

# School plan 2018-2020

## Great Lakes College Tuncurry Campus 8289



# School background 2018–2020

## School vision statement

Great Lakes College Tuncurry Campus is a centre of excellence through dynamic and innovative education.

Supportive and engaging learning environments enable students to achieve academic success and wellbeing.

Professionally motivated teachers engage in evidence based practice quality teaching to maximise student potential.

## School context

Tuncurry Campus is a 7–10 school which together with the Forster 7–10 Campus and the Senior Campus comprises Great Lakes College. Located in a coastal setting, Tuncurry Campus draws from a diverse socioeconomic population and has a significant Aboriginal student enrolment.

As a 7–10 school, Tuncurry Campus caters for the needs of the adolescent learner placing value on this phase of students' social, emotional and cognitive development. The learning environment is based on quality relationships, high expectations for student achievement and collaborative processes. Tuncurry Campus enjoys a strong relationship with the feeder primary schools and is a proud member of the Great Lakes Learning Community where there is a strong focus on the learning continuum K to 12.

## School planning process

The 2018–20 planning process is built on the established practice of utilising the cycle of improvement to drive all aspects of school development by engaging staff, students, parent and community in an extensive interrogation of school based and external data, reflection, review and action planning.

The School Excellence Framework v2 and the School-wide Evaluation Tool were extensively used throughout the process.

Student focus groups, student surveys including the Tell Them From Me survey, assessment data including NAPLAN results enabled the school to establish progress against the 2015 – 17 targets and identify baseline data through a broad consultative process.

Key teams addressing Assessment, Aboriginal Education, Learning and Support, Social and Emotional Learning, Professional Learning and Accreditation conducted evaluations.

In refining and identifying key focus areas the school has consulted broadly with parents, the P and C and through information evenings, meetings and the school newsletter.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Student Success

**Purpose:**

To empower all students to achieve success as engaged and motivated learners. To maximise student achievement through supportive and personalised learning experiences with a strong focus on literacy and numeracy, high-achieving students and differentiation.



## STRATEGIC DIRECTION 2

Professional Practice – High quality evidence based practice

**Purpose:**

To enhance the capacity of all staff to deliver innovative, evidence based teaching practice with a specific focus on explicit teaching methods. To ensure all students achieve targeted learning outcomes.



## STRATEGIC DIRECTION 3

Community Connections. – Building an aspirational culture through enhanced partnerships

**Purpose:**

To build an aspirational culture where all members of the school community work in partnership to ensure students connect, succeed, thrive and learn.

# Strategic Direction 1: Student Success

## Purpose

To empower all students to achieve success as engaged and motivated learners. To maximise student achievement through supportive and personalised learning experiences with a strong focus on literacy and numeracy, high-achieving students and differentiation.

## Improvement Measures

To increase the average percentage of Year 9 students who achieve expected growth in reading in NAPLAN from 63.5% in 2015 – 17 to 66% in 2018 – 20.

To increase the average percentage of Year 9 students who achieve expected growth in numeracy in NAPLAN from 61% in 2015 – 17 to 64% in 2018 – 20.

Increase the percentage of Year 9 students in the top two bands from 8.9% to 11% in reading and from 13.9% to 15% in numeracy.

Increase the percentage of positive student responses by 5% in the TTFM survey for the Intellectual engagement composite (51%) and students who are interested and motivated (28%).

## People

### Leaders

#### Quality Teaching in Literacy and Numeracy

Build skills in data analysis, identifying areas for improvement (growth), and facilitate literacy and numeracy professional learning to address school priorities.

### Staff

#### Quality Teaching in Literacy and Numeracy

Build skills in data analysis, interpreting and extrapolating data for the implementation of literacy and numeracy strategies and Learning Progressions.

### Leaders

#### Engagement and Enrichment

Develop systems, teams and the capacity of key staff to offer a suite of options that best support the engagement and learning of high-achieving students.

