

# School plan 2018-2020

## Great Lakes College Senior Campus 8281



# School background 2018–2020

## School vision statement

Great Lakes College Senior Campus will continue its evolution as a Collaborative Adult Learning and Working Environment that encourages and supports students to achieve their “personal best”. The continued improvement of student learning and wellbeing supports our young adults to achieve their goals and a successful future as responsible citizens.

## School context

Great Lakes College Senior Campus, (GLCSC), is a Senior School, which only caters for Year 11 and Year 12 students. While most of the students transitioning from Year 10 to the Senior Campus come to us from the Great Lakes College Year 7 to 10 Campuses of Forster and Tuncurry, others come to us from local and non-local independent schools. Community and student feedback indicates that students and families value the Senior Campus ethos of an Adult Learning and Working Environment and its proud record of high achieving HSC students. All Senior Campus students are enrolled in either the Preliminary HSC or HSC Courses. Traditionally, the Senior Campus offers its students a choice of an academic pathway, a general HSC pathway or a non HSC pathway. All students who graduate from the Senior Campus receive a Great Lakes College Senior Campus Graduation Certificate which lists all subjects the graduate completes at HSC standard. As well as this certificate some students will graduate with a HSC and an ATAR. Others will graduate with a HSC and some will graduate with a Year 12 RoSA. The GLSC site also contains a TAFE College and many students graduate with courses that have joint HSC and TAFE accreditation.

Great Lakes College Senior Campus is currently delivering approximately fifty five different HSC courses and during this three year plan the campus will be implementing new NESA syllabuses in twenty Two of these courses.

The three strategic directions that have been developed after consultation with students, staff and the wider community will result in the Great Lakes College Senior Campus having students who are respectful, independent learners. Students and staff who operate in a mutually supportive environment and an informed and engaged community.

## School planning process

The school planning process involved staff, students and community. Utilising the School Excellence Framework (SEF), External Validation Process, and our research summary into Communication and Engagement as guides we developed our three strategic directions and many of our improvement measures.

- Staff invited to form informal groups to workshop strategic directions.
- Executive presented group findings/ideas
- Executive formally workshopped strategic direction statements
- Staff invited to form informal groups to workshop strategic direction statements
- Executive & staff formulate 5ps
- Draft submitted to whole school community for feedback
- Draft submitted to student consultative group for feedback
- Final draft submitted to whole staff for feedback
- Milestones developed after final consultation.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Resourced

### **Purpose:**

To ensure the best possible learning outcomes for all students through a quality learning culture that delivers optimum learning experiences in a high challenge, high expectation Adult Learning and Working Environment (ALWE).

All students will experience success in their chosen learning pathway, that is equally valued and supported through programs, differentiation and adjustments and will set students up to achieve their post campus aspirations.

All teachers will be well-equipped with knowledge and resources to implement the new NESA HSC syllabus and assessment requirements.



## STRATEGIC DIRECTION 2 Flourishing

### **Purpose:**

To consolidate a campus learning culture that is characterised by a clear focus on improving teaching as a powerful means of improving student learning, engagement in learning, and wellbeing.



## STRATEGIC DIRECTION 3 Relationships

### **Purpose:**

To develop and build upon relationships, links and partnerships with the wider campus community through planned, effective two-way communication, facilitated student and parent voice, and promotion of student and campus achievement.

# Strategic Direction 1: Resourced

## Purpose

To ensure the best possible learning outcomes for all students through a quality learning culture that delivers optimum learning experiences in a high challenge, high expectation Adult Learning and Working Environment (ALWE).

All students will experience success in their chosen learning pathway, that is equally valued and supported through programs, differentiation and adjustments and will set students up to achieve their post campus aspirations.

All teachers will be well-equipped with knowledge and resources to implement the new NESA HSC syllabus and assessment requirements.

## Improvement Measures

To increase the average HSC mark from 68% to 72% in 2020 (as evidenced in SCOUT).

The school is able to evidence growth from sustaining and growing to excelling in the School Excellence Framework (SEF) leading domain element of school resources.

Participation rates for students obtaining essay writing skills through the "Drop in Den" Literacy facility will increase by 5% annually.

## People

### Students

Students increase their knowledge capacity through access to relevant texts and resources relating to all High School Certificate (HSC) syllabuses.

Students demonstrate skills and abilities using new assessment criteria.

### Staff

Executive staff develop leadership skills through attending Collegial Learning Network (CLN) professional sharing.

Teachers develop knowledge of new syllabi through professional learning opportunities, the utilisation of support materials and access to resources pertaining to new HSC syllabuses and assessment requirements.

### Leaders

Leaders enhance their capacity to strategically allocate funding to support the provision of resources and professional learning opportunities for students and staff.

## Processes

### Professional Learning

Professional learning opportunities will provide all staff with the knowledge and skills required to deliver new Higher School Certificate (HSC) syllabus requirements.

### Resource Management

Responsible dissection of school funds will ensure Key Learning Areas (KLAs) are adequately resourced to develop and deliver teaching and learning programs to support all syllabuses. Faculties plan and prioritise resources in the budgeting process.

### Evaluation Plan

Great Lakes College Senior Campus (GLCSC) will accumulate a range of evidence embedded into the milestone improvement process. This will be analysed and culminate in an annual evaluation of achievement for each key improvement project.

Examples of evidence will include Scout data and Drop In Den attendance data.

## Practices and Products

### Practices

#### Professional Learning

Teachers successfully implement teaching programs aligned to updated NSW Education Standards Authority (NESA) requirements for HSC eligibility.

