. We encourage young people to take the lead and embrace curiosity, and to question and challenge traditional ways of seeing and being. We create conditions for adventurous exploration of ideas and for constructive reflection. Innovation Innovation is embedded as the foundation of our learning community. We're open to new working structures, learning environments, collaborations, advanced technology, pedagogies, and an integrated curriculum. We approach change and unforeseen circumstances in a positive and proactive way. Relationships We believe that that life-long education involves developing a deep understanding of our relationships – with ourselves and others. While education must focus on the needs of the individual, it cannot be considered in isolation of the family, the College, and the broader community.

	*The introduction of the IB MYP is one way of promoting as students to be internationally minded and see themselves as part of a global community. Achievement We expect all members of our learning community to strive to achieve their personal best. We support them by creating a climate that constantly articulates high expectations for all. We celebrate the individual and collective achievements of our students as well as members of our community.
Context challenges	Founded in 1882, Collingwood College is a public Prep-12 College situated in the inner-city area of Collingwood, in close proximity to Melbourne's central business district. The College serves 740 students, with enrolment figures having experienced a downturn partly due to the COVID pandemic's impact on the international student body. However, 2023 and 2024 have seen a resurgence in international student numbers. The DHFS tower relocation initiative also contributed to the decline, as families from nearby public housing were rehoused to the outer suburbs. The school's demographic has shifted from high socioeconomic disadvantage to a mid-tier standing on the School Family Occupation Education (SFOE) Index, registering at 0.3704 in 2024. Collingwood College attracts students from various Melbourne suburbs, preserving its cultural diversity. Over a quarter of the students have a non-English speaking background, and 2% identify as Indigenous or Torres Strait Islander. The school is an educational hub for over 70 international students from countries including Vietnam, Cambodia, China, Thailand, Indonesia, and Korea. Collingwood College delivers cutting-edge and forward-thinking educational methodologies across all levels. The College is divided into two sub-schools: Primary and Secondary, each tailored to optimally support children through the various phases of their growth. Collingwood College is guided by a clear educational philosophy, offering three principal learning streams: an inquiry-based approach for Prep-5, a secondary mainstream program following the Victorian Curriculum with the MYP IB framework, and a unique and world class P-9 Steiner Program. For students in Years 10-12, the program is designed to seamlessly transition students to the Victorian Certificate of Education (VCE), Vocational Major (VM), and Victorian Pathways Certificate (VPC) pathways starting in Year 10. In 2024, the College expanded to include an on-site kindergarten managed by the City of Yarra, enhancing early childhood education offerings and aiming to facilitate a seamless transition for students between Kindergarten and Prep. For over a decade, Collingwood College has collaborated with Fitzroy High School to diversify Senior educational pathways. This partnership was strengthened with the inauguration of the Wurun Senior campus in 2022, a shared senior school that offers VCE, VM, and VPC. Collingwood College's additional campus, CAS, admits students from age 14 and employs a re-engagement model of education. This campus is set to undergo a review during the current Strategic Plan period.
Intent, rationale and focus	Collingwood College is dedicated to enhancing student achievements by fostering teacher collaboration and the consistent application of high-impact strategies in teaching, learning, and student well-being. We are unwavering in our dedication to ensuring