### Staff

#### Engagement and Enrichment

Develop skills to identify high-achieving students using data and evidenced based practice. Teachers develop their capacity to design engaging, innovative teaching and learning experiences that support high-achieving students.

### Students

## Processes

### Quality Teaching in Literacy and Numeracy

High quality professional learning in literacy and numeracy teaching practices and Learning Progressions are implemented within a whole school integrated approach. Students are taught explicit strategies to increase their skills in literacy and numeracy.

### Engagement and Enrichment

Identified leadership drives professional learning for teaching staff, improving teachers' capacity to cater for the learning needs of high-achieving students across the school, as well as developing improved systems and resources to support these students.

## Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and / or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- Tell Them From Me Survey
- Document analysis and classroom observations
- Skills matrix
- Data for self assessment against the School Excellence Framework v2
- Community feedback

## Practices and Products

### Practices

#### Quality Teaching in Literacy and Numeracy

Teachers consistently and explicitly teach literacy and numeracy skills in all Key Learning Areas using evidence based practices.

Students demonstrate the ability to use literacy and numeracy effectively in all Key Learning Areas.

#### Engagement and Enrichment

Teachers analyse, interpret and extrapolate data to identify student learning needs and modify teaching practice, incorporating Higher-Order Thinking Skills to teach literacy and numeracy in all key learning areas.

Teachers use student data to accurately identify and customise learning for high-achieving students.

Students demonstrate Higher-Order Thinking and enhanced general capabilities in a range of learning tasks.

School leaders develop opportunities for celebrating and communicating student success with parents and broader community.

### Products

#### Quality Teaching in Literacy and Numeracy

# Strategic Direction 1: Student Success

## People

### Engagement and Enrichment

Develop a range of High-Order Thinking skills and capabilities through enhanced learning experiences in a range of KLA's, as well by accessing targeted co-curricular programs and initiatives.

## Practices and Products

Evidence-based literacy and numeracy strategies, including the use of learning progressions to inform differentiated teacher planning are embedded in teaching and learning programs.

### Engagement and Enrichment

High-Order Thinking skills are embedded in Teaching and Learning programs across all KLA's and within high-achieving student initiatives.

A coordinated approach to identify high-achieving students and provide a suite of options to maximise their learning. This will be evidenced in KLA programs, enrichment initiatives and co-curricular activities.

# Strategic Direction 2: Professional Practice – High quality evidence based practice

## Purpose

To enhance the capacity of all staff to deliver innovative, evidence based teaching practice with a specific focus on explicit teaching methods. To ensure all students achieve targeted learning outcomes.

## Improvement Measures

Increase the percentage of students by 5% in the TTFM survey for Effective Learning Time (67%) and Rigour (62%).

The school is able to evidence growth from delivering to sustaining and growing in the Teaching domain elements Effective Classroom Practice and in Learning and Development.

All teachers demonstrate proficiency or above in the domains of Professional Practice and Professional Engagement against Australian Teaching Standards.

## People

### Leaders

#### Evidence based practice

Build skills in researching, developing and delivering professional learning of effective evidence based practice.

### Staff

#### Evidence based practice

Develop knowledge and skills to implement effective evidence based teaching methods.

### Leaders

#### Technology to support effective practice

Build skills in researching, developing and facilitating innovative approaches to teaching and learning incorporating technology.

### Staff

#### Technology to support effective practice

Use technology confidently to support the delivery of teaching and learning experiences and in everyday administrative practice.

## Processes

### Evidence based practice

Teachers employ evidence based explicit teaching methods. Effective methods are identified, promoted and modelled.

### Technology to support effective practice

Staff utilise technology to support learning, expertly integrating it into quality teaching and learning practices and effective communication.

## Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and / or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- Tell Them From Me Survey
- Document analysis and classroom observations
- Skills matrix
- Data for self assessment against the School Excellence Framework v2
- Community feedback

## Practices and Products

### Practices

#### Evidence based practice

Teachers consistently use effective evidence based teaching methods to maximise learning outcomes for all students with a focus on explicit teaching including high expectations, learning goals, questioning techniques and effective feedback. This is evidenced by lesson observations, teacher tasks, student work samples and faculty projects.

#### Technology to support effective practice

Staff use innovative approaches to teaching and learning (Google classroom, Sentral Plans and Parent Portal, online tools), competently incorporating technology in lesson delivery and administration where this enhances effectiveness of learning.

### Products

#### Evidence based practice

Teaching and Learning programs and lesson observations demonstrate the implementation of explicit teaching strategies.

#### Technology to support effective practice

The use of technology is embedded in teaching and learning programs and everyday administrative practice.

# Strategic Direction 3: Community Connections. – Building an aspirational culture through enhanced partnerships

## Purpose

To build an aspirational culture where all members of the school community work in partnership to ensure students connect, succeed, thrive and learn.

## Improvement Measures

Increase the percentage of students by 3% in the TTFM survey for Positive Behaviour at school (85%), Positive learning climate (62%), and Positive teacher–student relations (64%).

The school is able to evidence growth from sustaining and growing to excelling in the Learning domain element Learning Culture and from delivering to sustaining and growing in the element Wellbeing.

The school is able to evidence growth from delivering to sustaining and growing in the Leading domain element Educational Leadership.

## People

### Leaders

#### Positive Behaviour for Learning

The school executive, PBL coach and PBL team, adopt and model a coordinated approach to imbed PBL practices into school culture.

### Staff

#### Positive Behaviour for Learning

Have the capacity to effectively deliver explicit teaching of the school's PBL program including Core expectations in classroom and non-classroom settings, and to consistently implement an inclusive, free and frequent rewards system.

### Students

#### Positive Behaviour for Learning

Build skills to become self-regulated learners who are accountable and responsible for their actions.

### Leaders

#### Community Engagement

Build skills to develop opportunities to facilitate community engagement.

### Staff

#### Community Engagement

Teaching staff liaise with feeder schools to develop relationships and facilitate continuity of learning within KLA's across stages 2–5.

## Processes

### Positive Behaviour for Learning

Develop a school-wide approach to behaviour expectations through professional learning in Positive Behaviour for Learning and the Core Expectations, which are explicitly taught across a range of contexts, ensuring optimum learning.

### Community Engagement

Design and provide a range of opportunities for parents and community members to engage in a variety of school-related activities which promote the school as a cohesive educational community provider.

## Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and / or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- Tell Them From Me Survey
- Document analysis and classroom observations
- Data for self assessment against the School Excellence Framework v2
- Community feedback

## Practices and Products

### Practices

#### Positive Behaviour for Learning

Staff consistently and explicitly teach and implement the school reward system and PBL practices.

Staff and students display and articulate positive and respectful relationships.

#### Community Engagement

The school regularly seeks and addresses feedback on school performance from students, staff, parents and the broader school community.

The school engages in strong collaborations between parents, students and feeder schools that inform and support continuity of learning for all students.

### Products

#### Positive Behaviour for Learning

Whole school implementation of PBL practices including lessons, signage and reward system. Core expectations are embedded in everyday practice.

#### Community Engagement

Parents and community value the school as an education provider, supporting a culture of high expectations and fostering a cohesive educational community.

A strong collaboration and cohesive Great Lakes Learning Community, including students, from Year 3 until Year 10.

# Strategic Direction 3: Community Connections. – Building an aspirational culture through enhanced partnerships

People
<p><b>Parents/Carers</b></p> <p><b>Community Engagement</b></p> <p>Have the capacity to develop an understanding of Campus practices to enhance partnerships.</p>
<p><b>Community Partners</b></p> <p><b>Community Engagement</b></p> <p>Build positive and productive relationships with the staff, students and parents to enhance our ability to connect, succeed, thrive and learn.</p>