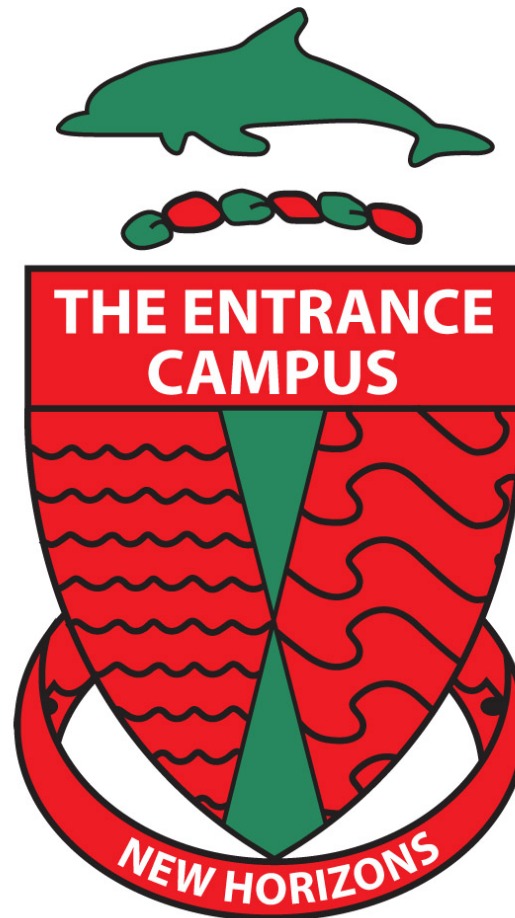


# Strategic Improvement Plan 2022-2026

## Tuggerah Lakes Secondary College The Entrance Campus 8465



# School vision and context

## School vision statement

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

## School context

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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 750 Year 11 and 12 students from diverse backgrounds, 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 Thangkuray, 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

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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

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 83.91% in 2023 to 84.91% by 2027.

### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

The proportion of students' HSC results in the top three achievement bands is increased from 65% in 2023 to 68% in 2027.

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

100% of students achieve the literacy minimum standards during or before their HSC year.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

## Initiatives

### Quality Teaching and Learning Practices

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence-based teaching strategies.

- Student feedback in formative and summative assessment to drive continuous improvement for all students across the full range of abilities.
- Develop learning alliances with like schools to enhance curriculum
- Targeted subject-based Attendance, Literacy and Numeracy programs and support is delivered both in class and via withdrawal.
- Staff actively engage and show evidence that learning and teaching is adjusted to address all student needs including engagement with Learning Plans (PLP, IEP) to inform teaching and learning practices.
- Continue to develop and support all staff through targeted professional learning opportunities that enhance their skills and capabilities to move students into the top three bands.
- SLSO literacy/numeracy support for students in each faculty and literacy support folders developed for every faculty.

### Evidence-Informed Assessment For and of Learning

Student assessment data is regularly used to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future directions.

- Teachers engage in data-informed practices to develop subject assessment (summative) programs that assess what the students Know, Understand and Can Do, and that accurately reflect the knowledge and skill components of the course.
- At faculty level analyse, interpret and extrapolate data to collaboratively inform planning, identify interventions and modify teaching practice.

## 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.

IEP's (including HPGE students) and PLP's are driving teaching practice in the classroom.

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

High impact professional learning has demonstrated improvement of quality teaching and learning.

Attendance data is informing planning resulting in improved regular attendance rates for all students, including those at risk.

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

**Question:** To what extent has quality teaching and learning and evidence-informed assessment practices maximised student achievement in the HSC and attainment of post-school pathways?

**Data:** Quantitative - HSC results, ATAR results, RAP data, internal assessment data, attendance data, PAT data, minimum standards testing data.

Qualitative - Teaching and learning programs, student learning goals, student feedback, student voice data.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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100% of students achieve the numeracy minimum standards during or before their HSC year.

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## Initiatives

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- Student learning goals are used and monitored with students that are informed by the data.
- Feedback from students on their learning is derived from assessments and informs further teaching.
- All staff access data training to improve their data literacy.

## Evaluation plan for this strategic direction

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**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will continually improve progress towards improvement measures.

**Implications:** The findings of the analysis will inform future directions. 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

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

## Improvement measures

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### Evidence Based Practice

Achieve by year: 2026

Evidence supports the school's on-balance judgement, in the themes of feedback and lesson planning, as measured against the School Excellence Framework, at Excelling.

