

School Strategic Plan 2020-2024

Tyrrell College (5403)



TYRRELL COLLEGE
Your opportunity to succeed

Submitted for review by Mark Corrie (School Principal) on 01 February, 2021 at 03:04 PM

Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 24 March, 2021 at 02:50 PM

Awaiting endorsement by School Council President

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School vision	<p>To provide our students with high quality education and support their pathways to further education, training or work. The parents, community, staff and students are working hard at creating a “High expectations relationships” culture within the College which in turn delivers on positive outcomes for the students.</p> <p>Our three pillars are the development of high quality teaching and learning practices where learning is differentiated and progress is evidence based, relationships between all community members are embedded and aligned with the College values of Respect, Honesty and high levels of Trust and our partnerships with the wider Community and parents are an essential and vital part of the College’s operation.</p>
School values	<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>Respect – Treat others with consideration and regard, respect another person’s point of view.</p> <p>Honesty– Be honest, sincere and seek the truth.</p> <p>Aiming High – Seek to accomplish something worthy and admirable, try hard and pursue excellence.</p>
Context challenges	<p>Tyrrell College, a Prep to Year 12 school, is located in the small Mallee town of Sea Lake which is about 400 kilometers North West of Melbourne. The closest rural Centre of significant size is Swan Hill (75 kilometres). The community is mainly farm based and the area is well known for its rich grain farming. The local economy and demography is affected by the range of factors that impact on farming, including extremes in climate and the consolidation of farms into larger scale operations in contexts of increased use of technology and economies of scale. The small student numbers provide a platform for relationship building between students and between students and teachers. Teachers have opportunities in this small school context to know students well, to spend more individual time with students, and to personalize learning for every student. 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. The college has excellent facilities set in a large, well maintained precinct. A community complex on site provides for sporting and cultural activities, a Building the Education Revolution funded primary and the new Early Learning Centre will be an outstanding facility. The college has, over some years, had a strong focus on agricultural opportunities for students. In 2011 the school was recognized for its achievements and forward thinking with a National Australia Bank Schools First National Award (\$500 000). Through this program the college is agricultural manager of two land holdings of 60 and 70 hectares on</p>

	<p>different sides of Sea Lake with VCE students having opportunities in food and livestock production, with some related opportunities for elective studies in Years 8 and 9.</p> <p>Challenges</p> <ul style="list-style-type: none"> • Consolidating consistent, evidence based, whole school teaching and learning approaches. • Establishing a quality data culture embedded in practice to improve learning gain in Naplan literacy and numeracy data as well as maintaining VCE mean study scores which, on the whole, are now above the state average. • A consistent documented curriculum for all subjects and levels • Development of student voice as active, connected learners with clear goals and pathways. • Building an agricultural program that connects community, partners the College and recognizes Tyrrell College as an agricultural Centre of excellence.
<p>Intent, rationale and focus</p>	<p>To improve student learning outcomes for every student with an explicit emphasis on literacy and numeracy growth and evidence based learning and differentiation in all classrooms.</p> <p>To improve student confidence and resilience through the development of student social and personal capabilities.</p> <p>Rationale</p> <p>The school Pre Review Self-Evaluation identified the following key areas that needed to be considered:</p> <ul style="list-style-type: none"> • Consistent approach to curriculum planning and assessment • A quality data culture that is evident and embedded in all classrooms • Development of a consistent instructional model to Tyrrell College with a focus on differentiation. • Formal focus on the development and incidence of student voice as a tool of engagement and connectedness to learning. • An explicit school and community agreement on what “High expectations relationships” culture looks like at Tyrrell College and how it impacts on practice. • A consistent approach to Professional Learning where goals are set, outcomes reached and embedded. <p>Focus</p> <p>Our priority for the next four years though will be based on the FISO models:</p> <p>Excellence in Teaching and Learning with a focus on the Building Practice Excellence and Curriculum Planning and Assessment initiatives as the first priority. The focus will extend to the development on an evidence based Instructional Model with a documented curriculum based on the principles of backwards design and informed by data.</p> <p>Positive Climate for Learning in the development of student voice as connected, active learners.</p>

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Goal 1	Improve literacy and numeracy outcomes for all students.
Target 1.1	<p>By 2024 increase the percentage of students meeting or above benchmark growth in Years 3-5, 5-7 and 7-9 in NAPLAN from (2019 baseline)</p> <p>Reading</p> <ul style="list-style-type: none">• Years 3 -5 from 50% to 75%• Years 5-7 from 46% to 75%• Years 7-9 from 73% to 80%. <p>Writing</p> <ul style="list-style-type: none">• Years 3 -5 from 88% to 90%• Years 5-7 from 46% to 75%• Years 7-9 from 80% to 85%. <p>Numeracy</p> <ul style="list-style-type: none">• Years 3 -5 from 75% to 85%• Years 5-7 from 69% to 80%• Years 7-9 from 47% to 75%.
Target 1.2	By 2024 increase the percentage of students achieving at or above level, as measured by teacher judgements against the Victorian Curriculum standards from (2019 baseline).