	the well-being and inclusion of all students and fostering their development into positive members of society. In the forthcoming four years, our focus areas will be methodically supported by our Annual Implementation Plan (AIP), which will include: - Reinforcing the school's vision and values by fostering shared instructional leadership and integrating leadership roles that resonate with the Strategic Plan and major DE initiatives. - Enhancing teacher collective efficacy to refine teaching practices through ongoing engagement with Professional Learning Communities (PLCs). - Providing school-based leaders with professional development to deepen their understanding and implementation of high-quality assessment techniques. - Cultivating leadership skills across our staff to promote a culture that values instructional leadership for all. - Advancing teacher skills in applying the Victorian Teaching and Learning Pedagogical Model (E5) alongside New Metrics for success. - Elevating teachers' data literacy through professional development to inform practices with data-driven actions - Sustaining professional growth for staff to better tailor curriculum and pedagogy to the diverse learning needs of students. - Enhancing leaders' and teachers' comprehension of student agency in both learning and well-being through targeted professional learning. - Clarifying various teaching and learning methodologies across different streams and campuses, and providing teachers with the professional knowledge to meet expectations and monitor success within each approach. - Strengthening the partnership with Fitzroy High School (Wurun Senior Campus) to maintain and implement exceptional educational experiences. - Improving content design, assessment, reporting protocols, and expanding Vocational Education and Training (VET) options to encourage broad participation in all educational pathways. - Advancing Senior School Reforms, VCE Vocational Major (VCE VM), Victorian Pathway Certificate (VPC), and School-Based Apprenticeships and Traineeships opportunities. - Reviewing and possibly restructuring the CAS campus model, its teaching and learning approaches, and staffing, to provide a comprehensive alternative educational pathway for certain student demographics.

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Goal 1	Optimise student learning outcomes.

Target 1.1	NAPLAN – Proficiency scales Literacy (Place holder target)
	
	By 2027, increase the percentage of students achieving in the Strong and Exceeding Proficiency:
	
	• Year 3
	  ○ Reading from 54 percent (2023) to 70 percent
	  ○ Writing from 77 percent (2023) to 81 percent.
	• Year 5
	  ○ Reading from 66 percent (2023) to 77 percent
	  ○ Writing from 61 percent (2023) to 76 percent.
	• Year 7
	  ○ Reading from 60 percent (2023) to 68 percent
	  ○ Writing from 51 percent (2023) to 61 percent.
	• Year 9
	  ○ Reading from 53 percent (2023) to 61 percent
	  ○ Writing from 58 percent (2023) to 62 percent.
	
	*This target may require adjustment once trend data is available

Target 1.2	NAPLAN – Proficiency scales Numeracy (Place holder target) By 2027, increase the percentage of students achieving in the Strong and Exceeding Proficiency in numeracy: • Year 3 from 52 percent (2023) to 66 percent • Year 5 from 64 percent (2023) to 68 percent • Year 7 from 58 percent (2023) to 64 percent • Year 9 from 47 percent (2023) to 60 percent.

	*This target may require adjustment once trend data is available
Target 1.3	Teacher Judgments – Growth By 2027, increase the percentage of students demonstrating at or above expected growth as measured by teacher judgments (semester two to semester two) for: Years 1 to 6 • Reading and viewing from xx percent (2023) to yy percent • Writing from xx percent (2023) to yy percent • Number and Algebra from xx percent (2023) to yy percent *Target to be finalised once teacher judgment data is accessible on Panorama Years 7 to 10 • Reading and viewing from 59 percent (2022) to 67 percent • Writing from 62 percent (2022) to 70 percent (above expected growth only) • Number and Algebra from 53 per cent (2022) to 63 percent.

Target 1.4	VCE - Completion rates
	
	By 2027, increase the senior school completion rates for:
	
	• VCE
	  ○ Collingwood College 92.9 per cent (2023) to at least 97 percent
	  ○ Wurun 93.05 (2023) to at least 97 percent.
	• VCE-VM
	  ○ Collingwood College from (insert benchmark) 2023 to (insert target)
	  ○ Wurun from (insert benchmark) 2023 to (insert target).
	• VPC
	  ○ Collingwood College from (insert benchmark) 2024 to (insert target)

