

School Strategic Plan for Tyrrell College Loddon Mallee region 2012-2015

Rod Allen



Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed..... Name..... Date.....

School Profile

Motto	Your Opportunity to Succeed
Purpose	To provide a safe, positive and challenging environment in which effective teaching and learning takes place, where everyone is encouraged to achieve their full potential and become responsible community members.
Values	<p>Our College demonstrates the following agreed set of values:</p> <p>Respect: Treat others with consideration and regard, respect another person's point of view</p> <p>Responsibility: Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment</p> <p>Doing your Best: Seek to accomplish something worthy and admirable, try hard and pursue excellence</p> <p>Honesty and Trustworthiness: Be honest, sincere and seek the truth</p>
Environmental Context	<p>Tyrrell College is a school for prep to year 12 students. It is located in Sea Lake, a small Mallee town approximately 400 kilometres north west of Melbourne and services the education needs of the local and nearby communities of Berrillock, Culgoa, Woomelang and Nandaly. This close-knit rural community is mainly farm based with recreational facilities and community resources within the town. The college plays an important part in enhancing the cultural opportunities for youth within the community.</p> <p>College enrolment has declined slightly over the last four years to 178 students in 2011. The College traditionally operates four primary classes and each year level from year 7 to 12 is comprised of one class of students. VCE classes operate with one class per study. Student cohorts in each year can differ markedly in their attitudes and outcomes providing challenges for the college.</p> <p>The SFO density of the College has been around 0.62. The current percentile range of SFO predicted student achievement for the school is approximately 10 to 30. The college population has nil proportions of students with a language background other than English. Frequent exposure of students to other school communities is limited.</p> <p>The College is organised on a traditional model of primary and secondary schooling. However, the opportunity for primary and secondary students to interact as a whole school is taken up at various times in the school year. There is a college emphasis on literacy, numeracy, and an integrated personal development program. The Victorian Essential Learning Standards (VELS) and VCE program determines the curriculum delivery and organisational structures for student learning.</p> <p>Students participate in an extensive range of cultural, academic and sporting activities including visiting performances, drama workshops, college productions, camps and excursions, public speaking and inter-college sports. Opportunities for student leadership positions are found predominantly in the upper levels of primary and secondary school.</p> <p>The community complex provides for a variety of sporting and cultural activities but less so than large towns. Computer facilities (desktop and netbook) are available for staff and students with a one to one program from year 5 to 12 beginning in 2012. The College has a new Primary Wing through the Building the Education Revolution funding.</p> <p>Parents are welcomed and encouraged to participate in all College activities, however, it is difficult to engage them as fully as the college would like. Stronger links with parents and the local community are being fostered.</p>

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
To develop and sustain a strong learning community.	Year 1	<p>Develop a shared vision of teaching and learning</p> <ul style="list-style-type: none"> ▪ Ensure student outcome data is regularly and formally presented to leadership and staff ▪ Develop a shared and accountable professional development plan with flexibility of approach and evaluation of outcomes. <p>Review leadership within the college</p> <ul style="list-style-type: none"> ▪ Re-examine the structure of the executive leadership team and align it with strategic plan priorities <p>Strengthen the performance and development program</p> <ul style="list-style-type: none"> ▪ Provide constructive feedback to and acknowledgement of staff achievement with approaches such as peer appraisal, student surveys, classroom observation and the frequent supportive presence of principal class personnel ▪ 	<ul style="list-style-type: none"> ▪ At least two PD sessions a semester are devoted to student data ▪ PD plans incorporate the use of data in all subjects ▪ New Leadership Structure is established in line with Strategic Plan ▪ Range of Feedback sources being utilised throughout the school
	Year 2	<p>Develop a shared vision of teaching and learning</p> <ul style="list-style-type: none"> ▪ Develop a teaching and learning framework document which consolidates and articulates the various policies, programs and initiatives of the college e.g. PoLT, literacy and numeracy, effective schools model, theory of action principles, es, and ICT initiatives <p>Review leadership within the college</p> <ul style="list-style-type: none"> ▪ Develop leadership responsibilities for professional learning teams. <p>Strengthen the performance and development program</p> <ul style="list-style-type: none"> ▪ Distribute leadership with appropriate support and accountability and with clarity around teaching and learning expectations ▪ Strengthen the coaching and mentoring approaches to staff development ▪ 	<ul style="list-style-type: none"> ▪ PLT's established to focus on Teaching and Learning ▪ Teaching and Learning Framework document produced ▪ Peer Observation and mentoring occurring regularly
	Year 3	<p>Develop a shared vision of teaching and learning</p> <ul style="list-style-type: none"> ▪ Establish regular parent forums to discuss the teaching and learning of their children <p>Review leadership within the college</p> <ul style="list-style-type: none"> ▪ Ensure a primary focus of leadership is the effective and productive development of staff teams <p>Strengthen the performance and development program</p> <ul style="list-style-type: none"> ▪ Establish a formal induction program which includes defined mentoring responsibilities and support for classroom management and lesson structure and preparation 	<ul style="list-style-type: none"> ▪ Reorganisation of Parent Teacher Interviews to allow for greater student and parental input ▪ Re-evaluate the Induction Program at the College
	Year 4	<p>Develop a shared vision of teaching and learning</p> <ul style="list-style-type: none"> ▪ Revisit and confirm the college vision and values and ensure they are reinforced through relevant everyday use <p>Review leadership within the college</p>	<ul style="list-style-type: none"> ▪ Re-visit the College Vision and Values for the next SSP ▪ College documents leadership develop plans for staff ▪ PLT's used for more regular staff feedback on

