

Strategic Improvement Plan 2021-2024

Great Lakes College Forster Campus 8534



***Great Lakes
College***

School vision and context

School vision statement

At Great Lakes College Forster Campus, we aim to produce life-long learners; compassionate, socially aware, and confident in their ability to shape their future. Our highly trained, caring and professional staff members are passionately committed to ensuring each of our students has a sound grasp of the foundational skills, and boundless opportunities to explore and develop their own unique talents and strengths to achieve their personal best.

We provide safe, inclusive and supportive environments and have high expectations for all students and staff. Through excellence in teaching and learning we encourage leadership and teamwork, embrace diversity and celebrate the achievements of the Campus and College community.

School context

Great Lakes College Forster Campus is one of the two 7-10 campuses that, with the Senior Campus, form Great Lakes College. The student population has hovered around 600 in the last three years, inclusive of an average of seventy Aboriginal or Torres Strait Islander students.

The Campus' staffing entitlement for 2021 is: Teachers - 54.558, which includes Principal, two Deputy Principals, eight Head Teachers, HSLO, Careers Adviser, Librarian, and School Counsellor. Non-teacher entitlement 15.482 and corporate staff which includes a Student Support Officer, Business Manager and Technical Support Officer.

The school has completed a situational analysis that has identified three areas of direction for this Strategic improvement Plan. **These are: Student Growth and Attainment, Wellbeing and Building Capacity.** The majority of the Campus' Equity funding will be used to support the 2021-2024 Strategic Improvement Plan's key initiatives through targeted staffing or initiative implementation.

The Campus offers a high-quality education in a young adolescent learning environment, where wellbeing programs provide the support for every child's learning successes. Beginning in 2021, in supporting the Campus' Strategic Directions, new externally provided teacher professional learning will focus on trauma informed and high potential and gifted teaching and learning strategies. Specific in-school professional learning for key initiatives will also have a planned strategy in the areas of literacy (reading and writing) and numeracy support through improved data collection, and analysis to improve personalised and differentiated learning.

The College structure provides a wide curriculum, with many productive pathways for students, and opportunities for staff to work across the College. This could be as a College sporting team coach, curriculum teacher, on promotion, or for experience through the College staffing EOI process.

The Campus has a large support unit comprising of six classes: two emotional disturbance (ED) classes, one mild intellectual (IM), one behaviour difficulties (BD/Tut), one autism (Au) and one multi-categorical class (MC). These classes are staffed with highly trained expert teachers and SLSOs.

Forster Campus has a diverse sporting program which encompasses both competitive and leisure-based activities. Cultural excellence is encouraged through a wide range of well-developed programs in drama, public speaking, debating, creative dance and music. The Campus enjoys strong links with the local Aboriginal community and is supported by its representatives. Forster Campus is also fully supported by the Great Lakes College Parents and Citizens Association.

Forster Campus is a part of the strong Great Lakes Learning Community which comprises of all Public Education schools in the Great Lakes. The Learning Community works collaboratively to provide opportunities for all young people to learn and grow together within a seamless educational journey.

Strategic Direction 1: Student growth and attainment

Purpose

To engage students and improve their learning and academic success through consistent and sustained pedagogical practices that are informed by current evidence-based research.

Improvement measures

Target year: 2022

NAPLAN

Reading Top Two Bands

Improvement in the percentage of students achieving in the top two bands (or above) to be above the lower bound system-negotiated target of 19.1% opposed to upperband of 24% by 2022.

Reading Aboriginal Achievement

Increase the percentage of Aboriginal students achieving top 3 NAPLAN band in reading to be above the school's lower bound system negotiated target.

WRITING School Based Target

Increase the proportion of students achieving in the top 3 NAPLAN writing bands by 5% Year 9.

Student writing samples demonstrate continued improvement from 2020 baseline as measured in length, complexity and mechanics of writing, by staff analysis using the *Consistency of Teacher Judgement (CTJ)* matrix.

Increase by a further 5% of students, on the first attempt, reaching HSC minimum standards in reading and writing by the end of Year 10, including ATSI students. This is in support Great Lakes Network lower bound target of 60.9% for 2023, reflecting the Premier's Priority and the attainment of the HSC at the Senior Campus.

