

School Strategic Plan 2018-2022

Tallangatta Secondary College (8370)



Submitted for review by Richelle Moyle (School Principal) on 19 November, 2018 at 11:25 PM

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Endorsed by Andrew Bussau (School Council President) on 29 November, 2018 at 05:27 PM

School Strategic Plan - 2018-2022

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School vision	At Tallangatta Secondary College the current vision is for all students to establish their place in the global community and to demonstrate personal and educational growth within a challenging, stimulating and innovative learning environment. A Key Improvement Strategy of the new 2019 - 2022 Strategic Plan is to develop and embed the Tallangatta SC agreed moral purpose supported by the school's vision and values. This will be actioned in the 2019 Annual Implementation Plan by defining the school's new vision and reinvigorating our REAL values.
School values	Having shared values helps us to set expectations of how we should all behave and treat each other to become a school community that values high performance, strong accountability and continual learning. Living our values shows us at our best and helps us achieve the goals of this strategic plan. At Tallangatta Secondary College, our values are Respect, Empathy, Attitude and Learning (REAL) and is embedded in all our actions and decisions as a school community.
Context challenges	<p>Tallangatta Secondary College motto is "Small enough to care; big enough to deliver". We offer a co- 10 Vertical Modular Grouping (VMG) curriculum organisation since 1978 and this continues to be the basis of our curriculum structure. In addition to the 7 – 12 curriculum unit offerings, the school offers a broad range of co-curricular programs including; Peer Support, Advance (CFA Youth Crew), Tallangatta Herald newspaper, Instrumental Music, Camps and Sport events. Traditionally, families were mostly employed within the rural farming industry. Many parents /carers are now commuting to Albury/Wodonga for employment. In Tallangatta itself, the major employers are Education, Health and Local Government. Approximately one quarter of enrolments are Education Maintenance Allowance (EMA). No students have a language background other than English.</p> <p>Through the review process, we found that we need greater consistency in regards to a whole school approach to curriculum, assessment, planning and evidence-based practice. The use of student achievement data for the design of targeted or differentiated learning tasks needs to be ensured in all learning areas and this will require focused work for the course of this strategic plan. A need for a more collaborative approach is recognised as an important driver to achieve a consistent approach and format to course outlines and overviews. This will be supported by further development of an agreed documented pedagogical approach supported by professional learning for teachers. Role clarity will be promoted through whole school agreed and documented expectations and accountability processes to enable the achievement of the goals of this strategic plan.</p> <p>To further build and embed a positive climate for learning that optimises student learning outcomes, the School Wide Positive Behaviours Support (SWPBS) program will continue as a framework for this aspect of school improvement, so that expectations and processes are consistently evident in the yard and in all classrooms. Our new values of Respect, Attitude, Empathy and Learning (REAL) and introduction of Year 7 to 12 REAL Homegroups will continue to provide students opportunities to build relationships and</p>

	<p>connections with staff and students from across all year levels in the school. Student agency in learning is recognised as a pivotal element of our strategic plan. We need to provide students with authentic and organised opportunities to direct their own learning so that each student is aware of their own learning progress in all learning areas. This will incorporate SWPBS as a strategic focus to embed and sustain improved student learning outcomes.</p> <p>The leadership team has a clear understanding of current research and uses student data to plan and implement school improvement based on need and best practice. A shared purpose and greater collective responsibility for all school goals and targets will be developed in school leaders to guarantee the success of this strategic plan.</p>
<p>Intent, rationale and focus</p>	<p>We will progress student learning for every student, every day through a focus on the whole school use and analysis of data and clearly defined and embedded pedagogical practice, so that students demonstrate high relative growth through the provision of targeted learning. If we improve student learning outcomes within a culture of high expectations and genuine student agency, then student learning outcomes will be maximised. If we build a culture of continuous improvement by embedding distributed and shared leadership throughout the College, we will achieve collective accountability for all student learning outcomes. Priority will be given to developing a culture of continuous improvement and high expectations in the initial stages of this plan. This will establish a strong context for the development of practice and implementation of quality learning.</p>