		<ul style="list-style-type: none"> Plan and implement a leadership development program for staff <p>Strengthen the performance and development program</p> <ul style="list-style-type: none"> Strengthen the coaching and mentoring approaches to staff development Provide more frequent informal sessions for staff reflection on their teaching and program development which contribute to their review cycle. 	teaching and learning
Build staff capacity to identify, understand and grow student learning.	Year 1	<p>Differentiate teaching and learning</p> <ul style="list-style-type: none"> Prepare teachers and students to use flexible learning spaces effectively particularly at prep to 6 in readiness for movement into the new building Develop the use of learning objectives in lessons which cater for all students to achieve success <p>Enhance purposeful teaching</p> <ul style="list-style-type: none"> Review the years 7-9 curriculum for engagement and examine the benefits of a more integrated and applied learning curriculum at year 9 Evaluate the new year 10 program to ensure there is adequate challenge, stimulation and positive learning experiences 	<ul style="list-style-type: none"> Ultrant E- Learning Lead user training Learning objectives are clearly outlined in each class Review of Year 7-10 Curriculum is underway with a draft proposal completed by the end of the year
	Year 2	<p>Differentiate teaching and learning</p> <ul style="list-style-type: none"> Track individual student progress assiduously and contribute data to student portfolios Increase the flexibility of the teaching program to permit team teaching across year levels where appropriate <p>Enhance purposeful teaching</p> <ul style="list-style-type: none"> Plan and implement specific literacy action plans for different KLAs <p>Increase the use of data</p> <ul style="list-style-type: none"> Develop a system of student profiles and portfolios that can be readily accessed by relevant staff. 	<ul style="list-style-type: none"> Student data portfolios established and easily accessed by all staff. Team teaching is occurring where possible Each KLA has a Literacy Action Plan
	Year 3	<p>Differentiate teaching and learning</p> <ul style="list-style-type: none"> Continue to share and develop teaching strategies and interventions using professional learning teams Incorporate ICT to cater for different interests and learning styles <p>Enhance purposeful teaching</p> <ul style="list-style-type: none"> Enlist parent support for individual learning plans to help reduce underperforming students (e.g. below NMS). <p>Increase the use of data</p> <ul style="list-style-type: none"> Track individual student progress in literacy and numeracy from year 7 to year 12 	<ul style="list-style-type: none"> PLT's revise the Teaching and Learning Framework ICT being used in all subject areas All identified students have ILP's that are negotiated with parental input Longitudinal records kept of all Year 7 to 12 students in literacy and numeracy
	Year 4	<p>Differentiate teaching and learning</p> <ul style="list-style-type: none"> Incorporate constant and constructive feedback on individual student progress within the teaching program 	<ul style="list-style-type: none">
To increase student self-awareness, confidence and responsibility.	Year 1	<p>Personalise learning</p> <ul style="list-style-type: none"> Ensure staff understanding of PoLT as the basis of their connection with students. <p>Strengthen parent relationships</p> <ul style="list-style-type: none"> Broaden the means by which parent school contact occurs e.g. meeting, letter, email, phone, sms 	<ul style="list-style-type: none"> All staff trained/re-trained in PoLT All staff trained/re-trained in Restorative Practices Student leadership roles revised and implemented Attendance policy revised and specific targets for each year level set.