Target year: 2022

Initiatives

Reading and Writing

Forster Campus will explicitly teach and embed relevant, sustainable reading and writing strategies to improve student outcomes. The Writing and Reading Team meetings will plan, implement, present and evaluate professional learning to build teacher skills in explicitly teaching sentence structure, vocabulary and paragraphing which shall be embedded into all KLA's teaching and learning programs. Strategies include:

- Reading Wednesdays trialled in Year 7 & 9 Roll Call.
- All Year 7 students complete one semester of Lexia writing and reading program.
- Identified staff attend professional learning around vocabulary.
- All staff participate in professional learning on sentence structure.
- Faculties implement fortnightly writing task.
- Staff collect writing samples from 3 students to follow progress throughout the year. Writing samples are analysed in faculty meetings using the *Consistency of Teacher Judgement (CTJ)* matrix.
- Student surveys are completed once per semester to gauge understanding.

Numeracy Initiative

Forster Campus will explicitly teach and embed relevant, sustainable numeracy strategies to improve student outcomes. The Numeracy Team meetings will plan, implement, present and evaluate professional learning to build teacher skills in explicitly teaching numeracy strategies such as word problems which link into the reading and writing strategies, which shall be embedded into all Key Learning Area's teaching and learning programs. Strategies include:

- Working to lift numeracy results through evidence-based practice and collaborative learning.
- Deliver termly staff-wide workshops

Success criteria for this strategic direction

Reading and Writing

Students confidently and independently engage in autonomous writing for a variety of purposes.

Student writing samples show improvement in the targeted areas of vocabulary, sentence structure and paragraphing.

Teachers confidently use evidenced based strategies that have been used in professional learning sessions, to teach writing.

Teachers collaboratively collect, analyse and discuss student work samples. using the *Consistency of Teacher Judgement (CTJ)* matrix.

Numeracy

Students confidently and independently engage in word problems whilst articulating and reflecting on their learning.

Teachers will regularly and confidently teach word problems aligned to their Key Learning Area units of learning, using formative assessment strategies and the CUBES - Circle, Underline, Box, Eliminate and Solve tool to support student learning.

Teachers willingly engage in collaborative discussion and professional learning based on numeracy initiative.

Teacher Leaders (Numeracy Team) will confidently use their developed instructional leadership skills to lead the initiative in faculties.

Evaluation plan for this strategic direction

Reading and Writing

Q. To what extent have we achieved our purpose and can we demonstrate impact on teaching practice, and improvement of student outcomes in reading and writing?

Strategic Direction 1: Student growth and attainment

Improvement measures

Numeracy Top Two Bands

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 18.4%

Increase to above the 2021 percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy. This is in support Great Lakes Network lower bound target of 60.9% for 2023, reflecting the Premier's Priority and the attainment of the HSC at the Senior Campus.

Target year: 2023

Reading Growth

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 55%

Target year: 2023

Numeracy Growth

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 59.5%

Initiatives

- Embed the teaching of word problems across all KLAs
- Embed the implementation of formative assessment strategies to support the teaching of word problems
- Establish and monitor collaborative professional learning routines for discussion and reflection in faculties
- Build and monitor instructional leadership skills in Teacher Leaders
- Regular collection of data to evaluate progress and inform next steps

Evaluation plan for this strategic direction

D. Baseline data and then re-collection of data for monitoring purposes of:

- **Student achievement** - NAPLAN, student work samples
- **Student practice and attitudes toward writing** - student survey, student work samples
- **Teacher knowledge and practice** - Teacher survey, student feedback on lessons and student survey, writing embedded in teaching and learning programs.
- **Initiative Processes** - Teacher survey questions and student surveys on experience in initiatives.

A. Analyse the data to determine the extent to which the purpose has been achieved.

I. Data analysis will inform where to go from what works best.

Numeracy

Q. To what extent have we achieved our purpose and can we demonstrate impact and improvement of student outcomes in numeracy?

