






Quality Teaching



Actions	Strategies	When	Progress
Collaboratively develop an agreed evidence based understanding of the adult ethos promoted at North Lake Senior Campus	In structured group meetings explore what we understand to mean adult ethos and how best to promote and model it to students in our teaching and interactions with students	SDD Term 3 2021	Roll-out Term 3, 2021; embedded by start of 2023
Collaboratively align the Campus vision statement to confirm staff beliefs about effective teaching and learning including a rigorous commitment to progressively apply these in classroom practice	a) Develop an agreed Teaching Framework. b) Develop an agreed Instructional Model.	SDD, Term 2, 2021  	a) To be completed and embedded Term 2, 2021 b) Teaching and Learning Framework done c) Instructional Model Term 3; in effect in classes 2022
Support staff in implementing the agreed Teaching Framework and Instructional Model through structured coaching and peer or classroom observation opportunities.	Produce a phased plan to introduce Peer Observation and structured coaching to align with Teacher Performance Development structures and expectations.	SDD Term 3 2021 	Plan during Term 3, 2021 for implementation and development in 2022
Collaboratively build an understanding and common language associated with high-quality teaching – specifically to address strategies for effective differentiation, classroom management and the pedagogical framework	Establish a Professional Sharing opportunity that accesses contemporary Professional Learning in Quality Teaching to build a common language in high-quality teaching. Develop and oversee a Professional Learning culture promoting Quality Teaching and student engagement.	SDD, Term 2, 2021	Plan 2021 Develop in 2022 Action and ongoing review 2023+
Build teachers' data literacy through the provision of campus-wide alignment of performance development and reflection on student performance.	a) Staff develop student performance data literacy through a variety of a data sources with support of leadership. b) Staff to link their professional development through data analysis.	Term 1, SDD, 2021 	Completed and embedded but ongoing Cycles of review to continue

Quality Teaching



Actions	Strategies	When	Progress
As part of the Campus planning cycle, resource and engage staff to schedule opportunities for formal collaboration, moderation and the sharing of best practice focused on improved student performance.	<ul style="list-style-type: none"> a) Develop and refine a cycle of meetings in the calendar for collaborative time in and across learning teams b) Establish clear expectations that focus on moderation, assessment and embedding quality teaching initiatives. 	<ul style="list-style-type: none"> a) Term 2, 2021 b) Term 2, 2021 	<ul style="list-style-type: none"> a) Done but requires alignment to professional development plans and calendar b) To be completed and embedded Term 3, 2021, Trial and develop Sem 2, 2021. Action Term 2, 2022
Appraise critically, the range and purpose of Campus-based assessment tools and timetable the assessments in a whole-of-Campus Assessment Schedule	<ul style="list-style-type: none"> a) Audit an understanding of curriculum planning expectations established by the Authority. b) Review current course/assessment outlines. c) Prepare Course and Assessment outlines for 2022 reflecting improved understanding of quality assessment principles. 	<ul style="list-style-type: none"> a) Commence Term 3, 2021. b) Commence Term 3, 2021. c) Term 3, 2021. 	<ul style="list-style-type: none"> a) Finalised Term 3 and 4, 2021. b) Finalised Term 4, Week 3 of 2021. c) Term 4 Week 6 for 2022 outlines. Development and support from line managers Semester 2, 2021.
Ensure student success milestones and targets are determined collaboratively and reflect student performance improvement.	Develop a school based data set that reflects the differentiated case management paradigm for each individual student's improvement journey.	SDD, Term 4, 2021	Commencing In Term 3 for refinement Term 4, plan for introduction 2022.
Build a timetable grid that meets Departmental and Industrial requirements flexibly in a Senior Campus environment with a focus on student needs, engagement and paths to the future.	Construct a timetable that achieves the stated parameters.	Term 2, 2021. 	Finalised Term 3, 2021. On track.
Provide professional development to support teachers to achieve a whole-of-campus approach to Literacy with a focus on strategies to support Non English Speaking Background Students.	Develop a Literacy focused teaching support plan embedding quality teaching initiatives across the Campus.	Planning to commence Term 3, 2021 pending determination of resourcing	Introduced during 2022. On-going project planned to be whole-school by mid-2023.
Develop the campus's online learning capacity.	<ul style="list-style-type: none"> a) Provide professional learning, resources, guidance and support to assist teachers to develop remote learning across the campus. b) Provide professional learning, resources, guidance and support to assist teachers to develop remote learning across the campus. 	<ul style="list-style-type: none"> a) Term 3, 2021 b) Term 3, 2021 	<ul style="list-style-type: none"> a) Commenced Term 3, 2021; ongoing and under maintenance b) TBC