

Tarneit Senior College Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Michael Fawcett June 2017[name] [date][name] [date]
School council: Andrea Mansell June 2017[name] [date][name] [date]
Delegate of the Secretary: Helen Hobley[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Tarneit Senior College is defined by:</p> <ul style="list-style-type: none"> A well balanced curriculum program that utilises purposeful and explicit teaching aimed at empowering students to be active learners, striving for personal excellence and ongoing growth and development Challenging, innovative and creative approaches in learning and teaching practices that embrace a full range of post compulsory pathways for Years 10 to 12 students Highly skilled, versatile, dedicated and caring staff committed to life-long learning and developing the full potential of each student through the implementation of an effective personalised learning program The active participation of staff in professional learning teams focussed on subject expertise and a high level understanding of students Shared educational responsibility between parents, staff and students Effective channels of communication that promote trust, positive interactions and strong links with the wider community 	<p>Tarneit Senior College has three key values: Integrity, Innovation & Focus.</p>	<p>Tarneit Senior College is a Year 10 to 12 college that commenced operations in 2012. Tarneit is located in the satellite city of Werribee; approximately 25 kilometres from Melbourne CBD. Our local neighbourhood area includes the growth corridor suburbs of Tarneit and Truganina. These suburbs are growing rapidly and regularly rank in the top ten for growth in Australia. (ABS March 2016) Our local feeder schools are also experiencing dramatic growth and the long-term enrolment forecast for the college is very high. The college commenced with one main feeder school, Baden Powell College. In 2017, we enrolled our first cohort from Tarneit P-9 College who will be followed by students from Truganina P-9 College in 2019. A significant percentage of new enrolments also come from families moving into our local neighbourhood...from the rest of the world.</p> <p>Social – community and demographics</p> <ul style="list-style-type: none"> Single campus 10 to 12 secondary college situated in a growth corridor suburb Population – 520+ in 2017 with significant mobility. 60+ additional enrolments since day 1 2017 Multicultural mix of students. We have over 60 nationalities amongst our student cohort 0.78 SFO, this has increased from 0.67 in our formative years and reflects the developing identity of the Tarneit community Rapidly Increasing enrolments Supportive College Council and parent involvement Committed student voice group Enthusiastic staff team consisting of 37 effective full-time teachers and 14 school support staff Principal, 2 Assistant Principals and 6-7 Leading Teachers form the Leadership structure. This will grow over the course of the SSP Productive partnerships with local community groups, local schools and cluster groups, local council and government representatives Strong focus on community inclusion including use of Equity Funding to increase community involvement Well-Being team consisting of SWC, Psychologist, Youth Worker & Cultural Workers <p>Educational</p> <ul style="list-style-type: none"> Provision of a pathways focussed education for years 10 to 12 Intensive compulsory Literacy & Numeracy skills program at Year 10 for all students Implementation of the Victorian Curriculum model at Year 10 for 2017 Full VCE/VCAL commenced in 2013 VCE, VET and VCAL courses Enhancement and enrichment opportunities for students including art, music, instrumental music, musical productions, competitions, lunchtime & after-school activities, and sporting activities <p>Technological</p> <ul style="list-style-type: none"> Innovative use of computers for student learning, including a focus on Google sites One to one laptop provision to students, heavily subsidised by college Internet and intranet use Staff laptop computer use linked to in-class ICT IWBs in all learning areas <p>Environmental – grounds and facilities</p> <ul style="list-style-type: none"> Classrooms are designed for visible teaching & learning with glass walls a feature in all permanent buildings Grounds currently under development with significant landscaping completed around existing buildings and relocatable structures <p>Future Stages to commence construction with funding granted in May 2016 State Budget for Stage 2 works. These works will commence in 2017 and finish in mid-2018.