

	Priorities • What we want to achieve	Outcomes • What we expect to see in the school	Strategies • How are we going to achieve it?	Targets • How we measure it
1. Pedagogical Practice	Staff identify and enact evidence-based, high leverage practices to support greater student engagement in the learning and assessment practices.	<ul style="list-style-type: none"> Improved use and consistency of research based pedagogical practices including TfEL framework. Teacher provides, and student is able to articulate, clear learning goals, accompanied by an assessment rubric that describes the level of performance relative to the learning goal. 	<ul style="list-style-type: none"> LAT leaders provide targeted professional development for teachers to improved pedagogical practices. Teachers improve quality teaching and learning with reference to the Marzano Teaching and Learning Framework. Teachers establish and communicate clear learning goals, track students' progress and celebrate success. 	<ul style="list-style-type: none"> Every teacher includes Marzano's Domain 1 lesson segment strategies in their PDP, AC planners and assessment tasks. MDI & TfEL Compass Student Survey will reflect improved student engagement. Sense of school belonging survey conducted at the end of semester 1 or term 3.
2. Tracking & Monitoring: of Student Learning, Literacy & Numeracy	Develop teachers' capacity to use achievement data to inform their planning and programming to enable targeted learning design at a student and class level and, at a strategic level, to inform decisions and actions.	<ul style="list-style-type: none"> Teachers have access to Individual student's achievement data to track, monitor and enact appropriate support structures as required. Existing NEPs and IEPs are updated with SMART targets and published for all subject teachers to access and adjust their teaching and learning programs accordingly to meet the needs of all students. Academic vocabulary, Word Walls and glossaries are evident in classroom practice. Students and parents have access to achievement results and feedback via DayMap. 	<ul style="list-style-type: none"> PD re translating data literacy analysis into class practice. Communicate location of NEP, IEP and ILP with staff in Week 0. Data Gantt clearly identifies strategic data sets to inform improvement. NAPLAN Literacy (vocabulary and writing) and Numeracy (number) data informs classroom intervention and staff PD. PD in developing a range of precise and effective vocabulary strategies for classroom practice. AET tracks and monitors ATSI student achievement. Teachers publish formative and summative assessment results on DayMap every 5 weeks. 	<ul style="list-style-type: none"> Pre and post-test of academic vocabulary shows improvement from baseline data. 25% of Year 9 students achieve Band 8 or above in NAPLAN Numeracy (currently 20%). Increase attendance 7 - 12 from 86% - 90%. 4% increase in SACE completion from 86% to 90% An increase of 15% in attendance for ATSI students across 2018. A decrease of 10% in lateness of ATSI students across 2018.
3. Australian Curriculum/SACE Learning Design & Moderation	All teachers participate in collaborative moderation.	<ul style="list-style-type: none"> All teaching staff upload Unit Overviews (course outlines) and assessment tasks on DayMap by Week 3 of each semester. Teachers have confidence to report to learners and parents accurately reflecting learning A - E applied consistently. All teaching staff participates in the collective moderation process in weeks 5-6 every term. 	<ul style="list-style-type: none"> LAT meetings include learning design planning time and moderation processes 100% of teaching staff engage in collaborative moderation and audit tasks. Term 2 secondary schools PFD moderation Release teachers to participate in cross school moderation benchmarking 7 - 10 100% Stage 2 Subject teachers undertake clarifying forums as part of Senior School Quality Assurance Policy. 	<ul style="list-style-type: none"> SACE moderation effect; 100% of moderated subjects 'hold' their grades
4. Improving School Culture: Belonging and Student Voice in Learning	To create a learning environment where students, families and staff value their connectedness to the school to create a positive culture and sense of belonging.	<ul style="list-style-type: none"> Students are engaged in extra curricula activities. Student Voice opportunities are evident in learning activities and class meetings. 	<ul style="list-style-type: none"> Students are actively encouraged to participate in extra-curricular activities including; Sports Programs, STEAM initiative, Arts Programs, Exhibitions and Performances, International Program and Camps/Excursions with stories celebrated on website, Facebook and newsletter. Opportunities are created for students to participate in SRC activities Student Leadership (through SRC) and class discussions, student voice is representative of and responsible to student cohort and is a vehicle for change and raising awareness. 100% of Care Groups hold 2 regular class meetings per term. 	<ul style="list-style-type: none"> MDI results see an improvement from 20% in high engagement to 30%.