

Our Plan in 2017

	<i>What we want to achieve</i>	<i>Strategies we can adopt</i>	<i>Resources available</i>	<i>Measures & Targets</i>
	<i>A return on investment & effort Our students simply doing "better"</i>	<i>A collective commitment</i>	<i>At our disposal and discretionary use & emphasis</i>	<i>Aspiration & accountability</i>
<p>Successful Learners</p> <p><i>Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.</i></p>	<ul style="list-style-type: none"> Very high rates of student attendance at/above like schools Higher rates of student Attainment A-E Improvements in Literacy & Numeracy proficiency Science 	<ul style="list-style-type: none"> Communicating high expectations, parent engagement, accuracy Agreed reading & writing strategies in every subject department and across the school Targeted intervention and extension To our 'problem of practice' approach to improvement Connecting wellbeing to learning Extension and co-curricular opportunities for students for engaged learners 	<ul style="list-style-type: none"> ID Attend, Attendance Officer, Deans of Students, Heads of Department, Deputy Principals I4S supports <ul style="list-style-type: none"> Additional HR Programs that enhance pedagogy eg Maths Pathways Action Research <ul style="list-style-type: none"> At My Best PLTs Master Teacher Coaching HODs <ul style="list-style-type: none"> Leading Teaching & Learning Senior Secondary Junior Secondary Learning & Well-being Plan 	<ul style="list-style-type: none"> >93% attendance and above Like Schools Differentiate for 100% of learners Inclusive practice is collaborative and pro-active
<p>Teaching Quality</p> <p><i>Teachers employing high quality, evidence-based practices focused on success for every student.</i></p>	<ul style="list-style-type: none"> Self-directed personal professional improvement Happy and valued work force Effective teaching teams Individual and shared professional accountabilities A culture of continuous improvement 	<ul style="list-style-type: none"> Review and update IDPs Participate and contribute to professional learning teams, circles and mandatory PD Bank PD against meet QCOT/AITSL requirements – Australian Standards High standards of professional conduct Induction, and Aspiring Leaders programs 	<ul style="list-style-type: none"> Dedicated IDP time in SFDs Continued allocation of school time subject to budget capacity to pursue professional development PLT Cycles of professional learning, information sharing and feedback via Staff Forums Induction, development and Leadership in-service CoC and SP Training 	<ul style="list-style-type: none"> Continued upward trajectory of progress of every student >96% staff of opinion this school is well managed 96% staff satisfied with morale >96% staff satisfaction with PD Workforce succession planning and development 0 Code of Conduct and Grievance matters Staff attendance rates above State and Like Schools WPH&S claims below State and Like Schools 80% of aspirants achieve promotion

Principal leadership and performance

Driving school improvement and student achievement

School Performance

Schools achieving success through an intentional approach to improving the progress of every student.

Local decision-making

Schools ensuring community needs are central to decision making processes, autonomy and accountability.

<ul style="list-style-type: none"> Meet/surpass aspirational goals and targets for student performance 	<p>Supported by the leadership team:</p> <ul style="list-style-type: none"> A sharp and narrow focus to school priorities in/for learning – Literacy, STEM, Senior Outcomes Instructional leadership that creates challenge and support Promoting and supporting innovation and best research based practice Accountability for student performance improvement 	<ul style="list-style-type: none"> Commit to ASoT as guiding reference to pedagogy Articulate and consistently apply and expect ethical practices and professional standards Provide opportunity for collaborative work and building leadership density Model professional commitment to reflection and improvement Coach and mentor HODs to effect student performance improvement Model respect to and seek feedback across all levels of school community to build trust, credibility and sense of collective purpose & commitment Innovate, initiate, problem solve and develop systems of supporting beneficial change and well being 	<ul style="list-style-type: none"> 100% of teachers can identify priorities for learning and performance in curriculum, teaching planning and practice 100% of staff actively participant in PLTs to give effect to targeted teaching A 1% trajectory of annual improvement to headline indicators
<ul style="list-style-type: none"> EVERY student successful Maintain and improve student achievement 	<ul style="list-style-type: none"> Line of sight – professional practice of teaching to student achievement Devise means for students to own personal performance and progress Regularly analyse student performance and communicate/report to students, parents and system 'Front end' assessment to curriculum delivery 	<ul style="list-style-type: none"> An authentic school data plan and data cycles Putting 'faces to the data' and student progress Fostering communications, feedback and working with parents/carers 	<ul style="list-style-type: none"> 100% QCE >85% OP students receive OP1-15 90% C or above >30% U2B of NAPLAN Yr 7 & 9 >97% Yr 9 at/above NMS in NAPLAN 100% student assessment submission (0% Not Rated)
<ul style="list-style-type: none"> Maintaining an exceptional culture for learning: Respectful, disciplined and engaged students 	<ul style="list-style-type: none"> Consistently Implement the school's Responsible Behaviour Plan for Students Consistently Implement the school's policies of academic engagement, co and extra-curricular activities 	<ul style="list-style-type: none"> PL Time and cycles Deans, HODs, DPs and Principal 	<ul style="list-style-type: none"> Suspensions <50% of State-wide rate per thousand >96% students say this is a safe school, teachers listen, and are happy at this school
<ul style="list-style-type: none"> Strong partnerships and engagement of stakeholders; students, parent, staff, P&C 	<ul style="list-style-type: none"> Focus the work of school Forums 	<ul style="list-style-type: none"> Co-ordinated Communications & Marketing Forums P&C School Advisory Council 	<ul style="list-style-type: none"> >95% parent satisfaction that this is a good school, >95% would recommend this school, >95% say their child is happy with this school