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Goal 1	To progress student learning for every student, every day.
Target 1.1	<p>All students to demonstrate at least 12 months growth in 1 year of schooling in Year 7 to Year 10, VCE and VCAL as evidenced by;</p> <ul style="list-style-type: none">- Relative growth gains from year 7 to 9 to be 25 per cent low, 50 per cent medium and 25 per cent high in NAPLAN across all areas of Literacy.- VCE English mean study score of 30- VCE Further Maths mean study score of 28- VCAL Individual Learning Program progression of literacy and numeracy based on achievement of documented high expectation. <p><i>(Note: School level discussion needed to define high expectation for VCAL).</i></p>
Target 1.2	<p>To have at least 20 per cent of students judged above level when assessed against the Victorian Curriculum in Writing and Reading and 25 per cent in Numeracy.</p> <p><i>(Note: The panel suggested the focus for 2019 to 2020 remain on writing and plan to focus on reading and numeracy for 2021 and 2022)</i></p>
Target 1.3	<p>To increase the consistency between teacher judgement in Reading and Writing and NAPLAN results as evidenced by the Interactive Dashboard Panorama Report NAPLAN comparison Teacher Judgement.</p> <p><i>(Note: Action to set a comparative data target based on trend results)</i></p>

Target 1.4	<p>To increase and maintain Student Attitudes to School Survey factors for performance</p> <ul style="list-style-type: none"> - Differentiated learning from 56 per cent positive to 65 per cent by 2022. - Stimulating learning from 49 per cent positive to 55 per cent by 2022
Key Improvement Strategy 1.a Curriculum planning and assessment	<p>Embed a data informed practice and planning **DN please refer to review report for suggested Actions for AIP**</p>
Key Improvement Strategy 1.b Curriculum planning and assessment	<p>Define and embed the Tallagatta Secondary College approach to pedagogical practice. **DN please refer to review report for suggested Actions for AIP**</p>
Goal 2	<p>To empower students through student agency in their learning.</p>
Target 2.1	<p>By 2022 the School Staff Survey factor results will rise in;</p> <ul style="list-style-type: none"> - Collective efficacy from 35 per cent in 2017 to greater of equal to 50 per. - Academic Emphasis from 29.9 per cent in 2017 to greater of equal to 45 per cent.
Target 2.2	<p>By 2022 the Student Attitudes to School Survey performance of positive endorsement will progress in;</p> <p>Student voice and agency from 44 per cent in 2017 to greater of equal to 60 per cent. School Connectedness from 53 per cent in 2017 to greater of equal to 50 per cent. Advocate at school from 61 per cent in 2017 to greater of equal to 70 per cent.</p>
Target 2.3	<p>Parent Opinion Survey factors for Student Connectedness to be maintained at 83 per cent or above positive endorsement by 2022.</p>

Target 2.4	Unapproved absences school mean to be less than state average.
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Embed the Tallangatta Secondary College School Wide Positive Behaviours Program. **DN please refer to review report for suggested Actions for AIP**
Key Improvement Strategy 2.b Empowering students and building school pride	Embed active student agency at Tallangatta Secondary College. **DN please refer to review report for suggested Actions for AIP**
Goal 3	Build a culture of continuous improvement.
Target 3.1	By 2022 School Staff Survey will increase in; <ul style="list-style-type: none"> - Collective efficacy from 35 per cent in 2017 to greater of equal to 50 per cent. - Teacher collaboration from 40 per cent endorsed to 60 per cent - Collective responsibility from 55 per cent to 75 per cent - Collectives focus on student learning from 48 per cent to 65 per cent - Guaranteed and viable curriculum 35 per cent in 2017 to greater of equal to 60 per cent.
Target 3.2	By 2022 Student Attitudes to School Survey factors will show growth in; <ul style="list-style-type: none"> - Teacher concern from 39 per cent in 2017 to 50 per cent - High expectation for success to improve from 65 per cent in 2017 to 80 per cent.
Target 3.3	To measure and track sustained improvement on the Professional Learning Communities maturity matrix.

Key Improvement Strategy 3.a Instructional and shared leadership	Develop and embed the Tallangatta SC agreed moral purpose supported by the school's vision and values. **DN please refer to review report for suggested Actions for AIP**
Key Improvement Strategy 3.b Instructional and shared leadership	To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP. **DN please refer to review report for suggested Actions for AIP**