STRATEGIC PLAN 2020 - 2022

Moral Purpose: To empower students to contribute positively to society and to shape their futures using knowledge and skills developed in partnership with their family and wider community

Aspiration (for 2020-2022): To move from performing below like schools to at or above like schools and closer to the state average

Focus Areas	Description	Objectives			
A. Success for all students	Improving student academic achievement	1.1 Levels of student achievement in NAPLAN exceed those of like schools	1.2 Stable cohort progress in NAPLAN writing is similar to like schools	1.3 The proportion of students who attend regularly (90%) is increased	1.4 Provision of a guaranteed and viable curriculum
B. Learning environment	Creating a positive learning environment to support student learning and well being	2.1 Classroom environments support learning for all students (CMS, PBS)	2.2 A uniform whole school instructional framework is in place (iSTAR).	2.3 Quality teaching strategies are routinely used across the school (Fab 5)	2.4 At-Risk Students are effectively case managed	2.5 Students feel safe at school
C. Staff capacity	Developing a competent and motivated workforce supported by high quality leadership	3.1 Staff routinely monitor student progress and analyse data to inform practice	3.2 All teachers demonstrate high standards of instruction	3.3 Emerging and aspiring leaders are identified and supported	3.4 Increased alignment between teacher judgements and external data

Initiatives

A. Success for All Students
Coordinator: Cass Cole

Initiative	Initiative owner
A1 (1.1,1.2) Embed reading and writing teaching strategies	M Todd, C Cole
A2 (1.4) Implement effective classroom differentiation practises for identified students	B Viles, A Slaughter
A3 (1.1, 1.2) Continue to implement explicit instructional strategies in years K to 10	Program Coordinators
A4 (1.3) Students identified as at risk due to attendance are effectively case managed	J Pearson, V Bramwell-Keys
A5 (1.1, 1.2) Literacy and numeracy improvement teams continue to lead whole school improvement strategies including term tracking of reading	Z De Wolf, F Daxter, K Cooper
A6 (1.4) Scope and sequence documents exist for all subjects and year levels and align with SCSA expectations and show student targets.	M Todd, C Cole, PC's
A7 (1.4) Sufficient PL to effectively implement G & V curriculum K-10	M Todd, C Cole, PC's
A8 (1.4) Teachers use their knowledge of the history, culture and experiences of Aboriginal people, and explicitly use this in classroom practice	D McLaren, DP's, PC's T&L

B. Learning Environment
Coordinator: Mike Todd

Initiative	Initiative owner
B1 (2.1) Continue CMS implementation with ongoing professional learning	C Cole, M Todd
B2 (2.1, 2.5) Continue to implement PBS as a whole College approach	V Bramwell-Keys, J Pearson
B3 (2.1) Implement Mindfulness in Education (MMA) across years K to 10	J Pearson, M Todd, C Cole
B4 (2.2) The iSTAR whole school instructional framework is used as the lesson design model across K-10	C Mangan
B5 (2.3) The Fab 5 quality teaching strategies are used routinely and are visible throughout K-10	C Mangan
B6 (2.3) Coaching, mentoring and peer and self-observation and reflection is used to support teacher development	C Mangan, J Hills, PC's (T&L)
B7 (2.4) Rigorous processes are used to identify and case manage students at risk	J Pearson, A Slaughter, B Viles
B8 (2.5) Processes are used to identify and respond to underlying causes of students feeling unsafe at school	J Pearson

C. Staff Capacity
Coordinator: Clyde Graham

Initiative	Initiative owner
C1 (3.1) Teachers use data to inform instructional practice	Program Coordinators
C2 (3.2) The practice reflection process aligns closely with iSTAR and Fab 5	Performance Managers
C3 (3.3) Identify and support emerging and aspiring leaders in accordance with DOE Future Leaders Framework	C Graham
C4 (3.4) All teachers regularly collaborate and engage in valid moderation processes	Program Coordinators and LAL's

MILESTONES FIVE WEEKLY REVIEWS

	2020				2021				2022			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Review	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2

## FOCUS AREA A: SUCCESS FOR ALL STUDENTS (C Cole)

A1 Embed reading and writing teaching strategies (Mike Todd, Cass Cole)
- K-10 LIT leads College improvement processes and informs policy development
- All K-2 teachers continue to utilise prescribed programs to teach synthetic phonics
- All primary teachers continue to receive training in Talk 4 Write
- Tactical Teaching strategies continue to be used to support whole school literacy (7-10)
- Sufficient training has been conducted to enable staff to use Tactical Teaching writing strategies (7-10)
- Sufficient training has been conducted to enable staff to use Tactical Teaching reading strategies (7-10)

