

Improvement priority 1 – Clear focus on teaching and learning practices to improve academic achievement

Strategy – NASOT implementation and learning needs			
Actions	Targets	Timelines	Responsible Officer/s
<p>Teacher is the pedagogical leader in the classroom – NASOT</p> <ul style="list-style-type: none"> Implement proficiency scales developed from unit learning goals (Australian Curriculum) through faculty meetings and PLTs <p>Students can answer the learning questions – Learning Intent/ Success Criteria</p>	<p>100% teachers using proficiency scales in class and unit plans</p> <p>100% students identify how their skills/understanding is improving and what they still need to learn</p>	Ongoing	Faculty Heads of Department (HODs) to lead T&L HOD and Principal to support Teachers to implement
Develop a culture of feedback focusing on student improvement	100% of students with goals developed using Tracked data	Ongoing	Executive Leadership Team (ELT) to support Faculty HODs to lead Teachers to implement
Cognitive verbs explicitly taught using the mental model	All teachers implementing	Ongoing	Faculty HODs to lead supported through Deputy Principal (DP) and HOD professional learning teams
Strategy - Senior schooling results			
Actions	Targets	Timelines	Responsible Officer/s
Senior School Program implementation to continually monitor student progression and put in place interventions for students not on track to achieve a QCE – implementing Tracked	Student progress is clearly tracked and reviewed at the end of each term, interventions are identified and put in place	Ongoing	Senior Schooling Team, Principal, DP, Senior Schooling HOD, Guidance Officer Teachers to implement interventions
Strategy - Year 7 – 10 level of achievement improvement			
Actions	Targets	Timelines	Responsible Officer/s
Cyclical analysis of summative data – Academic interrogation and intervention	Identify students to move to the next level/band – next lift	End of Semester Year 7 – Year 10	DP to lead with HODs

Improvement Priority 2 – Successful learners and a clear focus on positive behaviour

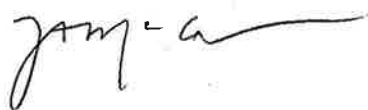
Strategy – Whole college implementation of Positive Behaviour for Learning (PBL)			
Actions	Targets	Timelines	Responsible Officer/s
Profiling to continue by trained profilers	90% teachers profiled	2021	Student Services HOD to lead Profiling Team to support
Continuing to embed PBL lesson of the week in classroom activities every day	All staff embedding PBL lesson of the week in their teaching	Ongoing	PBL Team to lead Year Coordinators to support Teachers to implement
Strategy – Targeted intervention of at-risk students – behaviour, effort, attendance			
Actions	Targets	Timelines	Responsible Officer/s
Cyclical analysis of data – Individual student behaviour interrogation and intervention	All students – Track Ed tracking Inform teachers of students being supported and the supports in place, strategies for their use	<i>Behaviour – 3 weeks</i> <i>Every reporting cycle</i> <i>Every term – summary to staff</i>	Engagement Team including DP, Engagement HODs, Student Services HOD to identify trends and supports for students to improve engagement Recorded in OneSchool Support Provisions
Focus on 90% attendance including communication strategies and celebrations	40% students attending above 90%	Ongoing	Engagement Team to lead Form teachers, Year Coordinators to implement
Specific and quick intervention for students attending below 90%	All students attending below 90% receive intervention	Every five weeks (Week 3 and Week 8)	Deputy Principal to lead Engagement Team
Strategy –Implementation of college-wide positive practice			
Actions	Targets	Timelines	Responsible Officer/s
Implement PBL and Berry Street Educational Model, providing staff with a range of strategies to support student positive behaviour	Reduce behaviour referrals	2021	HOD Student Services and Guidance Officer to lead ELT to support

Improvement priority 3 – Reading and numeracy improvement

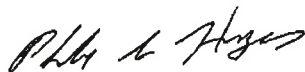
Strategy – Implement whole college reading program			
Actions	Targets	Timelines	Responsible Officer/s
Whole College Reading Program – Tactical Teaching of Reading using the Eagle, Wolf and Whale strategy Three-tier Vocabulary Instruction Strategies: Marzano's 6-step process	Improve PAT R median score gain by 0.7 in Year 7 and Year 9	End of year	Literacy Team including Principal, English HOD, T&L HOD and Literacy Enhancement Teacher to support all HODs to implement within faculties
Planning phase to implement Response to Intervention in English - analyse whole cohort data, NAPLAN, PATR and A-E to identify learning gaps for improvement-whole cohort -Identify students who are not achieving where they should be and require additional support Identify students from the data who are capable of a lift to improve A-C data, implementing U2B strategies	78% students in Year 7 – 9 receiving A-C English Improve As in English results to 15%	End of year	English HOD to lead Literacy Team to support
Strategy- Numeracy support			
Key numeracy skills identified through performance data to be targeted for explicit instruction with strategies implemented – Problem solving think board	83% students Year 7 - 9 receiving A-C maths	End of year	Maths HOD to lead Numeracy Team including Principal, Maths HOD, T&L HOD, Numeracy Enhancement Teacher

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Principal



P & C President



Assistant Regional Director