#### Resource Management

Staff use contemporary resources to implement the delivery of HSC syllabuses through budgetary processes.

### Products

#### Professional Learning

Programs in each faculty reflect the implementation of all current NESA HSC requirements.

Student assessments reflect NESA Stronger HSC syllabus requirements.

#### Resource Management

School systems and procedures include appropriate delegation to ensure adequate professional learning and resourcing, supporting ongoing compliance with NESA HSC requirements.

# Strategic Direction 2: Flourishing

## Purpose

To consolidate a campus learning culture that is characterised by a clear focus on improving teaching as a powerful means of improving student learning, engagement in learning, and wellbeing.

## Improvement Measures

Improve student average school attendance from 90.5% (being the average of the last three years ASR attendance data) to 92%.

The school is able to evidence its growth from sustaining and growing to excelling in the SEF learning element of curriculum.

Increase the number of students who obtain at least 2 band 5's or 6's from 27% (average of last two years) to 33%.

To improve our school verses state variation in General 2 Mathematics from -4.09 to State Average by 2020, (as measured by the NESA Results Analysis Package).

## People

### Students

Formative feedback (self, peer and teacher driven) encourages risk-taking in learning, personal best achievement and engagement. Students contribute to the Adult Learning and Working Environment, which allows them to flourish and encourages mutual respect and social support.

### Staff

Staff are provided with opportunities and skills to develop positive relationships and andragogical practice through formal and informal programs and initiatives. Staff develop processes where they reflect on assessment delivery and formative evaluation processes. Staff use evidence to provide timely, quality feedback, to enhance student learning.

### Leaders

The Student Services Team will focus more on providing academic support to supplement its student wellbeing and resilience support. Staff are supported to meet requirements of accreditation and engage with the Professional Standards and how they relate to an ALWE.

### Parents/Carers

Parents are encouraged and given opportunities to be involved in parent partnership meetings and celebratory events, as well as being regularly informed of attendance, coursework and wellbeing progress.

## Processes

### Feedback and Data

All teachers develop their capacity to provide explicit, specific and timely formative feedback relating to defined success criteria, supporting student learning.

Teachers access and engage in professional learning that builds skills in the analysis of HSC performance data.

### Professional Learning

All teachers participate in formal Boys' Education professional learning.

Creation of targeted mentoring processes that develop student and staff capacity for self-reflection and strength identification.

### Evaluation Plan

GLCSC will accumulate a range of evidence embedded into the milestone improvement process. This will be analysed and culminate in an annual evaluation of achievement for each key improvement project.

Examples of evidence will include; SENTRAL period by period attendance data and HSC RAP and SMART data.

## Practices and Products

### Practices

#### Feedback and Data

HSC analysis data is used by all teachers to inform planning, identified interventions and modified teaching practice.

Teachers elicit student feedback to inform their teaching practice and to assess student mastery of learning.

#### Professional Learning

Boys' Education strategies are used by all teachers to inform teaching practice, to increase commitment and engagement of boys in learning.

### Products

#### Professional Learning

Students are more highly engaged as reflected in attendance data.

#### Feedback and Data

All staff contribute to HSC analysis, targeting areas for improvement using RAP and SMART packages.

# Strategic Direction 3: Relationships

## Purpose

To develop and build upon relationships, links and partnerships with the wider campus community through planned, effective two-way communication, facilitated student and parent voice, and promotion of student and campus achievement.

## Improvement Measures

The school is able to and growing in the SEF leading element of educational leadership with regard to community engagement.

The number of students eligible for campus merit selection recommendations increases by 10% per annum.

## People

### Students

All students are provided with opportunities and encouragement to access tutorial and assessment support outside timetabled lessons.

All students appreciate the value of the Student Representative Council (SRC) and the opportunity to be part of it.

All Tuesday morning assemblies will be run by students for students.

### Staff

New teachers and cross campus teachers will participate in a formal induction of Senior Student Andragogy.

### Leaders

School will provide opportunities for staff and students to informally mix.

School will provide additional informal futures learning environments for students to mix and work in small groups in breakout areas and study hubs.

Teaching staff will be provided with release time to be available to students for mentoring, support and tutoring outside regular timetabled lessons.

### Community Partners

Community and school relationships will extend past parent/school level.

## Processes

### Communication

The school enhances processes which lead to increasingly strong partnerships with all sectors of the community.

All students are regularly made aware of the criteria required to be eligible for inclusion in the campus merit selection recommendation scheme.

### Mentoring

All new and cross campus teaching staff will be inducted and mentored in delivering the tutorial program.

The SRC coordinator facilitates coaching and mentoring of the student leadership team in communication and engagement skills in relation to running formal school assemblies.

## Evaluation Plan

GLCSC will accumulate a range of evidence embedded into the milestone improvement process. This will be analysed and culminate in an annual evaluation of achievement for each key improvement project.

Examples of evidence will include; student survey data, Principal's Recommendation application and acceptance data and internal positive achievement data

## Practices and Products

### Practices

#### Communication

Leaders derive clear systems for effective consultation with relevant stakeholders when making significant decisions within the school.

External employers employ students based on campus merit selection recommendations.

#### Mentoring

Students in middle to lower ability levels engage consistently in learning.

The school monitoring program is enhanced to provide mentoring for students in meeting the requirements of the merit selection process.

### Products

#### Communication

The campus culture is characterised by strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

The school is recognised as excellent and responsive by all sectors of the community with which it engages, including the parent community, local employers and higher education providers.

#### Mentoring

Students are meeting the criteria for the campus merit selection recommendation scheme.