D. Baseline data and then recollection of data for monitoring purposes of:

- **Student achievement** - NAPLAN, Sample group word problem testing
- **Student practice and attitudes toward numeracy/word problems** - student survey
- **Teacher knowledge and practice** - Teacher survey, student feedback on lessons and student survey
- **Initiative Processes** - Teacher survey questions and student survey on experience in initiative
- **Instructional Leadership Development (Registered at HA)** - Leadership survey

A. Analyse the data to determine the extent to which the purpose has been achieved.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

I. Data analysis will inform the next steps.

Strategic Direction 2: Wellbeing

Purpose

To improve the wellbeing of students by implementing diverse wellbeing programs, using trauma informed practices, including the PBL framework, while engaging the community to create a positive, safe and supportive environment. This includes providing opportunities for Aboriginal and Torres Strait Islander students to engage in their cultures and succeed academically.

Improvement measures

Target year: 2022

Wellbeing

Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 63.5%

Target year: 2022

Attendance

Improvement in the percentage of students attending >90% of the time to be above the school's lower bound system-negotiated target in attendance of 57.3%

Target year: 2023

Aboriginal Education

Improve the cultural identity and engagement of our Aboriginal students as identified in an increased percentage of Aboriginal students engaged in cultural connection activities TTFM survey results (advocacy, belonging, expectations), the achievement of HSC Minimum standards and the completion of Year 10.

Build on 2022 achievements.

Target year: 2024

Trauma Informed Practices

All teaching staff are trained in Trauma Informed

Initiatives

Student Wellbeing

Students are offered a wide variety of evidenced based wellbeing programs that are targeted to student needs. These programs run at varying times over the course of the year. These may include:

- Girls with a Purpose
- Seasons for Growth
- The Hub
- Heart to Heart
- Mates Day/Girls Day
- Year 7 camp
- Stewart House
- Rock and Water
- Graffiti Buster

Attendance

Regular school attendance supports students to be connected, achieve their potential and increase their career and life options. In addressing attendance, and the reasons why students are absent, student overall wellbeing can be improved.

Aboriginal Education

Continue to enhance the cultural connections while utilising strategies to achieve improved outcomes for Aboriginal students. These strategies include:

- Koori Girls and Boys Groups
- Koori camps
- University visits
- Koori transition
- Use of identified SLSO
- Development of individual PLASP (Individual Learning & Support Plan)

Success criteria for this strategic direction

The school is organised so that all Aboriginal and OoHC students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

The school has implemented evidence based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Improvement in overall attendance, including reaching the system negotiated attendance target.

There is a 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.

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.

Streamlined, flexible processes exist to deliver services and information to support parent engagement and satisfaction. Processes are responsive to community feedback and focus on improving parent and student experience. The school responds to data collected from TTFM surveys of students, parents and staff to promote expectations of success, advocacy and sense of belonging at school.

Evaluation plan for this strategic direction

Q. To what extent have the improvement measures of this strategic direction been achieved?

D. The following data sources will be used:

- *Tell Them From Me* (TTFM) survey (students, parents and staff), school developed data collection (excel spreadsheet)

Strategic Direction 2: Wellbeing

Improvement measures

Teaching and Learning, with strategies and programs being implemented consistently within mainstream classes.

Target year: 2024

Community Engagement

Improve the percentage of parents who feel supported and informed from 54% to 75% through a streamlined, flexible process of communication, as identified in the annual *Tell Them From Me* survey results.

Initiatives

- Identifying staff to students

Trauma Informed Teaching and Learning

Implementation of trauma informed teaching and learning strategies through the professional learning of the Berry Street Education Model as part of the Learning Community's focus. All staff will have strategies to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement.

Community Engagement

Utilise the Department of Education Social Media Toolkit to investigate and implement best practice in promotion of our school to improve community engagement, student advocacy and sense of belonging.

Evaluation plan for this strategic direction

- Sentral data (wellbeing, suspension and attendance),
- surveys of wellbeing programs,
- feedback from HT re program registrations (minutes of exec meeting where this is discussed),
- feedback from Aboriginal and OoHC in annual planning meetings.
- School website
- social media platform traffic data.

A. This data will inform refinement of improvement measures.

I. Ongoing self reflection and adjustment.

Strategic Direction 3: Building Capacity

Purpose

To build the capacity of staff and students at Forster Campus by increasing opportunities for student voice and leadership, staff professional learning and growth, and to develop a data driven culture to plan for and assess success.

Improvement measures

Target year: 2022

Student Leadership & Voice

Student Representative Council is an established vehicle for authentic student voice.