	<p>Reading and viewing</p> <ul style="list-style-type: none"> • Years F-6 from 87% to 90% • Years 7-10 from 68% to 80%. <p>Writing</p> <ul style="list-style-type: none"> • Years F-6 from 76% to 90% • Years 7-10 from 69% to 80 <p>Number and algebra</p> <ul style="list-style-type: none"> • Years F-6 from 87% to 90% • Years 7-10 from 16% to 70
<p>Target 1.3</p>	<p>By 2024 the percentage of positive responses in the School Staff Survey (SSS) School Climate Module to increase from (2019 baseline):</p> <ul style="list-style-type: none"> • 42% to 75% for academic emphasis • 44% to 75% for collective efficacy • 53% to 75% for collective focus on student learning • 40% to 75% for guaranteed and viable curriculum.
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Embed the school's instructional model in planning for teaching and learning</p>
<p>Key Improvement Strategy 1.b Curriculum planning and assessment</p>	<p>Develop teacher capability to collate, analyse and use assessment data to inform teacher practice</p>

Key Improvement Strategy 1.c Building practice excellence	Develop teacher collaboration through the use of the Professional Learning Communities (PLC) model
Goal 2	Empower students to be independent, engaged and motivated learners.
Target 2.1	<p>By 2024 the percentage of positive responses for the Attitudes to School Survey factors will increase from the percentages achieved in 2019:</p> <p>Years 4-6</p> <ul style="list-style-type: none"> • Motivation and interest from 79% to 85% • Resilience from 79% to 85% • Self-regulation and goal setting from 90% to 93% • Student voice and agency from 63% to 85%. <p>Years 7-9</p> <ul style="list-style-type: none"> • Motivation and interest from 57% to 70% • Resilience from 63% to 75% • Self-regulation and goal setting from 61% to 70% • Student voice and agency from 44% to 65 <p>Years 10-12</p> <ul style="list-style-type: none"> • Motivation and interest from 63% to 70% • Resilience from 69% to 75% • Self-regulation and goal setting from 65% to 75% • Student voice and agency from 63% to 75%.

Target 2.2	<p>By 2024 the percentage of positive responses for the School Staff Survey (SSS) Teaching and Learning Module – Implementation factors will increase from the percentages achieved in 2019:</p> <ul style="list-style-type: none"> • Use high impact teaching strategies from 38% to 75% • Understand formative assessment from 38% to 75% • Promote student ownership of learning goals from 50% to 75% • Believe student engagement is key to learning from 63% to 75%.
Target 2.3	<p>By 2024 the percentage of positive responses for the Parent Opinion Survey (POS) factors will increase from the percentages achieved in 2019:</p> <ul style="list-style-type: none"> • Student motivation and support from 67% to 90% • Stimulating learning environment from 67% to 90% • Student agency and voice from 76% to 90% • Confidence and resiliency skills from 81% to 90%.
Key Improvement Strategy 2.a Empowering students and building school pride	Establish schoolwide goal setting and reflection practices
Key Improvement Strategy 2.b Empowering students and building school pride	Build teacher and student understanding of student voice and agency
Goal 3	Enhance the wellbeing of all students.
Target 3.1	By 2024 the percentage of positive responses for the Attitudes to School Survey factors will increase from the percentages achieved in 2019:

	<p>Years 4-6</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 73% to 85% • Managing bullying from 69% to 75% • Respect for diversity from 68% to 75% • Sense of inclusion from 82% to 87%. <p>Years 7-9</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 62% to 75% • Managing bullying from 67% to 75% • Respect for diversity from 49% to 65% • Sense of inclusion N/A. <p>Years 10-12</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 69% to 75% • Managing bullying from 79% to 85% • Respect for diversity from 64% to 75% • Sense of inclusion N/A.
<p>Target 3.2</p>	<p>By 2024 the percentage of positive responses in the SSS School Climate Module factors will increase from the percentages achieved in 2019:</p> <ul style="list-style-type: none"> • Parent and community involvement from 56% to 75% • Trust in students and parents from 48% to 75%.
<p>Target 3.3</p>	<p>By 2024 the percentage of positive responses for the POS factors will increase from the percentages achieved in 2019:</p>

	<ul style="list-style-type: none"> • Parent participation and involvement from 80% to 90% • School communication from 84% to 90% • Teacher communication from 65% to 90%.
Key Improvement Strategy 3.a Health and wellbeing	Embed the School Wide Positive Behaviours (SWPB) Framework schoolwide
Key Improvement Strategy 3.b Parents and carers as partners	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing