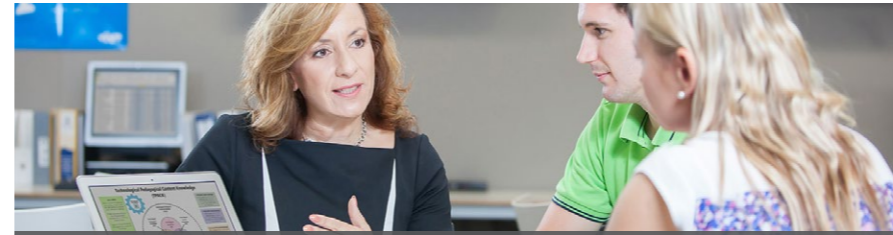




Developing Expert Learners

- All staff are developing and sharing high yield practices that engage, challenge and intellectually stretch learners with a focus on task transformation / Student Agency in learning.
- Students are increasingly taking a proactive role in their learning, taking responsibility for monitoring, and evaluating their own progress.
- Agreed improvement strategies for both Numeracy and Literacy are incorporated into all teaching programs across all sub schools.



Developing Expert Teachers

- All staff are engaged in a professional development process that is informed by quality and readily accessible data promoting a culture of accountability and ongoing improvement in student achievement and professional growth.
- Feedback is effectively used as a tool for improving pedagogy and this is reflected in Staff PDP's and self-reviews.



Strengthening Community Partnerships

- A culture of quality service is provided that enables greater parental and wider community engagement with the school.
- An aspirational 5-Year Strategic Plan is developed which engages the whole school community.

PRIORITIES:

OUTCOMES:

STRATEGIES:

TARGETS:

- Learning Area specific literacy (comprehension) is explicitly taught by all teachers across all learning areas supported by a literacy focus person.
- T&D in using data diagnostically to inform teacher practice.
- All teaching will focus on common agreed pedagogical strategies and practices with an emphasis on student agency / task transformation, STEM within a context of 21st Century learning.
- Intervention strategies are reviewed and refined to ensure identified students at risk are supported in real time.
- Develop a framework to guide a whole school approach to collaborative moderation.
- T&D in agreed pedagogies / task transformation / critical & creative thinking, student agency in learning that aligns with the developmental stages of the students.
- Processes are established to track, monitor and respond to each individual student's attendance, learning, well-being and vocational pathway.

- Student Achievement data is valid and reliable:
 - o All learning Areas / Sub Schools have at least one clarifying/moderation session per semester
 - o All Learning Areas / Sub Schools / Student Support Teams (ATSI, EALD, SWD) analyse student achievement data and plan for improvement through a self-review process
- Growth Coaching/Mentoring and classroom observations are incorporated into performance development processes.
- Professional Learning Teams are reviewed both within site and external partnerships to support a culture of ongoing improvement, collaboration and professional growth.

- The functionalities of DayMap are explored and refined to further improve communication with parents and the wider community.
- Development and implementation of a planning process, which engages the whole school community in developing a 5 year strategic plan for the College.
- Reviewing and refining social media platforms and website design.
- Exploring further links with tertiary institutions that enrich student learning as well as facilitate post school options.

- All students will demonstrate 12 months growth in their learning based on DECD Standards of Educational Achievement (SEA) in PAT M, PAT Rc Running Records, Phonological Awareness and Achievement and Performance Standards.
- There is a 10% reduction in student suspensions and withdrawals as a result of improved engagement.
- The SACE completion rate for eligible students is maintained at 99% or above.
- 5% improvement in the number of A & B grades at Stage 1 & 2.
- 5% Improvement in attendance, Foundation-Year 12.

- 100% of staff are effectively utilising peer and student feedback to inform their practice.
- 100% staff effectively utilising PDP and participating in regular professional discussions for their development.
- 100% of staff are engaged in regular self-reviews of their student achievement/progress data, which is documented and informs their professional growth and development as well as that of the College.

- All staff, parents and students are engaging in the available aspects of Day Map to support the learning process.
- Opportunities to further utilise community links to enhance student learning and facilitate the implementation of a community volunteering program are explored and implemented including STEM.
- 10% improvement in the number of parents who are satisfied with the school and the service it provides.
- 5-Year Strategic Plan is developed.