	○ Wurun from (insert benchmark) 2024 to (insert target). *Target to be completed once VCE-VM and VPC completion rates are available
Target 1.5	VCE All Study Score Mean By 2027, increase the VCE all study scores mean for: • Collingwood College from 26.31 (2022) to 27.50 • Wurun 28.12 (2022) to 28.88.
Target 1.6	VCE Study Score 40+ By 2027, increase the percentage for students with at least one study score of 40 or above for: • Collingwood College from 5.8 percent (2022) to at least 14.6 percent • Wurun from 9.5 percent (2023) to at least 14.6 percent.
Target 1.7	VCE Mean Study Score – English and EAL By 2027, increase the VCE mean study score across studies of VCE English for: • Collingwood College English from 27.09 (2022) to 29 • Wurun English from 27.46 (2022) to 29.5 • Collingwood College EAL from 26.69 (2022) to 29.
Target 1.8	VCE Mean Study Score - Maths

	By 2027, increase the VCE mean study score across studies of VCE Mathematics for:
	
	• General Maths:
	  ○ Collingwood College from 26.88 (2022) to 28
	  ○ Wurun from 27.32 (2022) to 30.
	• Mathematics Methods (CAS):
	  ○ Collingwood College from 24.19 (2022) to 26
	  ○ Wurun from 26.68 (2022) to 28.

Target 1.9	School Staff Survey (SSS) By 2027, increase the positive percentage endorsement rate in the School Staff Survey factors: • Instructional Leadership from 50 percent (2023) to 62 percent • Academic emphasis from?46?percent (2023) to?50?percent • Collective efficacy from 68 percent (2023) to 72 per cent • Understanding formative assessment from 60 percent (2023) to 64 per cent.
Target 1.10	Student Attitudes to School Survey (AToSS) By 2027, increase the positive percentage endorsement rate in the student Attitudes to School Survey factors for: • Stimulating learning from 50 percent (2023) to 58 percent • Differentiated learning challenge from 63 percent (2023) to 67 percent • Motivation and interest from 55 percent (2023) to 59 percent.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum	Enhance and embed consistent and intentional evidence-based high-impact learning and teaching strategies through the Victorian Curriculum and VCE Study Designs.

and senior secondary pathways, incorporating extra-curricula programs	
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	
Key Improvement Strategy 1.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	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capability to use the Victorian Teaching and Learning Model Pedagogical Model (E5) and New Metrics for Success.
Key Improvement Strategy 1.b 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.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	
Key Improvement Strategy 1.c 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	Embed Professional Learning Communities inquiry cycles leveraging the use of data collection, assessment and analysis.
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	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop agreed, consistent and rigorous teaching and learning approaches that meet all students individual needs.
Key Improvement Strategy 1.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.e 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	Review and embed the school vision and values through shared instructional leadership.
Key Improvement Strategy 1.e Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	Optimise student capability to thrive.
Target 2.1	Attendance By 2027, decrease the percentage of students with 20 or more days absent in: • Foundation to Year 6 from 49 percent (2022) to 37 percent • Years 7 to 12 from 35 percent (2022) to 23 percent.
Target 2.2	Student Attitudes to School Survey (AToSS) By 2027, increase the positive percentage endorsement rate in the student Attitudes to School Survey factors: • Normal or high Resilience from 67 percent (2023) to 71 percent

	• Not experiencing bullying from 79 percent (2023) to 86 percent • Advocate at school from 64 percent (2023) to 70 percent • Respect for diversity from 64 percent (2023) to 70 percent • School connectedness from 52 per cent (2023) to 56 per cent • Student voice and agency from 42 per cent (2023) to 50 per cent.
Target 2.3	Parent Opinion Survey (POS) By 2027, increase the positive percentage endorsement rate in the Parent Opinion Survey factors: • Student agency and voice from 69 percent (2023) to 73 percent • Parent participation and involvement from 59 percent (2023) to 65 percent.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further build and embed a tiered approach to wellbeing, focusing on enhancing capabilities to thrive.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Champion a school culture of equity and inclusion for each student.

Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further refine and develop transitions and pathways approaches to enhance student engagement with their learning and destinations.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further enhance the schools positive climate for learning with a focus on building a culture of respect.
Key Improvement Strategy 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.e Activation of student voice and agency, including in leadership and learning, to	Further strengthen and embed student agency in learning and across the school.

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.e Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	