

Strategic Improvement Plan 2021-2024

Tuggerah Lakes Secondary College The Entrance Campus 8465



School vision and context

School vision statement

We aspire to develop respectful and responsible students with the knowledge and skills to thrive in their chosen pathway.

School context

Situated between the ocean and the lake in Darkinjung Country, TLSC The Entrance Campus is the senior campus of Tuggerah Lakes Secondary College. It is established as an adult working and learning environment offering multiple pathways to the HSC and beyond. Our campus consists of 810 Year 11 and 12 students from diverse backgrounds (FOEI 112) including 8% Aboriginal and Torres Strait Islander students. Our campus also has a large support unit 7-12.

We are part of a multi-campus collegiate with two middle years campuses 7-10 (Berkeley Vale and Tumbi Umbi) and a proud partner of Tuggerah Lakes Learning Community which includes our seven partner primary schools.

We have strong community partnerships with the Kuriwa AECG, Parent Advisory Group and our Student Leadership team, to ensure that our students are confident learners and can develop post-school pathways. As a school community, we value inclusiveness and independent student learning as part of the lifelong learning experience.

We are committed to supporting our Aboriginal students culturally, emotionally and academically. Through programs such as Pirru Thangkurray, culturally rich opportunities are provided for our students promoting connection, identity and self-determination. Students have weekly sessions that include on Country learning, yarn up, exploring histories and cultures, Aboriginal rights and freedoms. Every student has an individual pathway that includes cultural, school and post-school goals.

Our core values of Respect, Responsibility and Relationships underpin our school culture and motto 'New Horizons'. They engage students, staff and the community in working together to develop confident, socially aware and involved young adults who can make significant contributions to the broader community.

This Campus offers the broadest range of courses and pathways to the HSC or Year 12 equivalent on the Central Coast, including academic and vocational education. Our student population is diverse in terms of cultural background, educational experience and future aspirations and our college prides itself on its ability to meet such diverse needs.

The College Talent Development in Sport (TDS) program targets students who are performing at an elite level in their chosen sport. These students are currently NSW or Australian representatives, or playing in elite squads in state or national competitions. Students follow an individual plan to ensure they are able to achieve their sporting and academic/vocational goals. Over the past five years over 100 students have successfully graduated the program, with over 95% achieving their goals competing at an elite level in state and national squads, or making the successful transition to professional sport.

The College Talent Development in the Arts (TDA) program targets students who are performing at an elite level in dance. Students follow an individual plan and participate in a College Company to ensure they are able to achieve their dancing and academic/vocational goals. Over the past four years, more than 80 students have successfully graduated the program, with many making the transition to elite national dance companies and university.

School vision and context

School vision statement

School context

programs. The College Company has won awards locally and nationally. Many students have been featured dancers in national dance publications. A hallmark of the program is the capacity for students to take a lead in dance choreography.

Through our situational analysis, we have identified assessment, attendance, learning enrichment and future focused pathways as the key priorities of the strategic improvement plan. Our school provides a learning environment and academic culture that allows young people to achieve their personal best.

Strategic Direction 1: Student growth and attainment

Purpose

Maximise student achievement in the HSC and attainment of individual post-school pathways.

Improvement measures

Target year: 2022

Increase percentage of HSC course results in top two bands by 6% by 2022.

Increase percentage of HSC course results in top three Bands by 5% by 2022.

Decrease percentage of HSC course results in bottom two bands.

Increase proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Increase proportion of students attending greater than 90% of the time.

Decrease proportion of students attending less than 80% of the time.

Target year: 2024

Working within or beyond sustaining and growing as measured by the school excellence framework in Learning Culture, Curriculum, Assessment, Reporting and Student Performance Measures.

Initiatives

Quality teaching and learning practices

Targeted subject-based Attendance, Literacy and Numeracy programs and support is delivered both in class and via withdrawal.

Students and staff actively engage with Learning Plans (PLP, IEP) to inform teaching and learning practices.

Develop all staff through targeted professional learning opportunities that enhance their skills and capabilities to move students into the top three bands.

Evidence-informed assessment for and of learning

Teachers engage in data-informed practices to develop subject assessment (summative) programs that assess what the students Know, Understand and Can Do, that accurately reflect the knowledge and skill components of the course.

Success criteria for this strategic direction

Aboriginal children and young people are equally represented in achieving a HSC with an ATAR at the same level or better than the whole population of their peers.

Aboriginal students believe they can succeed at school and they do succeed.

SLSO literacy/numeracy support for students in each faculty.

Literacy support folders developed for every faculty.

IEP's and PLP's used to inform teaching practice in the classroom.

Individual student adjustments made to teaching and learning programs.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Staff PDP's align professional goals with targeted and specific PL opportunities.

Staff complete specific PL for evidenced-based practices to improve quality teaching and learning.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

All staff access data training to improve their data literacy.

Staff complete a detailed analysis of each subject to improve classroom teaching practice.

Summative assessments more accurately reflect student achievement and potential achievement in external measures.

Evaluation plan for this strategic direction

TLSC The Entrance Campus will adopt evidence-informed evaluative practices. (See QDAI below)

Questions- What is the impact of using data-driven teaching and learning on student performance and Literacy and Numeracy? Evidence will be collected through student voice, quality of formative and summative assessment tasks, HSC results.