	<p>Manage students effectively</p> <ul style="list-style-type: none"> Enhance the understanding of staff in the use of restorative practices <p>Build student leadership</p> <ul style="list-style-type: none"> Consider significant student leadership roles in year 9 and 10 such as house and school captains or similar Enhance the presentation skills of students by providing more avenues for speaking at different forums, presenting to peers, mentoring and visits to primary and other secondary schools. <p>Raise student attendance</p> <ul style="list-style-type: none"> Continue to publicise the attendance policy and develop specific year level/sub-school targets e.g. 90% at VCE 	
Year 2	<p>Personalise learning</p> <ul style="list-style-type: none"> Focus on knowing the learning attributes of each student with access to student profiles <p>Identify, develop and implement priorities for student support programs</p> <ul style="list-style-type: none"> Review and re-develop the team responsible for the wellbeing of students and their role in executive decision making and include parent involvement <p>Strengthen parent relationships</p> <ul style="list-style-type: none"> Provide professional learning to enhance the skills required of staff to be successful in their direct contact with parents <p>Manage students effectively</p> <ul style="list-style-type: none"> Ensure consistency by staff in classroom approaches to student management Regularly review the student engagement policy and the role of staff in supporting the policy <p>Build student leadership</p> <ul style="list-style-type: none"> Develop effective and relevant leadership opportunities to capture the responsibility and confidence of students on entering years 7 and 8 	<ul style="list-style-type: none"> Staff actively use and contribute to student portfolios Student wellbeing team established with parental representation Student engagement policy reviewed as well as student discipline procedures
Year 3	<p>Personalise learning</p> <ul style="list-style-type: none"> Continue to develop staff and peer mentoring programs for individual or small groups of students e.g. VCE staff <p>Identify, develop and implement priorities for student support programs</p> <ul style="list-style-type: none"> Develop a wellbeing policy and prioritise current student support programs to align to school goals and plans e.g. drug education and health <p>Manage students effectively</p> <ul style="list-style-type: none"> Use student outcome data to target preventative strategies towards appropriate individual and cohorts of students e.g. absences and attitudes <p>Build student leadership</p> <ul style="list-style-type: none"> Develop a student voice in areas such as policy, curriculum (and extra-), student management, school daily organisation including yard duty and lunchtimes activities, uniform and assemblies 	<ul style="list-style-type: none"> Peer/Coaching visits happening in classrooms across the school Wellbeing policy developed Student voice actively sought on relevant policy areas.
Year 4	<p>Personalise learning</p> <ul style="list-style-type: none"> Provide professional learning for staff to enable student feedback to be constructive and focused upon student improvement <p>Identify, develop and implement priorities for student support programs</p>	<ul style="list-style-type: none"> Staff professionally developed in giving and receiving feedback Review of alternative program

		<ul style="list-style-type: none"> Publicise policy goals and plans to all within the school community <p>Manage students effectively</p> <ul style="list-style-type: none"> Examine network expansion of the alternative education program. 	
To maximise the development of student potential through an understanding and nurturing of their learning growth, attributes and talents.	Year 1	<p>Provide support for pathway choices</p> <ul style="list-style-type: none"> Establish regular formal and informal communication (and understanding) with parents about pathway choices Continue to examine all alternative pathways and special applications to tertiary courses e.g. SEAS. 	<ul style="list-style-type: none"> Regular career news in the Tyrrell Times
	Year 2	<p>Capture and build on students interests and aspirations beginning in prep and year 7</p> <ul style="list-style-type: none"> Develop a greater understanding of curriculum and its delivery at other schools in years 5 and 6 to plan effectively for years 7 and 8 Foster interaction with preschool and other primary feeder schools using ICT. <p>Develop and use individual student profiles (and portfolios) to inform progress, teaching and learning and enhance parent involvement</p> <ul style="list-style-type: none"> Develop student portfolios for each year level using current year 6 portfolios as a basis <p>Provide support for pathway choices</p> <ul style="list-style-type: none"> Monitor the participation of students in VET and VCAL for relevance and effectiveness 	<ul style="list-style-type: none"> Creating closer links with feeder schools and look at combined curriculum ICT being used across the schools for group work/interaction Extension of grade 6 portfolios to more year levels
	Year 3	<p>Capture and build on students interests and aspirations beginning in prep and year 7</p> <ul style="list-style-type: none"> Strengthen the understanding of prospective student profiles through visits, cooperative activities and parent interviews <p>Develop and use individual student profiles (and portfolios) to inform progress, teaching and learning and enhance parent involvement</p> <ul style="list-style-type: none"> Map student profiles including learning goals, outcomes and destinations electronically to ensure effective transition from prep to year 12 <p>Provide support for pathway choices</p> <ul style="list-style-type: none"> Continue to raise student aspirations through exposure to future courses available at other education and training organisations 	<ul style="list-style-type: none"> Feeder school visits undertaken by staff and students Longitudinal tracking of student progress established Parents reading and contributing to student portfolios
	Year 4	<p>Develop and use individual student profiles (and portfolios) to inform progress, teaching and learning and enhance parent involvement</p> <ul style="list-style-type: none"> Involve parents in the development and use of student portfolios. 	<ul style="list-style-type: none">