A2 Implement effective classroom differentiation practices for identified students (V Bramwell-Keys, A Slaughter)
- Teachers receive the required support to develop quality differentiated programs
- At least 80% of teachers demonstrate that they cater for higher ability students
- At least 80% of teachers demonstrate that they cater for lower ability students

A3 Continue to implement explicit instructional strategies in years K to 10
- Provide professional learning to consolidate the current EI practices
- At least 80% of Secondary MESH teachers routinely use EI practices
- At least 80% of Primary teachers routinely use EI practices

A4 Students identified as at-risk due to attendance are effectively case managed (J Pearson, V Bramwell-Keys, A Slaughter)
- Attendance improvement strategies are revised and tailored towards the three risk categories
- Attendance improvement strategies for the 'indicated' group are prioritised

A5 Literacy and numeracy improvement teams continue to lead whole school improvement strategies (D McLaren, F Daxter, S Ghuman, K Cooper, A Kundu)
- The NIT and LIT lead College improvement processes and inform policy development
- The NIT and LIT use contemporary research and performance data to inform improvement planning
- Build the capacity of all staff to implement effective numeracy teaching strategies
- At least 80% of teachers utilise prescribed strategies to teach numeracy

A6 Scope & sequence doc's exist for all subjects & year levels that align with SCSA expectations and show student performance targets (M Todd, C Cole, PCs T&L)
- Essential Content is developed for all LA's in 7-10 and MESH subjects K-6
- Essential Content is developed for non MESH subjects K-6
- Course Outlines are developed for all LA's 7-10 and MESH subjects K-6
- Course Outlines are developed for non-MESH subjects K-6
- Programs showing weekly content are developed and implemented for all Learning Areas for K-10

A7 Sufficient PL to effectively implement G & V curriculum K-10 (M Todd, C Cole, Program Coordinators T&L)
- Provide professional learning about guaranteed and viable curriculum
- LAL's audit current curriculum and assess against G & V standards
- Teachers collaborate in PLT's to develop G&V curriculum

A8 Teachers use their knowledge of the history, culture and experiences of Aboriginal people, and explicitly use this in classroom practice.(D Biswas, B Sugunasingam, L Lawrence, DPs, PCs)
- All staff receive professional learning in the ACSF
- Learning area planning reflects the ACSF priorities
- ACSF implemented across K-10 in all learning area plans and programs as appropriate

FOCUS AREA B: LEARNING ENVIRONMENT (M Todd)

B1 Continue CMS implementation with ongoing professional learning (C Cole, M Todd)
- All permanent teachers are CMS trained by the end of their second year in the College

B2 Continue to implement Positive Behaviour Support as a whole College approach (J Pearson, V Bramwell-Keys, A Slaughter)
- The PBS committee meets regularly
- A common language for positive behaviour expectations exists
- Unacceptable student behaviours are addressed with a teaching and learning focus
- Clear procedures exist for classroom managed and referred student behaviours
- PBS Values are taught in all year levels
- Data informs planning for student behaviour interventions

B3 Implement Mindfulness in Education (MMA) across years K to 10 (J Pearson, A Slaughter, M Todd, C Cole)
- All staff receive training in Mindfulness
- Mindfulness committee is formed and meets regularly to inform whole school planning
- At least 80% of teachers incorporate Mindfulness strategies in Health lessons years K-6
- At least 80% of teachers incorporate Mindfulness strategies in PD/Health/Advocacy lessons years K-10
- Mindfulness practices are embedded across the school and complement existing BMS approaches.
- Student Services interventions include Mindfulness education and practices

B4 The iSTAR whole school instructional framework is in place across years K to 10 (C Mangan)
- The iSTAR instructional framework is used for delivery of content and lesson planning K-10
- Processes are in place to induct new staff in the iSTAR instructional framework within a term of appointment
- Instructional walkthroughs occur weekly to monitor whole college improvement goals

B5 The Fab 5 quality teaching strategies are routinely used across years K to 10 (C Mangan)
- The Fab Five are used as the predominant learning strategies and approaches across all K-10 learning environments
- Professional learning delivered by college leaders and teachers models appropriate Fab 5 strategies
- Processes are in place to induct new staff in the Fab Five within a term of appointment

B6 Coaching, mentoring and peer and self-observation and reflection is used to support teacher development (J Hills, C Mangan, M King, Program Coordinators T&L)
- Mentors and coaches plan for and conduct regular classroom observations for small groups and individual teachers
- At least 60% of teachers engage in peer observation, self-observation and reflection to support their professional growth
- At least 5 professional learning teams engage in video observation for lesson and teaching strategy analysis annually.
- Teacher coach supports early career teachers with professional learning needs