Do teachers collaborate to evaluate, reflect on and adapt practice?

Are super six and formative assessment strategies embedded in all teaching and learning across all KLA's?

Data- External student performance measures (HSC), internal student performance measures (feedback and formative assessment), teaching and learning programs, student work samples.

Analysis- Data is analysed and triangulated regularly to determine the extent to which the purpose has been achieved and identify areas for improvement or modification.

Implications- Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Teachers as leaders

Purpose

To inspire and support teachers to be leaders in their classroom using evidence based practices to improve learning outcomes for all students.

Improvement measures

Target year: 2024

Each faculty embeds quality and consistent formative assessment practices into learning programs.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Teachers collaborate with staff in other schools to share and embed good practice.

Target year: 2024

All teachers are working towards achieving their leadership goals in one of two identified leadership pathways.

Capacity is built through the Head Teacher Mentor and professional learning team so that Teacher leaders can support and inspire beginning teachers.

All teachers continue to engage in professional learning to ensure the development and implementation of quality HSC systems is current and effective.

Initiatives

Evidence based practice

Evidence based practice is used to monitor student learning, provide ongoing feedback and develop effective teaching and learning strategies that can be used by teachers to improve teaching and student outcomes:

- Formative and summative assessment.
- Targeted professional learning.
- Quality Teaching Framework.
- Australian Professional Teaching Standards.

Developing leadership capacity

A maintained focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress through school-based initiatives to develop teachers as leaders:

- Formal Career Leadership program.
- Instructional Leadership program.

Success criteria for this strategic direction

Head Teacher Mentor works across the school to support faculties to embed formative assessment strategies into all teaching and learning programs.

Teaching and learning programs are dynamic, showing evidence of checkpoints based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Professional learning is provided to all teachers to support them in collecting and analysing data to inform teaching and learning.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

All teachers are expected to analyse the previous years HSC results and suggest strategies for improvement. These strategies are included in the faculty action plan.

All teachers have a sound understanding of student assessment and data. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Professional learning is provided to teachers on explicit literacy and numeracy strategies to improve outcomes for all students.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Appointment of a Head Teacher Mentor to support beginning teachers and ensure all teachers are engaged in quality professional learning.

Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Regular consultation with the AECG and Aboriginal community to improve outcomes for all Aboriginal students.

All teachers have completed Aboriginal cultural awareness training, with refresher courses every three years.

All teachers demonstrate that they understand that Aboriginal parents/families have high expectations for their children and all teachers work in collaboration with parents/caregivers and communities to ensure Aboriginal students achieve these expectations.

Evaluation plan for this strategic direction

TLSC The Entrance Campus will adopt evidence based practices. (See QDAI below)

Questions- What is the impact of using evidence based practices on teaching and learning to improve student

Evaluation plan for this strategic direction

outcomes? Evidence will be collected through student voice, quality of formative and summative assessment tasks, HSC results, attendance data and TTFM.

Do teachers collaborate to evaluate, reflect on and adapt practice? Evidence will be collected through the TEC Professional Learning website where teachers share professional learning resources and evaluate their professional learning experiences.

Are formative assessment strategies embedded in all teaching and learning across all KLA's? Evidence will be collected from all Teaching and Learning programs, student workbooks and work samples which are checked twice a year by Deputy Principal.

Are all teachers working towards their leadership goals? All teachers will have identified their leadership pathway and regular consultation will occur with Head Teachers, Head Teacher Mentor and the Professional Learning Team to monitor and support their progress.

Analysis- data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications- rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Students connect and thrive

Purpose

All students are known, valued and cared for and are empowered to thrive in their school and community.

Improvement measures

Target year: 2022

Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school by 6% based on baseline data.

Target year: 2024

All students are known, valued and cared for.

Working within or beyond sustaining and growing as measured by the school excellence framework in the themes of wellbeing and learning culture.

Initiatives

Empower

Improve the delivery of the TTFM to students and parents to gather meaningful data.

Increased whole school responsibility of individualised planning, measuring and support of students moving to TEC and attending TEC.

Thrive

Internal and externally facilitated programs and wellbeing services are data driven, meaningful and accessible for all.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. As a result, the school is organised so that all students have regular opportunities to meet staff members who can provide advice, support and assistance to help students fulfill their potential.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Teaching and learning programs ensure that all students are challenged and adjustments lead to improved learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Parents and carers of Aboriginal children will find schools welcoming and respectful places.

Aboriginal children and young people are equally represented in gaining places in further education at the same level or better than the whole population of their peers.

Every student in NSW leaves school with an understanding of Aboriginal heritage and culture and the history of the interaction between Aboriginal and Torres Strait Islander peoples and non-Aboriginal and Torres Strait Islander peoples.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

TLSC The Entrance Campus will adopt evidence-informed evaluative practices. (See QDAI below)

Questions- What is the impact of increase support staff and diversified socio emotional programs on student sense of belonging, success and advocacy?

Data- TTFM data sets, pre and post small group program evaluation surveys, teaching and learning programs, post school pathway data.

Analysis- Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications- Rigorous analysis of the data to determine impact will guide both ongoing implementation. as well as future school planning to provide continuous improvement, ensuring students grow in their learning.