Lake Tuggeranong College

Lake Tuggeranong College
School Strategic Plan
2016-2020
Tuggeranong Network

Endorsement by School Principal

For

Name: Julie Murkins

Signed _____ Date: _29/04/2016_

Endorsement by School Board Chair

Name: Kate Sankey

Signed _____ Date: _29/04/16_

Endorsement by School Network Leader

Name: Kerrie Heath

Signed _____ Date: _8.5.16_

School Profile

Our vision is to be a college of innovation and excellence in teaching and learning; a place where student wellbeing is central to academic success. Our graduates are active lifelong learners, with skills to thrive and connect in personal and global contexts.

Our approach to realising this vision is embodied in the Lake Tuggeranong College ideals - *Learn, Thrive, Connect.*

We value:
* excellence in teaching and learning
* diversity and diverse pathways for students
* curriculum of excellence in both breadth and depth
* authentic partnerships with families and the community that maximise student learning and achievement
* a growth mindset in all that we do

Our context:
The college enjoys a strong student enrolment profile and at the beginning of this strategic planning cycle, has 795 students. There has been a trend of increasing proportions of enrolments coming from beyond the Priority Enrolment Area (PEA) and in 2015, this equated to 43.7% of the Year 11 cohort and 30% of the Year 12 cohort. This may be attributed to strengthened ties with all high schools in southern Canberra. Approximately one-third of all enrolments come from non-government schools. This trend influences the way the college transitions team operates and requires the college to have a suite of student learner profiles early in Year 11 in order to efficiently individualise the senior secondary experience for our students.

The proportion of students defined as having English as an additional language or dialect (EAL/D) is historically stable (currently at 16%); as is the proportion of Aboriginal and Torres Strait Islander students – currently at approximately three percent of all students at the college. Whilst the school hosts increasing numbers of students identified as having a diagnosed learning difficulty, the single biggest increase of subsets of the student population has been those students without a diagnosis, but with presentations of a need for adjustment of their learning program. This trend is expected to continue. This necessitates an investment in differentiated teaching strategies, the employment of increased numbers of learning support assistants, and the resourcing of tutorial support opportunities.

School-based data from previous school plan reports point to increased presentations of students with low levels of resilience and academic buoyancy, and other manifestations of anxiety. As a result, and following extensive research into effective improvement strategies, the college community has embraced positive education as its ethos for the 2016-2020 school plan. School pastoral care structures and resourcing form part of this strategy, as does the embedding of wellbeing practices by all staff.

In 2015, 92% of all Year 12 students graduated with a Senior Secondary Certificate. Of these, 44% gained an Australian Tertiary Admissions Rank (ATAR). This represents a slight increase on rates of previous years. However, the college Board and the leadership team note that the proportion of students receiving an ATAR in excess of 80 is declining: in 2015, the proportion was 31.5% of ATAR receivers, compared with 35% in 2014. This aspect of college performance forms the basis of a strategic priority area in this five-year school plan.

Under the auspices of the ACT Inclusive Vocational Education (ACTIVE) Registered Training Organisation (RTO) – a formal partnership with Erindale College and the five public high schools in the Tuggeranong network of schools – the college provides robust and high quality vocational education and training pathways for students. Whilst the number of Lake Tuggeranong College students receiving a nationally recognised vocational certificate has been declining (in 2015, only nine percent of all students received a full certificate, down from 18% in 2014), the college community supports the ACT Directorate policy of less Certificate I or Statements of Attainment, and more full Certificate II and pathways into Certificate III for students. This will see the college specialise in Automotive Studies, Building & Construction, and Information Technology, whilst partnering with other VET providers (such as CIT) to maintain a breadth of vocational pathways for students across Tuggeranong.

Our community has been involved in the development of this school plan through formal mechanisms such as the Tuggeranong Sustainable Living Trade Training Centre Board (including community and industry representatives) and the College Board (which includes parent, student and community representatives); and through informal means, such as system-wide and college-designed stakeholder surveys and a series of inclusive workshops.

Our theories of action (based on root cause analysis):

As a school, we believe that if we…	…then, we will see…
• Invest in developing the capacity of our teachers to meet individual student need,	• higher proportions of students achieving at higher levels.
• Invest in student wellbeing,	• increased academic buoyancy (attainment, achievement); • reduced presentations of student anxiety and incompletion.
• Connect with our families,	• higher rates of satisfaction with our performance.
• Strategically partner with external providers,	• richer curriculum and learning opportunities for our students.
• Improve our business processes,	• increased efficiencies (staff time) and effectiveness (outcomes for our stakeholders).

Our review processes:

Each year, the college community will review progress using documented targets and key improvement strategies. The *National School Improvement Tool* and a range of empirical methods will inform this review process. We collaborate with our stakeholders in setting the strategic direction of the college. For 2016-2020, the college will seek to strengthen its effectiveness and performance in the following areas:

- Student academic outcomes
- Student wellbeing outcomes
- Staff growth and development
- Engagement with our community of stakeholders

Strategic Priority 1: LEARN: Develop our expert teaching team.

