






DoE Strategic Plan 2021-2025 State Schools Improvement Strategy 2022-2026 NSIT Domains		Key Improvement Strategies	Success Indicators	Evidence Sources & Guiding Frameworks
A great start for all children	<b>Teaching</b>  Systematic curriculum delivery Effective pedagogical practices	<ul style="list-style-type: none"> <li>Clarify accountabilities and processes to monitor the effectiveness of, and consistency in, the enactment of the agreed curriculum</li> <li>Implement a structured school-wide literacy program to enhance student literacy capability, enabling all students to successfully access the curriculum</li> <li>Establish school-wide processes to implement consistent classroom management practices; profile all teachers on a regular basis and support teacher skill development</li> <li>Collaboratively develop staff pedagogical knowledge and implement observation and feedback processes to consistently apply agreed pedagogical practices with fidelity</li> <li>Collaboratively develop, implement and monitor processes to provide students with effective ongoing feedback regarding their progress at all stages of the learning cycle.</li> </ul>	<ul style="list-style-type: none"> <li>ETL process reviewed and enacted collectively across the school</li> <li>School Wide literacy plan details specificity around what, when, why and by whom</li> <li>School PD calendar reflects routine profiling rounds</li> <li>School PD calendar reflects routine observation and feedback processes</li> <li>ETL handbook outlines specificity around monitoring and feedback processes for students</li> </ul>	<ul style="list-style-type: none"> <li>P-12 CARF</li> <li>5Q4 model</li> <li>Assessment and moderation hub</li> <li>ETL handbook</li> <li>Profiling data</li> <li>NAPLAN/ LoA data</li> <li>Walkthrough data</li> <li>Literacy continuum</li> <li>SET data</li> </ul>
	<b>Capability</b>  An expert teaching team	<ul style="list-style-type: none"> <li>Collaboratively establish, implement and monitor an agreed process to support the rigour of the APDP process and align it to achieving school priorities</li> <li>Collaboratively refine the coaching, observation and feedback processes and procedures to continuously improve staff pedagogical and classroom management practices</li> <li>Develop and publish a whole-school professional learning plan aligned to the school strategic priorities and the differing professional needs of staff.</li> </ul>	<ul style="list-style-type: none"> <li>More than 90% of APDPs include reference to, and inclusion of yearly school priorities</li> <li>Staff have documented within their APDP the process for developing capability consistent with school priorities</li> <li>Inquiry cycle focussed on coaching, observation and feedback completed and actioned</li> <li>Classroom management is consistent with a whole school approach</li> <li>APDP information is used to develop and publish whole school PD plan, aligned to school priorities and this is visible in the school</li> <li>Whole school PD process published</li> </ul>	<ul style="list-style-type: none"> <li>School PD Budget</li> <li>APST</li> <li>AITSL</li> <li>Portfolio of completed APDPs</li> <li>Whole School PD plan</li> <li>SET data</li> <li>School Opinion Survey/ Pulse survey data</li> </ul>
Every student succeeding	<b>Performance</b>  An explicit improvement agenda Analysis and discussion of data Targeted use of school resources	<ul style="list-style-type: none"> <li>Review school documentation to provide clarity and consistent messaging regarding school priorities and targets, developing a united understanding for implementation</li> <li>Collaboratively develop, document and implement consistent line management practices that clarify accountabilities and develop rigour in the implementation of school priorities</li> <li>Collaboratively develop an agreed school-wide data plan to drive a consistent approach to data analysis, student monitoring and intervention</li> <li>Review the effectiveness, consistency and authentic use of data walls across the school in supporting the improvement of student learning outcomes</li> <li>Undertake an audit of school facilities and grounds; work with staff to determine priorities and develop possible strategies for a staged approach to implementing improvements</li> <li>Establish and embed processes and practices to systematically review resource allocations and measure the impact on student learning outcomes for all students</li> </ul>	<ul style="list-style-type: none"> <li>Consistency in