

School Strategic Plan 2021-2025

Taylors Lakes Secondary College (8787)



Taylors Lakes
SECONDARY COLLEGE

Submitted for review by Danny Dedes (School Principal) on 05 December, 2021 at 12:11 PM

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Endorsed by Paul Lorimer (School Council President) on 08 December, 2021 at 06:03 PM

School Strategic Plan - 2021-2025

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School vision	To create a safe and inclusive community where all students and staff are supported to become active, engaged and confident 21st century learners in the pursuit of academic excellence and social and emotional growth.
School values	<p>RESPECT, COMMITMENT and SAFETY</p> <p>We show respect and value diversity through the way we communicate and empathise with each other. We care for our college community and learning environments.</p> <p>We show commitment to our academic, social and emotional growth. We strive to achieve our personal best and support others to do the same.</p> <p>We acknowledge everyone's right to feel safe at school. We promote physical, emotional and intellectual safety and encourage everyone to take responsible risks in their learning.</p>
Context challenges	<p>The College participated in a School Review (Peer Review) in July 2021. The current strategic plan has primarily developed from recommendations and discussions arising from that review. There was a strong belief at the College, echoed through the Review process, that the majority of work that should be undertaken over the next four years should build on and further challenge us in the work already underway. The school is a single campus 7-12 school located within the City of Brimbank situated on approximately 8 hectares, adjacent to Taylors Lakes Primary School. The school has demonstrated a steady enrolment trend over the last review period from 2018, and now has a current enrolment of 1420.</p> <p>The College's purpose is to enable every student to reach their full potential in a culture focused on learning, teaching, the community and our environment. The major focus in student achievement is underpinned by the construction and documentation of a Guaranteed and Viable Curriculum, building the capability of every teacher and providing a safe and secure professional learning community.</p> <p>Meaningful pathways are provided for all. At the core of our values is that all students can learn in a respectful, committed and safe learning environment. Considerable progress has also been made with, a clear vision and focus on building the capacity of staff to drive improvement. Coaching, collaboration and sharing professional learning within the College is a key strength that has driven improvements. This has been supported by an increased focus on the use of data to inform practice and commence to facilitate</p>

	<p>differentiation. A clearly articulated model of instructional practice has developed with a focus on formative assessment, differentiation, feedback and the use of Information Communication Technology (ICT).</p> <p>The College is committed to the ongoing improvement in student learning outcomes for all students whilst ensuring a safe, secure environment and high expectations where students can pursue both a range of educational pathways, and a wide variety of co-curricular options, which have expanded over the last review cycle. The continued challenge is to provide a more targeted and evidence based approach to improving student outcomes with teachers' individual planning having a strong line of sight to FISO improvement strategies, school goals and targets, supporting collaborative professional learning and involving reflection and feedback, to improve the quality of instruction in the classroom. In addition to this is the ability for leadership teams to articulate the school's vision and values and their importance in designing programs around agreed learning goals and focusing on instructional leadership and their pedagogical knowledge and skills to coach and develop others. Through the self-evaluation process, the college has embraced the opportunity to further develop the leadership profile which will fully support the accountability requirements and key improvement strategies in this strategic plan.</p>
<p>Intent, rationale and focus</p>	<p>The College is trying to deliver high quality curriculum, instruction and assessment in every classroom to improve the growth and achievement of every student. It is also trying to create a differentiated learning environment in which students are intellectually engaged, have active student voice, in a culture in which high expectations and the health and wellbeing of students is central to the learning success of students.</p> <p>The College is trying to further embed a professional learning community approach to the further development and documentation of a sequential curriculum and assessment plan across the college, within the learning areas and capabilities, within year levels and for student cohorts and individual students. . This is important so teaching teams continually evaluate and modify teaching practice, establishing agreed processes, to enable greater consistency in teacher judgements of student learning based on a range of evidence together with formative assessments showing planned progressions in depth and breadth of learning for all students. This is also important so teachers design challenging activities that involve student voice and choice and deep understanding as well as modifying and adapting instruction to each student's ability and providing feedback to assist all learners to continually challenge their learning. Specific improvement and growth in Reading, Writing and Numeracy will be a focus for the College across the Strategic Plan as well as VCE results.</p> <p>A priority will be for leadership teams, working collaboratively to drive a relentless focus on improvement across the school and leaders participating in actively leading Communities of Practice to share knowledge and maximise access of all staff to quality professional learning. This will also see integrating instructional and behavioural programs to ensure students are engaged, motivated and thriving. Feedback for both staff and students will also be a priority.</p> <p>A priority is also to have student absences and student misbehaviour minimised by actively promoting and prioritising inclusion and engagement across the school community including proactive measures for early intervention, recognising positive behaviours and</p>

