

8787 Taylors Lakes Secondary College Strategic Plan 2018-2021

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Danny Dedes	6/12/17	[name]	[date]	[name]	[date]
School council:	Paul Lorimer	6/12/17	[name]	[date]	[name]	[date]
Delegate of the Secretary:	Jason Smallwood	6/12/17	[name]	[date]	[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
To create a safe and inclusive community where all students and staff are supported to become active, engaged and confident 21 st century learners in the pursuit of academic excellence and social and emotional growth.	<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>	<p>The College participated in a School Review (Peer Review) in June 2017. 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 an increasing enrolment trend over the last review period from 2013, and now has a current enrolment of 1490, reaching its capacity.</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. 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 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 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 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 develop a new leadership profile which will fully support the accountability requirements and key improvement strategies in this strategic plan.</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 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.</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.</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 promoting psychological and social wellbeing through the creation of inclusive and safe spaces and pastoral care programs for students and staff with a focus on preventative approaches to promoting health and wellbeing.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>Student Achievement</p> <p>To deliver high quality curriculum, instruction and assessment to improve the growth and achievement of every student.</p>	<p>Key Improvement Priority</p> <p>Excellence in teaching and learning</p> <p>Improvement Initiatives</p> <p>Building practice excellence</p> <p>Curriculum, planning and assessment</p>	Further development and consistent implementation of the school model for curriculum, instruction and assessment.	<ul style="list-style-type: none"> By 2021 the percentage of Year 9 students in the top two NAPLAN bands to be at or above the state average for numeracy, reading and writing. By 2021 the percentage of students achieving high relative growth to be at or above the state average for numeracy, reading and writing. By 2021 the VCE all-study average to be 30 or higher. By 2021 the percentage of students with scores above 37 or more to be at or above 12%. At least 95% successful completion of Year 12 VCAL certificates or transition to further full time employment and training.
	<p>Key Improvement Priority</p> <p>Professional leadership</p> <p>Improvement Initiatives</p> <p>Building leadership teams</p> <p>Instructional and shared leadership</p>	Develop a leadership and coaching model to support all teachers to improve practice.	
<p>Engagement</p> <p>To create a differentiated learning environment in which students are intellectually engaged and have active student voice.</p>	<p>Key Improvement Priority</p> <p>Positive climate for learning</p> <p>Improvement Initiatives</p> <p>Intellectual engagement and self-awareness</p>	To develop the capacity of students and staff to improve teaching and learning, with an emphasis on authentic learning, deep learning and feedback.	<ul style="list-style-type: none"> By 2021, average days student absence across Years 7 to 12 to be at or below 15 days. By 2021, average days unapproved student absence across Years 7 to 12 to be at or below 5 days. By 2021, the mean factor scores for Attitude to School Survey will be: <ul style="list-style-type: none"> Differentiated Learning Challenge - 50th percentile or above Stimulated Learning - 40th percentile or above Learning Confidence - 75th percentile or above Student Voice /Agency - 55th percentile or above Student Safety (Respect for Diversity) - 50th percentile or above

<p>Wellbeing To create a culture in which the health and wellbeing of students is central to the learning success of students.</p>	<p>Key Improvement Priority Positive climate for learning Improvement Initiatives Health and wellbeing</p>	<p>Further development and consistent implementation of the school health and wellbeing model across all aspects of the school community.</p>	<ul style="list-style-type: none"> • By 2021, the mean factor scores for Staff Opinion Survey will be: <ul style="list-style-type: none"> ○ Collective Efficacy - 70th percentile or above ○ Collective Responsibility - 80th percentile or above ○ Teacher Collaboration - 68th percentile or above ○ Academic Emphasis - 65th percentile or above ○ Instructional Leadership - 70th percentile or above • By 2021, the mean factor scores for Parent Opinion Survey will be: <ul style="list-style-type: none"> ○ High expectations - 50th percentile or above ○ Physical Environment - 45th percentile or above ○ School Pride and Confidence - 65th percentile or above ○ Promoting Positive Behaviour - 70th percentile or above
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