</p>	<p>ACHIEVEMENT - Student Learning – Literacy/Numeracy The school has developed student outcomes in Years 10-12 English & Mathematics. Evidence to support this view includes; Year 12 results (Adjusted VCE scores) for English and Maths Methods were at the expected level and the 2015 performance summary (intake adjusted) teacher assessment of English and Mathematics were both above state average. Furthermore, the performance summary (intake adjusted) indicated combined VCE subjects over last two years in top 20 per cent. Further focussed effort is required across the SSP.</p> <ul style="list-style-type: none"> Employment of LT Numeracy – significant work is needed in Maths Domain – Yr12 Maths results in all Yr12 Maths subjects are poor. Yr10 Numeracy subject – level of improvement in comparison to Yr10 Literacy subject impact in 2016 was lower – review of the Scope & Sequence is required and an improved ‘skills’ focussed approach will be adopted in line with Literacy subject Specific PL for Maths Domain staff – improving skill based teaching Investigation of extending the Literacy & Numeracy intervention into Yr11 Continue Coaching as a means of improving teacher capacity <p>WELL-BEING - Positive climate for learning & empowering students The second goal to improve the positive climate for learning has in effect been pursued since the school opened through its focus on student health and wellbeing. Again the challenge for the school is to continue and refine this work. The school will continue the ethos of actively monitoring student wellbeing individually and collectively. The school has demonstrated that when student issues are identified the school intervenes with appropriate responses. The challenge here is to extend the scope of responses by building partnerships with new local organisations that provide services to young people.</p> <ul style="list-style-type: none"> Increasing the role of Student Voice across the college Cultural – ensuring all our 60+ cultures feel valued within our school community Remodelled Well-Being team in 2017 Focus of work for Cultural Aides – change in 2017 Addition of 0.6 Social Worker <p>ENGAGEMENT - VCAL/VET/Non-Scored The school is in the new and growing community of Tarneit and empowering students and building school pride has been identified as important. The school will continue to empower students by setting high expectations and supporting them in their achievement. Furthermore, the schools continued efforts to create opportunities in student leadership, cultural events and celebrate achievement will contribute to school pride. The school has developed a coordinated approach to enhancing student perseverance, a willingness to engage in complex problems and to learn from their mistakes, and will continue to focus on these areas over the course of the SSP.</p> <ul style="list-style-type: none"> Review our non-scored & VCAL cohort programs at Yr12 Plan and implement a structured approach to non-scored students at yr12 – Cert II & III offerings Implementation of VET course for non-scored Yr11/12 cohorts – potential and actual Expansion of VET offerings through our Cluster membership Implement a school based VET for 2017 and further offerings in 2018-19 <p>PRODUCTIVITY – Stage 2 completion</p> <ul style="list-style-type: none"> Finish building school Investigate and evaluate our laptop program Staff abilities with ICT? – investigate P-9 Liaison – formation of a regular group to meet in relation to transition Equity Funding – maximising use of in 2017 – 2020 P-9 Feeder school ‘Network’ established in 21-7 – productive entity from this point Review timetable structure Q1-2 2017 with plan for change in 2018



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>Maximise student performance across all curriculum areas that specifically lead to higher levels of growth in Literacy & Numeracy</p>	<p>Excellence in Teaching & Learning</p> <ul style="list-style-type: none"> • Building Practice Excellence • Curriculum Planning & Assessment 	<p>Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework</p>	<ul style="list-style-type: none"> • VCE. 90per cent of all VCE Unit 3/4 subjects are at or above the adjusted score of 0 according to Selected VCE Studies (Adjusted) VASS Report 10 • Median All-study score of 26 by 2020 • VCAL 95per cent successful completion of modules by 2020 • End of Year 10 Teacher Judgment 60per cent at or above the expected level in each subject <ul style="list-style-type: none"> • That achievement band scores as measured using the Progressive Achievement Tests (PAT) English, Spelling, Punctuation and Grammar (SPG) and Maths instruments, will show 80% students have made one year's learning gain from the end of Year 9 to the end of Year 10. • That achievement band scores as measured using PAT English, SPG and Maths instruments, will show 30% students have made more than 1.5 year's learning gain from end Year 9 to end Year 10. • Determine target derived from PAT 2016 results. • AtSS: Learning Confidence 3.70, Stimulating Learning 3.20, Teacher Effectiveness 3.75 • Staff School Survey: Collective focus of student learning mean score 80, Academic emphasis mean score 65.