B7 Rigorous processes are used to identify and case manage students at risk (J Pearson, A Slaughter, V Bramwell-Keys)
- Student Services referral processes support the identification of SAER
- All identified SAER are case managed and at least 80% have documented plans
- TNI for identified at-risk students
- TLI for identified at-risk students

B8 Processes are used to identify and respond to underlying causes of students feeling unsafe at school (J Pearson, A Slaughter)
- Identify issues affecting student perceptions of safety at school
- Prioritise the key issues
- Identify and implement suitable strategies to address key issues

FOCUS AREA C: STAFF CAPACITY (C Graham)

C1 Teachers use data to inform instructional practice (Program Coordinators T&L)
- All staff receive training in Data Literacy (within 12 months)
- At least 80% of teachers collect and use evidence when planning to improve student performance (formative assessment; teaching
- All teachers use summative assessments to evaluate student progress
- PLT's use multiple sources of data to collaboratively plan for cohort improvement.

C2 The practice reflection process for teachers aligns closely with iSTAR and Fab 5 (Performance Managers)
- The practice reflection process overtly includes iSTAR and Fab 5
- Classroom observations of iSTAR and Fab 5 inform practice reflection process

C3 Identify and support emerging and aspiring leaders in accordance with the DOE Leadership Strategy (C Graham)
- Policy and procedures have been developed to support emerging aspirant leaders
- Emerging aspirant leaders have been identified and inducted
- All identified emerging aspirant leaders are engaged in a development program
- Effective processes exist to support emerging aspirant leaders

C4 All teachers regularly collaborate and engage in valid moderation processes (Program Coordinators T&L, LALs)
- Common Assessment Tasks are set for all MESH LA's K-10
- Internal moderation for Maths and English (3,5,7,9)
- External moderation with Beckenham, Gibbs St, Thornlie, Lynwood for Maths and English (3,5,7,9)
- K-6 and Secondary English teachers receive training in Brightpath (2021)

Legend: when reviewed (grey) | working towards (yellow) | achieved (green) | (pink)
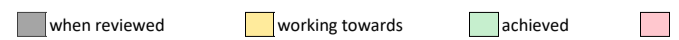
KEY PERFORMANCE INDICATORS

MORAL PURPOSE: To empower students to contribute positively to society and to shape their futures using knowledge and skills developed in partnership with their family and wider community.

ASPIRATION: To move from performing below like schools to at or above like schools and closer to the state average

		Metric used to measure progress	Performance 2019	2020 Interim Target	2021 Interim Target	2022 Final Target
Overall Aspiration	To move from performing below like schools to at or above like schools and closer to the State average	OA 1: Schools Online – student details – attendance by year level – semester 1 – % with regular attendance compared to all WAPS	1 out of 11 year groups at or above WAPS	2 out of 11 year groups at or above WAPS	3 out of 11 year groups at or above WAPS	4 out of 11 year groups at or above WAPS
		OA 2: Schools Online – student performance – NAPLAN – progress - current cycle – stable cohort progress compared with like schools progress	5 out of 9 cohorts above Like Schools	5 out of 9 cohorts above Like Schools	6 out of 9 cohorts above Like Schools	6 out of 9 cohorts or above Like Schools
		OA 3: RTP data – custom spread sheet - % of records showing consistently or often	92% P show consistently or often; 81% S show consistently or often	92% P show consistently or often; 81% S show consistently or often	93% P show consistently or often; 82% S show consistently or often	93% P show consistently or often; 82% S show consistently or often
		OA 4: SAIS - % of student receiving a C grade or better in all subjects reported.	82%	82%	83%	83%

KPI Table

A. SUCCESS FOR ALL STUDENTS (C Cole)

Objectives	Owner	Metric used to measure progress	2019 Baseline	2020 Interim Target	2021 Interim Target	2022 Final Target
1.1	M Todd, C Cole	NAPLAN 3,5,7,9 – num, read, writ – % st in top 20% or middle 60% of WAPS compared with like schools / SAIS % of st achieving C grade or higher in Eng / % of students passing OLNA by the end of yr 10	3 data sets / 77% / 64%	4 data sets / 77% / 64% Data not available / X / 60.4	4 data sets / 78% / 65%	4 data sets / 78% / 65%
1.2	M Todd, C Cole	NAPLAN stable cohort progress in writing compared to like schools	5 groups above WAPS	5 groups above WAPS Data not available	6 groups above WAPS	6 groups above WAPS
1.3	J Pearson, V Keys	% of students attending regularly across years P-10 compared to WAPS	1 group at or above WAPS	2 groups at or above WAPS%	2 groups at or abpove WAPS	3 groups at or above WAPS
1.4	C Rumble, N Stretch, J Chedid, A Slaughter					

