

Improvement priority 1 – Reading and numeracy Improvement

Strategy - Implement whole school Reading Program			
Actions	Evidence	Timelines	Responsible Officer/s
Reading Program –whole school	Improve PAT R median score gain by 0.7 Year 7 and Year 9	End 2020 results	Classroom teachers, Literacy Enhancement Teacher, English HOD, Teaching & Learning HOD and Principal
Strategy – Response to Intervention			
Whole cohort data – look at NAPLAN (PAT/A-E) cohort data to identify concepts for improvement for the cohort Put in place whole cohort strategies to support student improvement	90% of students receiving A-C in English	End 2020 results	Teaching and Learning HOD, Principal, HOD English, Teachers
Tier 2 Triangulate data (PAT, NAPLAN, A-E) to identify students who are not achieving where they should be or who are having difficulty with identified concepts – RTI approach			
Tier 3 Identify students from the data who are capable of a lift to improve A-C data, A data and NAPLAN U2B – in class support including U2B strategies	Improve PAT R 95 percentile range by 0.5		
Numeracy Support			
Key numeracy skills identified through performance data to be targeted for explicit instruction with strategies implemented	90% of students receiving A-C in Maths	2020 results	Numeracy Enhancement Teacher, Teaching and Learning HOD, Maths HOD, Deputy Principal

Improvement Priority 2 – Successful learners and a clear focus on Positive Behaviour

Strategy – Whole school implementation of Positive Behaviour for Learning (PBL)			
Actions	Evidence	Timelines	Responsible Officer/s
Train profilers to support Level 1 ESCM Profiling Profiling will be introduced on a voluntary basis	Teachers trained in Level 1 and profiling At least one teacher trained in Level 2	2020	PBL Coordinator Deputy Principal Teachers
Revise and implement Matrix, consequences, minor and major and referral processes	Matrix Implemented	Term 1, 2020	PBL Coordinator Deputy Principal Year Coordinators
Embed PBL lesson of the week in our weekly SEL lesson	PBL lessons implemented in all classrooms	Term 1, 2020	PBL Coordinator Deputy Principal Year Coordinators Teachers

Strategy – Targeted intervention of at-risk students – behaviour, effort, attendance

Actions	Evidence	Timelines	Responsible Officer/s
Cyclical analysis of data – Individual student behaviour interrogation and intervention	Support provisions in place including behaviour plans for all identified students – check in and check out processes Reduce the number of SDAs with a focus on SWD	Behaviour analysis every three weeks Every term – data outcomes summary to staff	Deputy Principal Engagement Team Student Support Services Teachers HoSES
Education Services team to support reengagement in attendance, effort, behaviour where relevant – small group, individual support	All identified students supported where appropriate	Every three weeks	Education Services Team, Engagement Team
Continued public focus on 95% attendance Targeted celebration of 100% students and students above 95%	40% students attending above 95% All students above 95% celebrated publicly	Ongoing	Form teachers, Year Coordinators, Engagement Team
Specific and quick intervention for students attending below 95%	All students attending below 95% receive intervention	Every five weeks (Week 3 and Week 8)	Attendance Officer, Deputy Principals, Principal, Engagement Team

Strategy –Implementation of a school-wide Social and Emotional Learning program

Actions	Evidence	Timelines	Responsible Officer/s
Embed the Social and Emotional Learning (SEL) program in all year levels	100% students	Term One 2020	Year Coordinators, SEL teachers

Improvement priority 3 – Clear focus on teaching and learning practices to improve academic achievement

Strategy – Pedagogical Framework/NASOT Implementation

Actions	Evidence	Timelines	Responsible Officer/s
Develop a culture of feedback focusing on student improvement - Feedback to students included in Unit Plans	100% of students with SMART goals developed	Ongoing	Teachers Curriculum HODS Executive
Teacher is the pedagogical leader in the classroom -Lesson Intent -Success Criteria	All classrooms, all of the time	Ongoing	Teachers Curriculum HODs
The Berry Street Education Model embedded within the Pedagogical/NASOT Framework	Berry Street classroom strategies in place	Ongoing	Teachers Curriculum HODs
Development and use of proficiency scales across the school - Teachers create proficiency scales for unit learning goals designed from Australian Curriculum (AC) Standards	All teachers using proficiency scales in class and unit plans 100% students identify how their skills/understanding improving	End Semester One	Teachers / Professional Learning Teams Curriculum HODs
Cognitive verbs mapped and explicitly teaching the mental model	All teachers	End of Term 1 and ongoing with new units	Teachers, HODs

Develop systems for the Quality Assurance (QA) and consistent implementation of the AC across all learning areas – whole school moderation process	Professional Development model developed and all staff trained All teachers using model	End of Semester 1 End 2020	Teachers, HODs
Teachers are collaborating and co-teaching in core subjects	Planned differentiation occurring in whole school, year level and unit plans	Ongoing	
Development of teacher skill formulating formative and summative assessment instruments to support learning and achievement.	100% of students able to identify what they are learning, concepts they know and those they are still learning	Ongoing	Curriculum HODs Teachers
Utilise the Collegial Engagement process to support all teachers to implement the agreed improvement agenda	100% teachers able to access collegial support	Ongoing	Teachers Senior Leadership Team

Senior Schooling results

Actions	Evidence	Timelines	Responsible Officer/s
Senior School Team established to continually monitor student progression and to determine interventions	Student progress is clearly tracked and interventions are identified and implemented by teachers	Beginning Term 1	DP, SS HOD, GO Teachers
Develop Senior Schooling Plan- Including identifying verified students on a QCE pathway	All students achieve a QCE/QCIA Students on track for their post schooling requirements	Term 1	DP, SS HOD

Year 7 – 10 LOA

Actions	Targets	Timelines	Responsible Officer/s
NASOT implementation PLT – faculty based to support student learning (formative and summative data)	90% of students receiving A-C in English, Maths and Science	Ongoing	SLT All teachers
Cyclical analysis of summative data - Academic interrogation and intervention Support data literacy of teachers to use disaggregated student performance data to intentionally plan for all students. Successful transition of students moving from an ICP to working at year level	Identifying individual students to move to the next level/band – next lift	End of Semester Year 7 – Year 10	ELT, SLT, all teachers

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