messaging across all layers of school documentation (Policies and Procedures, Handbooks, website, Facebook, school documents)</li> <li>Yearly meeting schedules reflect line management meetings and purpose</li> <li>Inquiry cycle to consider school data and create data plan detailing collection points and purpose</li> <li>Data walls are visible in 90% of learning areas</li> <li>Student engagement with data walls evidenced through 5Q4S</li> <li>Four-year strategic plan for Grounds and Facilities, with yearly foci detailed in School Budget Plans</li> </ul>	<ul style="list-style-type: none"> <li>School Data Profile</li> <li>School Budget and BOR</li> <li>Budget Review summary</li> <li>ALCA and SSIP</li> <li>OnePortal</li> <li>Electronic profiles inSchool</li> <li>SBS Budget plans</li> <li>Principles of Financial Management</li> <li>School Opinion Survey/ Pulse survey data</li> </ul>
	<b>Inclusion</b>  Differentiated teaching and learning	<ul style="list-style-type: none"> <li>Provide professional development opportunities and support for teachers in enhancing pedagogical practices to confidently implement differentiation strategies</li> <li>Reflect upon further opportunities to enhance curriculum options that will attract and cater for higher achieving students</li> </ul>	<ul style="list-style-type: none"> <li>90% teachers have received training in Universal Design for Learning (UDL)</li> <li>Academy classes focussed on 21<sup>st</sup> Century learning skills</li> <li>Improvement in LoA data Aboriginal and Torres Strait Islander students and NCCD students</li> <li>PLP's are developed, enacted and reviewed each semester</li> <li>U2B marker students</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development data</li> <li>NCCD data</li> <li>Every Student Succeeding</li> <li>School Data Profile- LoA data</li> <li>Signposts for school inclusion</li> </ul>
Fair and safe workplaces and communities	<b>Wellbeing</b>  A culture that promotes learning	<ul style="list-style-type: none"> <li>Collaboratively develop clarity in relation to behaviour management processes and practices and build teacher capability to manage complex and inappropriate student behaviours</li> <li>Build the capability of the extended school leadership team to support the development of a collective accountability culture, focussed on continuous improvement and high expectations for all</li> <li>Research effective attendance strategies and work with the school community to develop, implement and monitor a plan with clear accountabilities and responsibilities for all</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in daily Behaviour Incidents (32-24)</li> <li>Improved behaviour referral to action data (81%)</li> <li>Reduction in major incidents (615-375)</li> <li>90% teachers trained in ESCM's</li> <li>Consistent alignment across faculties (90%)</li> <li>Improved LoA data for marker students (85%)</li> <li>100% Extended Leadership Team completed Growth Coaching</li> <li>Improved teacher capability and confidence in managing student behaviour</li> <li>Improved student attendance data</li> <li>5Q4 feedback</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development data</li> <li>LOA data</li> <li>Pulse Survey Data</li> <li>OneSchool data</li> <li>APST framework</li> <li>AITSL framework</li> <li>School Opinion Survey/ Pulse survey data</li> </ul>
	<b>Partners</b>  School-community partnerships	<ul style="list-style-type: none"> <li>Collaboratively work with primary schools in the local cluster to develop common approaches in the areas of literacy, attendance and behaviour management.</li> <li>Develop a formal process to regularly evaluate the impact and effectiveness of external programs upon student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Principal cluster established and meetings scheduled and prioritised</li> <li>Term 3 and Term 4 routine meetings with every feeder school to support successful transitions</li> <li>External program review completed and outcomes actioned in line with school strategic priorities</li> <li>Strengthened relationships with industry and Higher Education Institutions</li> <li>Cluster agreed protocols and ways of working</li> </ul>	<ul style="list-style-type: none"> <li>Supporting successful transitions plan</li> <li>Cluster collaboration plan</li> <li>Service Level of Agreements</li> <li>PACE framework</li> <li>SLAWF</li> <li>Next Steps survey</li> </ul>

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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