School plan 2015 – 2017

Great Lakes College Tuncurry Campus, 8289
<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tr>
<td>Excellence in educating for 21st century learners means learning is customised based on the development of profiles of the skills, interests and abilities of adolescent learners. Teaching and learning programs then explicitly cater for the learning styles and abilities of students incorporating scaffolded, real life learning experiences, collaboration, feedback, reflection. Accommodations and adjustments to programs, assessment and lesson delivery maximise student learning across the ability spectrum. In the development of pro social behaviour learning there is a focus on developing high performing adolescent learners who are resilient, self-directed learners with the capacity to form respectful relationships. Tuncurry Campus is focused on the enhancement of teacher professional capacity for excellence in educating and the development of a deep, sustainable instructional leadership culture. Targeted professional learning experiences build the leadership capacity of classroom teachers to explicitly address the needs of adolescent learners based on the cycle of improvement.</td>
<td>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 socio economic 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. The 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.</td>
<td>The 2015-7 planning process is built on the established practice of utilising the cycle of improvement to drive all aspects of school development engaging staff, students, parent and community in an extensive interrogation of school based and external data, reflection, review and action planning. Student focus groups, student surveys including the Tell Then from Me survey, assessment data including NAPLAN results enabled the school to establish progress against the 2012-4 targets and identify baseline data through a broad consultative process. Key teams addressing assessment, Aboriginal Education, Learning and Support, social and emotional learning conducted an evaluation process. In the area of student behaviour learning a student behaviour expert was engaged by the school to conduct a focus evaluation and report to team leaders. In refining and identify key focus areas the school has consulted broadly with parents at information evenings, the P and C and through the school newsletter. A school group comprised of parents, staff and students has had a presence at the weekend Tuncurry Markets to engage community in consultation and feedback on the school’s directions. The ongoing evaluation, reflection and measurement of school progress is embedded as part of the 2015-7 plan.</td>
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Purpose:
Striving for excellence in educating 21st century adolescent learners will involve:

a) building on existing initiatives in customisation through collaborative learning, scaffolded learning, ongoing feedback and the provision of real life contexts for learning;

b) creating quality assessment of student learning based on the best-practice principles of assessment of, as and for learning; and

c) continuing to promote student growth in Literacy and Numeracy by working from each student’s level of achievement and value-adding through explicit whole school initiatives.

Purpose:
Equity in access to learning will specifically encompass:

a) promoting achievement for Aboriginal students in partnership with parents and the Aboriginal community so that growth is at the average for all students;

b) ensuring that students with identified learning disabilities in mainstream classes maximise their potential through appropriate learning adjustments and accommodations with classroom support; and

c) developing all students’ social and emotional learning so that they are able to self-regulate, show high levels of resilience, and demonstrate respectful relationships.

Purpose:
In focussing on deep and sustainable instructional leadership, the school’s purpose is to:

a) build instructional leadership capacity through explicit and focussed professional learning;

b) strengthen school-wide implementation of the cycle of improvement to drive the development of quality classroom instruction; and

c) build future focussed teacher professional capacity and accreditation readiness.
Strategic Direction 1: Excellence in educating for 21st century adolescent learners