Outcomes to be achieved:
- Teachers with very high levels of pedagogical knowledge and skill
- Teachers as experts in evidence-based teaching strategies, able to assess their impact on student learning outcomes
- High academic and vocational learning outcomes for our students

Targets

By the end of 2020 the college will achieve:
- The percentage of teachers able to demonstrate their impact on student learning outcomes will double from that of 2015 (currently 35%)
- Growth rates of between 10% – 15% on 2015 levels of student ATAR achievements in all bands
- Halving proportion of unit void rates from that of 2015 (currently at 30% percent)
- Halving the proportion of non-completion of senior secondary certificate from that of 2015 (currently at eight percent)

Key Improvement Strategies	Key Performance Indicators
KIS 1: A Professional Learning Community model for teacher learning and development	Teacher practice will be informed by peer observation and reflection Teachers and leaders will gain skills in disciplined collaboration Shared pedagogical beliefs across the college Teachers are engaged in practitioner research
KIS 2: A college-wide coaching and mentoring framework	Teachers and leaders will gain skills in coaching and mentoring Teacher-leaders emerge and thrive in the college Teachers and leaders will gain skills in disciplined collaboration
KIS 3: Data and evidence informs teacher practice	Teachers are data literate Teachers are using student performance and wellbeing data to design programs Practitioner research centres on the collection and analysis of data Explicit and differentiated teaching and learning
KIS 4: A college-wide focus on delivering individualised learning	Professional learning, coaching and mentoring is linked to improved student learning plans and to more effective teaching strategies Teachers are adept at differentiating their teaching Student growth rates over Years 11 and 12 are equal to or greater than expected growth Greater retention rates and higher achievement levels for specific student populations (for example, Aboriginal and Torres Strait Islander students)

Strategic Priority 2: THRIVE: Strengthen college culture of student connectedness.

Outcomes to be achieved:
- A learning culture characterised by high levels of engagement and wellbeing
- Active and visible student involvement in college life
- Optimal attainment of ACT senior secondary certificates by our students
- Individual attainment of academic goals

Targets
By the end of 2020 the college will achieve:
- The proportion of students expressing high levels of satisfaction exceeds the ACT average, representing an increase of 10% on 2015 levels
- The proportion of students expressing individual goal attainment increases by 15% on 2015 levels
- Student attendance rates match or exceed the ACT college average, representing a 15% increase on 2015 rates
- Student apparent retention and completion rates match or exceed the ACT college averages, representing a 10% increase on 2015 rates
- Student reportage of wellbeing increases by 30% on levels reported in 2015
- The proportion of students undertaking college community service/leadership experiences increases by 25% on the levels in 2015

Key Improvement Strategies	Key Performance Indicators
KIS 5: Student voice informs improvement processes	Student voice is at the centre of college processes Students are active participants in their learning Students are active participants in college life
KIS 6: Build student leaders and leadership	Student leadership is encouraged and celebrated College governance includes a wide range of student input
KIS 7: Principles of positive education are embedded	Positive psychology, Mind Matters, mindfulness and mindset approaches are present in classrooms and college programs Reduced presentations of negative student behaviours, responses, and non-engagement (including student absences) Increased levels of student academic, social and emotional buoyancy and engagement (including student attendance and participation in class)
KIS 8: Develop expertise in student wellbeing	Provision of high quality, empirically supported strategies in student wellbeing
KIS 9: Use student performance and wellbeing data to inform strategies aimed at enhancing student success	Increased use of data curation and analysis methods which inform targeted interventions for students Initiatives respond with increased finesse to student need

Strategic Priority 3: CONNECT: Authentic partnerships with our community.

Outcomes to be achieved:
- Highly effective linkages with network schools
- Visible partnering with agencies, industry and other education institutions in support of learning and wellbeing
- Best practice engagement with families and carers

Targets

By the end of 2020 the college will achieve:
- The proportion of incoming students reporting high levels of satisfaction with their transition to college increases by 15% on 2015 levels (currently at 74%)
- The proportion of Year 11 students receiving one or more semester one void units (v-grades) decreases by 15% on 2015 levels
- The proportion of students with packages reflecting engagement with external partners increases by 15% on 2015 levels (currently at 18%)
- The proportion of families and carers reporting high levels of satisfaction with the college matches or exceeds ACT college averages, representing an increase of 10% on 2015 levels

Key Improvement Strategies	Key Performance Indicators
KIS 10: Build authentic extensions of our reach back into our high schools and forward to our alumni	Increased reporting of student satisfaction with the transition into college Sustained involvement of alumni with the college
KIS 11: Create opportunities for our community to be involved in college life	Parent/family connections are relevant and regular Increased reporting of satisfaction by families with the partnerships with college
KIS 12: Create partnerships with other education and training institutions, industry and community organisations to strengthen our student pathways	Increased numbers of students participate in partnered delivery of curriculum/training Partnerships are strategically established to address identified student needs Established procedure to monitor and evaluate the intended impacts of the school's partnerships