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Thomastown Secondary College] Strategic Plan 2016-2019

School vision	School values	Context and challenges	Intent, rationale and focus
A College community thrives where there is respect for each individual and a commitment to build trust, promote self-esteem and ignite passion. A genuine sense of community is achieved when every individual feels valued and respected and where the richness of cultural and ethnic diversity is recognised. The College focus is on providing a rich intellectual and social environment to build independence and resilience. The College purpose is to empower students to develop strong social, emotional and academic skills, essential for all citizens in this global world and encourage them to participate in shaping and improving their learning environment.	Our motto "Individual Excellence " is embedded in our rich learning environment which values and supports diversity, excellence and teamwork. We foster a spirit of mutual respect and support where every student is expected to strive to reach his or her potential. Our strong sense of ownership and pride is reflected in the respect we show each other, our families and our community. At Thomastown • We welcome creativity, curiosity and celebrate innovation in a safe and supportive environment • We foster courage in thoughts and in actions • We respect and support different learning styles • We demonstrate enthusiasm for learning in teaching and welcome new challenges and opportunities • We work collaboratively in pursuit of individual excellence for all members of the College community • We interact positively, constructively and respectively with each other • We support the aspirations of others and accept responsibility for achieving our own individual excellence • We display pride in our school, our heritage and ourselves • We embrace our obligation to contribute positively to the College and the wider community These values form the basis of all interaction between staff, students, parents and the broader community.	Founded on the understanding that effective schools are centered on the individual student as a learner and as a person, the vertically structured curriculum and distinct teaching teams in each of the Year 7-10 mini-schools allow enrichment at all year levels and in all learning areas.. Underpinning this belief is a unique Home Group structure, providing each student with the same teacher-mentor from Year 7 to Year 10. This program supports a dynamic partnership between students, Home Group teacher and parents and provides continuity and effective monitoring of the social, emotional and academic needs of each student. A separate senior mini-school encourages an adult environment. **Key challenges** Learning performance in NAPLAN, VCE, VET and on teacher assessments of learning is generally at expected levels and comparable to similar schools, and whilst this is a notable achievement, the school aspires to have learning performance comparable to state and national levels. Improving literacy across all subject areas, and further development of writing skills will be important improvement areas that will support the goal of developing individual excellence. Student survey data indicates that students are connected and engaged with their learning, and the retention and exit data suggests that students are making informed academic and vocational choices. Student survey data is above the state medians, and shows improvement over the past three years. Retention is close to the state median with nearly all students who leave the school going onto productive learning and work situations. Further developing this sense of connectedness to the school and wider community will be improvement areas. Extensive anecdotal evidence indicates that the idea of individual excellence has become an important feature of the College, with this particularly evident in the celebration of student successes, and the increased role for students in the leadership of the school. The sense of Social and environmental responsibility is evident in students involvement in programs within and beyond the school. Further developing this safe and supportive school climate will be an improvement area	***Strategic Intent and rationale*** There will be two areas where the College will concentrate its focus throughout the period of this strategic plan. To achieve our goals it is essential we build practice excellence through effective leadership, strong collaboration and high-quality professional development. Embedding a consistent, evidence based pedagogical model will improve skills in interpreting and utilising student data ensuring a deep understanding of student capabilities, knowledge and skills. This will include a college-wide adoption of effective differentiation in both teaching and assessment which will strengthen engagement and guarantee continual improvement for all students. Positive, respectful relationships, as part as a safe, enjoyable environment will guarantee improved outcomes for all members of the College community. Within this, the further enhancement of student voice and leadership across the college, combined with a rich co-curricular program will secure a strong positive culture where learning effort and achievement are recognised and valued. ***Focus*** The Strategic Plan for 2016-2019 will see the College focus on; • Deepening instructional practice • Implementing challenging, guaranteed and viable curriculum and assessment • Accelerating learning growth in all areas with a particular focus on literacy, numeracy and VCE • Developing in our students the capabilities for lifelong learning • Promoting positive transition for students including into meaningful post-school pathways • Promoting positive relationships and enhancing student and staff well-being • Strengthening our culture of student voice in leadership • Enhancing parent and community partnerships • Developing our staff, including their leadership capacity • Planning for enrolment growth • Continually improving our physical environment in our commitment to provide an optimum learning and teaching environment
