

DoE Strategic Plan 2017-2021 Every student succeeding State Schools Strategy 2018-2022		Key Improvement Strategies	Success Indicators	Evidence Sources
Successful Learners	<p>Successful Learners</p>	<p>Implement systematic curriculum delivery as per the P-12 Curriculum, Assessment and Reporting Framework, including 'Global Schools through Languages' P-6 and STEM</p> <p>Prioritise the explicit teaching of reading, writing and spelling as outlined in the school's Reading, Writing and Spelling Frameworks</p> <p>Enhance an inclusive learning culture by ensuring high quality differentiated curriculum, teaching and assessment programs are delivered across the school in response to individual student data</p> <p>Implement the school's 'Student Learning and Wellbeing' Framework, incorporating the enhancement of the 'Positive Behaviour for Learning' (PBL) culture within the school</p> <p>Source high quality physical, human and ICT resources to support the engagement and achievement of students in key learning areas</p>	<p>≥85% of students achieve A-C in English, Maths and Science</p> <p>≥10% of students achieve A standard in English, Maths and Science</p> <p>% of Year 3 and 5 students meeting NMS and MSS in NAPLAN strands is similar to or exceeds the nation</p> <p>% of Year 3 and 5 students in upper 2 bands in NAPLAN strands is similar to or exceeds the nation</p> <p>NAPLAN effect size gain relative to the nation is positive</p> <p>Levels of Agreement in School Opinion Surveys are similar to or better than the state: Parents: S2002, S2003, S2012, S2016, S2017, S2018 Students: S2040, S2044, S2048, S2049, S2050, S2051, S2062, S2068 Staff: S2074, S2108</p>	<p>OneSchool</p> <p>School Performance Profile</p> <p>Headline Indicators Report</p> <p>Annual School Opinion Survey</p> <p>Attendance Policy</p> <p>Learning and Wellbeing Framework</p>
		<p>Develop and implement a school-wide 'Capability Development Framework' which provides access to multiple modes of professional learning aligned to the achievement of personalised Annual Performance Development Plan goals</p> <p>Coordinate an annual school 'Professional Learning Plan' for teaching and non-teaching staff which is responsive to individuals' career stages, identified APDP goals, system priorities and the school's explicit improvement agenda</p> <p>Embed a culture of collegial engagement and feedback to teachers to enhance systematic implementation of agreed upon school-wide teaching practices</p> <p>Review and embed school-wide systematic implementation of the school's Pedagogical Framework</p> <p>Embed use of the <i>Australian Professional Standards for Teachers</i> to enhance teacher professional knowledge, practice and engagement</p>	<p>100% of teaching and non-teaching staff engage in school professional learning program annually</p> <p>Levels of Agreement in School Opinion Surveys are similar to or better than the state: Staff: S2085, S2086, S2100, S2103</p>	<p>Annual Performance Development Plans (APDP)</p> <p>Capability Development Framework</p> <p>School Professional Learning Plan</p> <p>Annual School Opinion Survey</p>
Great People	<p>Teaching Quality</p>	<p>Create with all key stakeholders a shared understanding of, and commitment to, school vision, values and beliefs, the explicit improvement agenda, supportive school environment and signature teaching practices</p> <p>Facilitate staff engagement in intra- and inter-school collaborative professional learning opportunities including data literacy development and targeted inquiry cycles</p> <p>Align the whole school improvement agenda with high yield, evidence-based pedagogical practices identified in reputable educational research</p> <p>Review the implementation of key school improvement priorities utilising the School Improvement Hierarchy and Standards of Evidence</p>	<p>Levels of Agreement in School Opinion Surveys are similar to or better than the state: Staff: S2094, S2102</p> <p>All teachers engage in collaborative inter-school professional learning community (PLC) opportunities on an annual basis</p>	<p>School Professional Learning Plan</p> <p>School AIP</p> <p>School Pedagogical Framework</p> <p>Annual School Opinion Survey</p> <p>School Improvement Model</p>
		<p>Implement the School Data Plan (SWAIMS) to track, monitor and respond to significant or emerging attendance, achievement or engagement concerns</p> <p>Embed the use of quality assurance strategies, including intra- and inter-school moderation and data triangulation reflections to inform validation of student achievement standards</p> <p>Participate in regional/state-wide action research opportunities and inquiry cycles linked to key school improvement priorities</p>	<p>Headline Indicators are green/orange for the following measures:</p> <ul style="list-style-type: none"> Attendance Literacy and Numeracy English, Maths and Science Behaviour Satisfaction <p>Levels of Agreement in School Opinion Surveys are similar to or better than the state: Parents: S2013 Staff: S2077, S2099</p>	<p>Full School Review Reports</p> <p>School Internal Audit Reports</p> <p>School Performance Profile</p> <p>Headline Indicators Report</p> <p>Annual School Opinion Survey</p> <p>School Data Plan</p>
High Standards	<p>School Performance</p>	<p>Engage school community stakeholders in consultation processes regarding the school's annual explicit improvement priorities</p> <p>Implement the school's Parent and Community Engagement (PaCE) Framework</p> <p>Provide Early Childhood and Junior Secondary transition and orientation programs</p> <p>Provide a range of co- and extra-curricular programs to support the engagement of students with parents, caregivers, business, industry and the broader school community</p> <p>Build parent/caregiver capability to support student learning at home and at school</p>	<p>Levels of Agreement in School Opinion Surveys are similar to or better than the state: Parents: S2011, S2023, S2024, S2025, S2027, S2032 Students: S2043, S2047, S2065, S2065 Staff: S2076, S2083, S2098, S2105, S2106</p>	<p>School Performance Profile</p> <p>Parent Workshop Feedback</p> <p>PaCE Framework</p> <p>Volunteer Induction Feedback</p> <p>Annual School Opinion Survey</p> <p>Supporting Successful Transitions Plan</p> <p>ECEC Data Profile</p>
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Engaged Partners	<p>Local Decision Making</p>	<p>Engage school community stakeholders in consultation processes regarding the school's annual explicit improvement priorities</p> <p>Implement the school's Parent and Community Engagement (PaCE) Framework</p> <p>Provide Early Childhood and Junior Secondary transition and orientation programs</p> <p>Provide a range of co- and extra-curricular programs to support the engagement of students with parents, caregivers, business, industry and the broader school community</p> <p>Build parent/caregiver capability to support student learning at home and at school</p>	<p>Levels of Agreement in School Opinion Surveys are similar to or better than the state: Parents: S2011, S2023, S2024, S2025, S2027, S2032 Students: S2043, S2047, S2065, S2065 Staff: S2076, S2083, S2098, S2105, S2106</p>	<p>School Performance Profile</p> <p>Parent Workshop Feedback</p> <p>PaCE Framework</p> <p>Volunteer Induction Feedback</p> <p>Annual School Opinion Survey</p> <p>Supporting Successful Transitions Plan</p> <p>ECEC Data Profile</p>

This plan was developed in consultation with all school community stakeholders and is a statement of direction that meets school needs and systemic requirements.

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