B. LEARNING ENVIRONMENT (M Todd)

Objectives	Owner	Metric used to measure progress	2019 Baseline	2020 Interim Target	2021 Interim Target	2022 Final Target
2.1	M Todd, C Cole	SAIS ABE data sets	83% P show consistently or often; 73% S show consistently or often	84% P show consistently or often; 74% S show consistently or often	85% P show consistently or often; 75% S show consistently or often	86% P show consistently or often; 76% S show consistently or often
		teacher survey 2.1 AM / student survey 2.1AM / parent survey 2.1AM	TSAM 82.5 / SSAM 68.3 / PSAM 76.4	TSAM 83.0 / SSAM 68.8 / PSAM 76.9 TSAM 82.5 / SSAM 68.8 / PSAM 75.3	TSAM 83.5 / SSAM 69.3 / PSAM 77.4	TSAM 84.0 / SSAM 69.8 / PSAM 77.9
2.2	C Mangan	teacher survey 2.2AM / student survey 2.2AM / parent survey 2.2AM / ILT observation schedule	TSAM 85.9 / SSAM 74.8 / PSAM 80.5	TSAM 86.4 / SSAM 75.3 / PSAM 81.0	TSAM 86.9 / SSAM 75.8 / PSAM 81.5	TSAM 87.4 / SSAM 76.3 / PSAM 82.0
2.3	M Todd, C Cole	teacher survey 2.3AM / student survey 2.3AM / parent survey 2.3AM	TSAM 84.7 / SSAM 73.5 / PSAM 70.4	TSAM 85.2 / SSAM 74.0 / PSAM 70.9 TSAM 85.0 / SSAM 72.9 / PSAM 70.8	TSAM 85.7 / SSAM 74.5 / PSAM 71.4	TSAM 86.2 / SSAM 75.0 / PSAM 71.9

Objectives	Owner	Metric used to measure progress	Baseline Performance 2019	2020 Interim Target	2021 Interim Target	2022 Final Target
2.4	J Pearson	Case management records / teacher survey 2.4AM / parent survey 2.4 AM	TSAM 76.0 / PSAM 76.0	TSAM 76.5 / PSAM 76.5	TSAM 77.0 / PSAM 77.0	TSAM 77.5 / PSAM 77.5
2.5	J Pearson	teacher survey 2.5AM / student survey 2.5AM / parent survey 2.5AM	TSAM 78.5 / SSAM 68.3 / PSAM 76.7	TSAM 79.0 / SSAM 68.8 / PSAM 77.2	TSAM 79.5 / SSAM 69.3 / PSAM 77.7	TSAM 80.0 / SSAM 69.8 / PSAM 78.2

C. STAFF CAPACITY (C Graham)

Objectives	Owner	Metric used to measure progress	Baseline Performance 2019	2020 Interim Target	2021 Interim Target	2022 Final Target
3.1	C Graham	teacher survey 3.1AM	TSAM 81.1	TSAM 81.6 TSAM 83.6	TSAM 82.1	TSAM 82.6
3.2	C Graham	teacher survey 3.2AM / student survey 3.2AM	TSAM 78.2 / SSAM 74.2	TSAM 78.7 / SSAM 74.7 TSAM 74.6 / SSAM 73.8	TSAM 79.2 / SSAM 75.2	TSAM 79.7 / SSAM 75.7
3.3	C Graham	Leadership Strategy monitoring data				
3.4	C Graham	teacher survey 3.4AM; Schools Online–st perf–grade alignment–sem 1–at or above WAPS mean NAPLAN for numeracy, reading, writing in yrs 3,5,7,9 / teacher survey 1.4 AM / student survey 1.4AM / parent survey 1.4AM	TSAM 79.5; 7 out of 12 sets are at or above the WAPS mean / TSAM 77.7 / SSAM 72.0 / PSAM 76.0	TSAM 80.0 ; 7 out of 12 sets are at or above the WAPS mean / TSAM 78.2 / SSAM 72.5 / PSAM 76.5	TSAM 80.5; 8 out of 12 sets are at or above the WAPS mean / TSAM 78.7 / SSAM 73.0 / PSAM 77.0	TSAM 81.0; 8 out of 12 sets are at or above the WAPS mean / TSAM 79.2 / SSAM 73.5 / PSAM 77.5