Target year: 2024

Professional Practice

Capacity building programs have been successfully assimilated into the Strategic Improvement Plan Initiatives to support all levels of teacher experience, including new and beginning teachers and higher accreditation level teachers, in exemplary professional practice.

All teachers have actively engaged in, as usual practice, at least 3 classroom observations and have applied feedback to improve teacher practice and student learning outcomes.

Target year: 2024

Data Analysis

Staff demonstrate confidence in the School Excellence Framework themes of Data Literacy and Data Analysis as a result of using the triangulated data from a variety of sources to inform teaching practice and the focus of student learning goals.

Target year: 2024

Professional Practice

Initiatives

Student Leadership & Voice

The Student Leadership and Voice team concentrates on how our Student Representative Council (SRC) and Aboriginal Representative Council (ARC) student leaders can positively impact on the learning for all students. They will continue to provide leadership opportunities for our students, to develop our future leaders. These may include:

- GRIP Leadership conference
- Regular representative meetings with Campus senior executive
- Representatives on Campus Strategic Direction Focus Feedback groups
- SRC/ARC planned yearly projects or events

Professional Practice

Supporting teaching and non teaching staff by providing opportunities to build the capacity of staff to engage, challenge and support student learning.

Regular feedback to improve and implement teacher induction processes for new and beginning teachers to ensure procedures are well known and followed consistently, improve professional practice through regular collaborative support and reflection.

Support staff who are engaging in the Proficient Accreditation, Maintenance of Accreditation and higher levels of accreditation (Highly Accomplished Teacher and Lead Teacher) processes.

Data Analysis

Gathering data in a planned and strategic manner within a process of change, informs the progress of change and future directions. Therefore in support of the Strategic Improvement Plan a Data Analysis Team was established to support Strategic Direction 1 teams to collect and analyse data that is of a high quality, reliable and valid. This data analysis will help to inform students' learning

Success criteria for this strategic direction

Student Leadership & Voice

Student leaders are visible at school events. Student leaders build leadership skills and levels of membership and attendance at lunch meetings are maintained.

SRC members contribute on the school community,

SRC has a process established to achieve student voice and plan events.

Professional Practice

Teaching Staff

An increase of instructional leadership opportunities to sustain a culture of effective, evidence based teaching and ongoing improvement.

An increase of high performing teaching staff, measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

An increase of staff trained in Supervising Preservice Teachers and Selection Panel Training.

Increase of teachers engaging in the classroom observation practice.

Non-Teaching Staff

Increased number of staff skilled in the use of computer based systems through the redistribution of tasks associated with RAP and student reports.

Staff are confident to undertake tasks within a variety of systems and work collaboratively to ensure continuous improvement. through streamlining processes to obtain improved accuracy.

Professional presentation of community documents that represents a streamlined evaluative process.

Data Analysis

Strategic Direction 3: Building Capacity

Improvement measures

Non-Teaching Staff

Regular Assessment Program (RAP) data is processed in a more time efficient manner with 100% accuracy.

Majority of Administration staff competent in finalisation processes of student reports.

Initiatives

goals and drive our future initiatives for the next strategic improvement plan.

Success criteria for this strategic direction

All staff are able to demonstrate their confidence in data skills and use, by collecting and analysing data without direct support from the Data Analysis Team.

Evaluation plan for this strategic direction

Student Leadership & Voice

Use data to analyse the effectiveness of student leadership Data may include:

- Surveys
- Attendance and rolls
- Certificates for training

Professional Practice

Q. To what extent has the team built the capacity of staff to engage in relevant professional development, participate effectively in classroom observation practice and prepared engaging programs for the 2024 Syllabus reforms.

D. Surveys on professional development undertaken and the effectiveness of courses. Surveys on effectiveness of classroom observation practice and change in teacher practice

A. Analysis of data from surveys to determine successes and areas of improvement

I. Where do we go from here? Future directions and next steps.

Data Analysis

Q: To what extent have increased the quality, validity and reliability of the data we collect and can we demonstrate the impact and improvement of students?

D: data collection and analysis methods from strategic direction groups

Evaluation plan for this strategic direction

A: Analyse the data to determine the extent to which the staff have gained confidence in data collection and produced a high quality analysis

I: What other areas of data collection and analysis need to be addressed? Future directions and next steps.