### Educational Leadership

Achieve by year: 2026

Evidence supports the school's on-balance judgement, in the element of High expectations culture, as measured against the School Excellence Framework at Excelling.

## Initiatives

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### 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 practice and student outcomes.

Focus areas include:

- Formative and assessment
- Feedback
- A Learning and Responding Matrix
- Quality Teaching Framework
- Australian Professional Teaching Standards

### Developing leadership capacity

A maintained focus on educational leadership sustains a culture of effective, evidence-based teaching and ongoing improvement. Developing teachers as leaders is a priority so that every student makes measurable learning progress through school-based initiatives such as:

- Formal Career Leadership program
- Instructional Leadership program
- HT Mentor Role working collaboratively with teachers to improve practice
- Aligning of executive structure and implementation of TEC learning strategy PL
- Professional Learning Teams
- Effective professional learning cycles involving planning, implementation and reflection

## Success criteria for this strategic direction

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Professional Learning and mentoring across the school supports faculties to embed evidence based strategies from TEC Learning Strategy into all teaching and learning programs.

Teaching and learning programs are reflective of student needs and have formative assessment checkpoints.

Teaching and learning programs reflect analysis of student progress and achievement data and a range of other contextual information.

All staff are engaged in evidence-based professional learning and evaluate the learning to improve their practice.

Formal mentoring or coaching to improve teaching and support aspiring leaders at all career stages

Whole school leadership structures provide pathways for Formal Career and Instructional Leaders.

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

## Evaluation plan for this strategic direction

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

Questions-

To what extent have we Inspired and supported teachers to be leaders in their classroom using evidence based practices to improve learning outcomes for all students?

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

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

### **Evaluation plan for this strategic direction**

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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

### Wellbeing

Achieve by year: 2026

The school self assessment is validated at working within or beyond sustaining and growing, in the element of wellbeing and the theme of learning culture, as measured by the school excellence framework in the themes of wellbeing and learning culture.

### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Increase the proportion of students attaining VET qualifications while completing year 12.

## Initiatives

### Empower

Empower students with a strategic and planned approach of whole school wellbeing processes to support the wellbeing of all students.

- Increased whole school responsibility of individualised planning, measuring and support of students moving to TEC and attending TEC.
- There is collaboration between Aboriginal students community, family and school to develop PLP's goals and offer opportunity to empower them to achieve their academic, social and cultural aspirations.
- All students are empowered and supported through inclusive networks, including partnerships with families and external agencies. A range of pathway options inclusive of all students needs are offered to promote a holistic sense of wellbeing, connectedness and belonging which enables all students to fully participate in learning and their community.

### Thrive

Organise a central and safe environment so that all students have regular opportunities to meet with a member of staff who can provide advice, support and assistance to enable students to aspire to meaningful post school pathways:

- Have an established 'Thrive Hub' that supports the holistic needs of all students.
- Internal and externally facilitated programs and wellbeing services are data driven and purposeful, meaningful, inclusive and provide the opportunity to meet the needs of all students.. This data is the impetus to improve learning and wellbeing outcomes for all students.
- Positive and respectful relationships are evident and widespread among students, staff and community promoting optimum conditions of students to thrive.

## Success criteria for this strategic direction

The school has whole school practices in wellbeing , inclusivity, and engagement to support learning. There is school-wide, collective responsibility for the whole student. Collaborative planning for individual learning needs is shared by families, school 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.

A central connection point 'Thrive Hub' is established and all students have regular opportunities to meet staff members who can provide advice, support and assistance to help students fulfill their potential and enable positive and respectful relationship among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Systematic processes are in place to ensure awareness of individual student pathways and the attainment of VET qualifications at the completion of year 12.

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. Students can move to their post school pathways with confidence.

## 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?

To what extent are all students known, valued and cared for and are empowered to thrive in their school and community.

Data- TTFM data sets, pre and post small group program



# Strategic Direction 3: Students connect and thrive

## Initiatives

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- Systematic processes are evident for the tracking of VET qualification attainment and postschool destinations that suit individual goals and aspirations
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## Evaluation plan for this strategic direction

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evaluation surveys, teaching and learning programs, post school pathway data. Sentral wellbeing data. Evaluations and surveys from external partnership programs, Life Ready survey, 10-11 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.