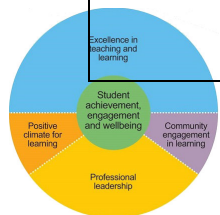
Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Achievement **Foster and develop students to achieve individual excellence in all their endeavours with particular focus on literacy, numeracy and VCE outcomes.**	**Excellence in teaching and Learning** • **Building Practice Excellence** • **Curriculum Planning and Assessment**	• Enhance the instructional practice of every teacher, implementing an agreed instructional model that ensures a whole school, consistent approach to curriculum development and pedagogical practice • Enable staff to more effectively interpret and use a broad range of data and evidence to support them in ensuring the curriculum is stimulating and differentiated. • Embed High reliability literacy teaching practices with a particular focus on improving writing. • Support teachers to build practice excellence through giving and receiving regular effective feedback providing them greater opportunities to lead and implement purposeful teaching and achieve high quality learning. • Increase individual student's understanding of learning and teaching, with an emphasis on continual improvement and ownership of their learning outcome	• The percentage of Year 9 students achieving high Relative Growth in Writing, Reading and Numeracy to be close to State level by 2019. • Reduce the percentage of students performing below NMS by Year 9. (Using Yr. 7 Naplan data as baseline data) • Reduce the difference between the state and school mean scaled scores in Reading and Writing for the Year 9 students. • Achieve growth in Naplan Writing scores comparable to Reading • Record VCE all studies median score of at least 27 by 2019. • Reduce the gap between the achieved score and predicted score for all VCE studies (adjusted scores to be clustered around zero)() • Teacher Effectiveness Score to reach 75
Wellbeing **Provide a safe and inclusive environment that supports the social, emotional and physical wellbeing of students and other members of the school community.**	[**Positive climate for Learning** • **Empowering students and building school pride** • **Setting expectations and promoting inclusion**	• Implement a Positive Culture and Behaviour program • Increase the level of pride in Thomastown Secondary College and in themselves • Further strengthen the links between the Home Group curriculum and cross-curricula in literacy and numeracy priorities	• **Increase Classroom Behaviour to the 75th percentile** • **Increase Stimulating Learning above the 75th percentile** • **Maintain Student Morale above the 75th percentile**
Engagement **Increase student engagement in the College and wider community so that students have a sense of belonging and connection to peers, family and community.**	**Positive climate for Learning** • **Empowering students and building school pride** • **Setting expectations and promoting inclusion**	• Create an aspirational culture through the effective integrating of pathways across the College curriculum • Improve the approaches to pathway planning (Careers Action plans/ MIps program, individual strengths and growth mindset • Improve student attendance • Research, develop and implement an effective model facilitating student feedback on staff practice	• Increase Stimulating Learning score in the "Students Attitude to School Survey" • Increase Retention Rates from 7-12 • Increase Student Attendance from 7-12 • Maintain a higher % of 10-12 students going on to further study, training and employment • Improve School Connectedness
Productivity **Acquire and distribute resources (broadly conceived) to support the College strategic direction, goals and improvement areas**	**Excellence in teaching and Learning** • **Building Practice Excellence** • **Curriculum Planning and Assessment** • **Positive climate for Learning** • **Empowering students and building school pride** • **Setting expectations and promoting inclusion**	• Involve whole staff in the development and adopting of a positive thinking culture • Investigate structures and policies to increase feedback at all levels • Develop and resource an effective model for professional growth and learning, particularly literacy, numeracy, pathways and personal development	• School Climate -Increase Collective Efficacy • School Climate -increase Academic Focus • School Climate –Increase Staff trust in Colleagues • School Climate – Increase Teacher Collaboration • Leadership- -Increase Leading change • Parent- Increase School improvement • Parent-Increase General Satisfaction • Student- increase Teacher Effectiveness

Framework for Improving Student Outcomes

VICTORIA
State Government