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<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>Striving for excellence in educating 21st century adolescent learners will involve: a) building on existing initiatives in customisation through collaborative learning, scaffolded learning, ongoing feedback and the provision of real life contexts for learning; b) creating quality assessment of student learning based on the best-practice principles of assessment of, as and for learning; and c) continuing to promote student growth in Literacy and Numeracy by working from each student’s level of achievement and value-adding through explicit whole school initiatives.</td>
<td>Students</td>
<td>Annual collection of <strong>quantitative data</strong> from assessment tasks and programs, student surveys, teacher professional learning evaluations, and faculty evaluations and reflections.</td>
<td>Decrease by 10% the gap between ‘My teachers do this’ and ‘This helps me to learn’ in key targeted areas of the annual student survey.</td>
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<td>Annual collection of <strong>qualitative data</strong> from student Focus Group interviews and parent surveys.</td>
<td>75% of students in Year 9 (currently 69%) achieve above or equal to expected growth in NAPLAN Numeracy tests.</td>
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<td>Analysis of the above data to create implementation plans for driving ongoing development.</td>
<td>60% of students in Year 9 achieve above expected growth in NAPLAN writing tests.</td>
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<td>Improvement Measures</td>
<td>Staff</td>
<td>Annual NAPLAN analysis and identification of students for growth. Inclusion of student identified skill levels in student Learning Profiles to drive teaching and learning programs.</td>
<td>The specific needs of the school’s adolescent learners are identified in student Learning Profiles and used to drive excellence in programming and pedagogy to maximise student learning.</td>
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<td>❖ Decrease by 10% the gap between ‘My teachers do this’ and ‘This helps me to learn’ in key targeted areas of the annual student survey.</td>
<td>Creation of annual professional learning plans to explicitly target the key areas of the strategic direction. Plans are collaboratively developed, implemented and reviewed.</td>
<td>Quality assessment practice incorporates <strong>as, for and of learning</strong> and includes a range of tools to enable students to demonstrate high levels of learning.</td>
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<td>❖ 75% of students in Year 9 (currently 69%) to achieve growth greater than or equal to expected growth in NAPLAN Numeracy tests.</td>
<td>Mentoring and developing their capabilities through the school’s Instructional Leadership Program to drive key initiatives for school improvement and to implement the cycle of improvement.</td>
<td>Explicit literacy (scaffolded writing) and numeracy (real life contexts) strategies are embedded in teaching and learning programs.</td>
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<td>❖ 60% of students in Year 9 achieve above expected growth in NAPLAN writing tests.</td>
<td>Leading staff professional learning in the targeted areas.</td>
<td>Practices Customised learning is evident in all classrooms and assessment programs, and 80% of teachers are identified as working at the Consolidating level of the school’s Customisation Matrix.</td>
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Great Lakes College Tuncurry Campus – A Culture of Leading & Learning: ‘Know Me, Know What I Can Do, Know Where I Need To Go, Know How To Get Me There’

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Strategic Direction 2: Equity in access to learning for all students

**Purpose**
Equity in access to learning will specifically encompass:

a) promoting achievement for Aboriginal students in partnership with parents and the Aboriginal community so that growth is at the average for all students;

b) ensuring that students with identified learning disabilities in mainstream classes maximise their potential through appropriate learning adjustments and accommodations with classroom support; and

c) developing all students’ social and emotional learning so that they are able to self-regulate, show high levels of resilience, and demonstrate respectful relationships.

**People**

**Students**
Develop personal and social skills of students in order to maximise their learning potential.

Collaboratively develop plans and programs and provide targeted staff support to enhance student engagement in learning and to build feelings of connectedness and inclusivity.

**Staff**
Continue to build staff skills to integrate IEPs and PLPs into teaching and learning programs, to develop pro-social behaviours for students in classrooms, and to engage parents and the community to enhance student learning.

**Parents**
Connect, communicate and consult with parents regarding the development and implementation of IEPs, PLPs and student social and emotional learning programs.

**Community**
Continue to build quality relationships with the Aboriginal community, the AECG and external agencies and partnerships with external providers such as TAFE.

**Leaders**
Undertake professional learning to establish, implement, review and refine systems and processes to ensure that all students are able to access quality learning.

**Processes**
Continue to implement an explicit, formal program of professional learning for teachers which consolidates their knowledge, understanding and implementation of the Aboriginal Education policy, the Disability Standards, and the development of positive behaviours for an inclusive and safe classroom environment.

Involve students in regular discussions and reflections concerning their learning needs, their sense of engagement and inclusion, and their social and emotional development.

Engage students in programs specifically designed to develop their personal and social capabilities and resilience.