	promoting psychological and social wellbeing through the creation of inclusive and safe spaces and pastoral care and intervention programs for students and staff with a focus on preventative approaches to promoting health and wellbeing.
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Goal 1	To improve student achievement for all students in all subjects across the curriculum.
Target 1.1	By 2025, to increase the VCE median study score from 27.04 (2020) to 30.0 (2025).
Target 1.2	By 2025, to increase the percentage of VCE study scores which are 37 or more from three per cent (2019) to eight per cent (2025).
Target 1.3	<p>By 2025, to increase the percentage of Year 9 students who achieve results in the top 2 bands of NAPLAN from:</p> <ul style="list-style-type: none">(a) 16% (2019) to 23% (2025) in Reading.(b) 7% (2019) to 15% (2025) in Writing.(c) 11% (2019) to 18% (2025) in Numeracy.
Target 1.4	

	<p>By 2025, to decrease the percentage of Year 9 students who achieve results in the bottom 2 bands of NAPLAN from:</p> <p>(a) 27% (2019) to 20% (2025) in Reading.</p> <p>(b) 43% (2019) to 30% (2025) in Writing.</p> <p>(c) 20% (2019) to 15% (2025) in Numeracy.</p>
Target 1.5	<p>By 2025, to increase the percentage positive response on the SSS from:</p> <p>(a) 42% (2019) to 52% (2025) for Collective efficacy.</p> <p>(b) 34% (2019) to 50% (2025) for Academic emphasis.</p> <p>(c) 31% (2019) to 50% (2025) for Teacher collaboration.</p>
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and implement an assessment and feedback model consistently across the college.
Key Improvement Strategy 1.b Building practice excellence	Build further consistency in the application of the instructional model across the college.
Key Improvement Strategy 1.c Building practice excellence	Further embed a culture of academic rigour and growth, effort and high expectations.

Key Improvement Strategy 1.d Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff.
Goal 2	To improve student engagement in their learning and student connectedness to school.
Target 2.1	By 2025, to increase the percentage positive response on the AToSS from: (a) 45% (2019) to 60% (2025) for Student voice and agency. (b) 67% (2019) to 75% (2025) for Self-regulation and goal setting. (c) 54% (2019) to 65% (2025) for Sense of connectedness. (d) 54% (2019) to 65% (2025) for Stimulated learning.
Target 2.2	By 2025, to increase the percentile rank for the POS from: (a) 64% (2019) to 75% (2025) for Student agency and voice. (b) 84% (2019) to 90% (2025) for School connectedness.
Target 2.3	By 2025, to decrease the number of days absent per student per year from 22 days (2019) to 19 days (2025).

Target 2.4	By 2025, to decrease the number of unexplained days absent per student per year from 5.8 days (2019) to 3.0 days (2025).
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and implement a student voice and agency strategy across the college.
Key Improvement Strategy 2.b Building practice excellence	Further develop the capacity of staff to create and implement an engaging learning environment.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Further support and build teacher capacity to utilise data to teach to a student's point of learning.
Key Improvement Strategy 2.d Empowering students and building school pride	Develop initiatives and opportunities designed to support student connectedness to school.
Goal 3	To improve student wellbeing.
Target 3.1	By 2025, to increase the percentage positive response on the AToSS from: (a) 58% (2019) to 65% (2025) for Effective classroom behaviour. (b) 65% (2019) to 75% (2025) for Resilience. (c) 46% (2019) to 56% (2025) for Respect for diversity.

Target 3.2	<p>By 2025, to increase the percentage positive response on the SSS from a baseline determined in the 2021 SSS to:</p> <ul style="list-style-type: none"> (a) 60% in 2025 for Staff psychological health (b) 60% in 2025 for Staff support and wellbeing consultation and participation.
Target 3.3	<p>On the school-based resilience survey:</p> <ul style="list-style-type: none"> (a) By 2025, to increase the percentage of students who are “Ready to Learn” from 44% (2021) to 60% (2025) (b) By 2025, to increase the percentage of students who provide a positive response to having a "teacher at school who cares" from 54% (2021) to 64% (2025).
Key Improvement Strategy 3.a Health and wellbeing	<p>To further develop and implement a consistent whole school wellbeing and student management strategy.</p>
Key Improvement Strategy 3.b Health and wellbeing	<p>Further support and build the capacity of staff to respond to the health and wellbeing needs of students.</p>