		<p>Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of learning</p>	<p>School staff survey professional learning summary of module component means overall score will be above 75 for whole school. The following individual components are also suggested:</p> <ul style="list-style-type: none"> • School level support above 70 • Renewal of knowledge and skills above 75 • Applicability of professional learning above 75 • Collective participation above 75 • Active participation above 75 • Feedback above 75
		<p>Build teacher capacity to implement evidence-based literacy & numeracy teaching strategies</p>	<p>School staff survey, teaching and learning summary of module component means overall score will be above 75 for whole school. The following individual components are also suggested:</p> <ul style="list-style-type: none"> • Summarising and note taking above 90 • Cooperative learning above 75 • Setting objectives and providing feedback above 80 • Cues, questions and advance organisers above 85 <p>The teaching program will be rated at the level of excelling (FISO 1.1) in:</p> <ul style="list-style-type: none"> • Formative assessment • Evaluating and modifying teaching practice • Integrating assessment and evaluation <p>The teaching program will be rated at the level of embedding (FISO 1.2) in:</p> <ul style="list-style-type: none"> • Setting goals • Peer tutoring • Student collaborative learning • Modelling learning strategies • Structuring lessons • Questioning of students • Summaries, reviews and reinforcement • Integrating high impact strategies
<p>Deepen student engagement, collaboration and motivation within a rich learning community.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> • Empowering students and building school pride • Health & Well Being • Setting expectations and promoting inclusion 	<p>Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.</p> <p>Key Improvement strategies</p> <ul style="list-style-type: none"> • Continue to actively monitor student well-being individually and collectively • Continue to develop targeted interventions in response to anticipated issues • Continue to foster relationships with the broader community • Continued to ensure students are familiar with the expectations and the rationale behind these expectations • Continue to employ a range of strategies targeted at students, family and the broader community that help students feel safe • Build relationships between teachers and students by supporting teachers to understand student perspectives • Create opportunities for teachers and students to positively interact • Use collaborative pedagogies to build relationships • Actively build the capacity of students to lead change and reform processes within the school and wider community • Create opportunity for students to practice leadership, team work, decision making and problem solving skills both in school and the community • Continue to build partnerships with community organisations that support the health and wellbeing of students and implement interventions to tackle identified community issues. <p>Increase the range of VET offerings available to students</p>	<p>AtSS Results</p> <ul style="list-style-type: none"> • Classroom behaviour in the third quartile • Connectedness to peers on the third quartile • School connectedness in the third quartile <p>School staff survey</p> <ul style="list-style-type: none"> • Overall score for school climate above 75 <p>Parent opinion survey</p> <ul style="list-style-type: none"> • Behaviour management above 80 • Students safety above 70 • Classroom behaviour about 70



Enhance the well-being of all students in the school (Improve self-efficacy across the school)		Every teacher is a teacher of well being	All staff complete professional learning in pathways & well-being related topics – whole staff & individual
		Build the capacity of students to be resilient, socially responsible & respectful in their relationships.	AtSS Results <ul style="list-style-type: none"> Classroom behaviour in the third quartile Connectedness to peers on the third quartile School connectedness in the third quartile
Increase community engagement in achieving the schools vision.	Community Engagement in Learning <ul style="list-style-type: none"> Building Communities 	Develop the profile of the college within the Tarneit community	At least 50% of families will attend Parent/Teacher and Information sessions held throughout the college year
Increase the capacity of the school to function as a strategic organisation	Professional Leadership <ul style="list-style-type: none"> Building Leadership Teams Vision, Values & Culture Strategic Resource Management 	Build a leadership structure, which enhances team leaders capacity to lead and implement change.	Leadership structure to grow over course of SSP as a result of college population growth
		Develop structures that align decision making and resourcing to the school vision and values.	Leadership roles will have a direct & identifiable line of sight to college teaching & learning priorities
		Develop processes and procedures that build a culture of accountability and feedback	Leadership roles linked to individual P&D Plans with a focus on measurable outcomes