**Products and Practices**

- Annual review of student learning outcomes reflect a 10% growth for identified students.
- ‘Tell Them From Me’ (TTFM) survey results indicate 10% growth in the identified areas.

**Products**
Student survey data reflects improvement in positive attitudes and engagement in learning for all students.

Teacher professional learning builds the confidence of mainstream teachers to meet the needs of identified students, to design effective learning adjustments and accommodations, and to create safe and productive learning environments for all students in all classrooms.

**Practices**
The concept that learning is a direct outcome of access is embedded in school culture.

Aboriginal students’ PLPs (including attendance plans) and profiles are used by all teachers to customise lessons so that the learning needs of Aboriginal students are specifically met.

The Disability Standards are addressed in every day practice to meet the needs of individual students through learning adjustments and accommodations.

By reference to IEPs and PLPs, all teachers cater for the social, emotional and cultural contexts of individual students in the development of quality, customised learning experiences and pathways.

**Evaluation Plan**
Annual student (TTFM), teacher and parent surveys and review of the achievement of learning outcomes as outlined in IEPs and PLPs.

Analysis and review of targeted student surveys to inform development in the 3 key areas.

**Improvement Measures**
- Annual review of student learning outcomes reflect a 10% growth for identified students.
- ‘Tell Them From Me’ (TTFM) survey results indicate 10% growth in the identified areas.

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Great Lakes College Tuncurry Campus – A Culture of Leading & Learning: ‘Know Me, Know What I Can Do, Know Where I Need To Go, Know How To Get Me There’
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Strategic Direction 3: Deep and sustainable instructional leadership

**Purpose**
In focussing on deep and sustainable instructional leadership, the school’s purpose is to:
- a) build instructional leadership capacity through explicit and focussed professional learning;
- b) strengthen school-wide implementation of the cycle of improvement to drive the development of quality classroom instruction; and
- c) build future focussed teacher professional capacity and accreditation readiness.

**Improvement Measures**
- 85% of teachers indicate that school-based professional learning meets their individual needs at a high level.
- 100% of the instructional leadership group indicate that the formal development program has addressed their identified areas for growth.

**People**

<table>
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<th>Staff</th>
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<td>A school wide planned professional learning program is developed, implemented and evaluated.</td>
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<th>Leaders</th>
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<td>Instructional leaders regularly engage in workshops and project learning to target skills in strategic planning, collaboration, mentoring and coaching for the achievement of the school’s strategic directions.</td>
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Instructional leaders annually review their skills, knowledge and capabilities according to AITSL standards and devise a personal leadership plan for professional enhancement.

**Processes**

Teachers are regularly engaged in research, developing and implementing innovative practice in line with the school’s strategic directions.

Teachers are regularly engaged in targeted workshops, peer presentations and project learning centred on the use of the cycle of improvement.

Current and aspiring educational leaders participate in a formal and regular program of professional development t based on identified needs, accreditation requirements, and the cycle of improvement.

**Evaluation Plan**

Staff involvement in annual review and evaluation surveys regarding the effectiveness of the school’s professional learning program.

Ongoing and regular evaluation of the Instructional Leadership Program through individual reflection and surveys.

**Products and Practices**

- 85% of teachers indicate that school-based professional learning meets their individual needs at a high level.
- 100% of the instructional leadership group indicate that the formal development program has addressed their identified areas for growth.

**Products**
All teachers are consolidating their implementation of the cycle of improvement to drive enhanced student learning outcomes.

Staff professional practice is developed in line with BOSTES accreditation and AITSL standards, connected with professionals in other educational settings and documented through professional portfolios.

A broad based, highly skilled instructional leadership team that collaboratively engages groups in the ongoing development of teaching and leadership practice.

**Practices**
Teachers regularly gather and analyse data and feedback, engage in observations and collaborate through teacher talk for improvement in classroom practice.

Instructional leaders are engaged in the continuous development of skills in coaching, mentoring, observation, analysis and feedback to lead strategic improvement in classroom practice and to maximise student learning outcomes.