

	Priorities • What we want to achieve	Outcomes • What we expect to see in the school	Strategies • How are we going to achieve it?	Targets • How we measure it
1. Pedagogical Practice	○ Continually improving quality teaching and learning through reference to the TfEL Framework. (Harry & Julie)	1.1 Improved use and consistency of research based pedagogical practices including TfEL framework.	1.1 Curriculum leaders to drive the teaching/ learning with teachers for improved pedagogical practices.	1.1 Every teacher includes pedagogy expectations and strategies in PDP.
	○ Implement pedagogical practices and improve learning design tasks so all students are stretched and can achieve in the high grade bands.	1.2 Teachers applying high intellectual challenge, pedagogy and design.	1.2 Pedagogical expectations and learning design are included in teacher PDP's.	1.1 100% of classrooms have growth mindset language displayed.
	○ Growth Mindset is incorporated into classroom practice through building resilience in students.	1.3 Improved teacher knowledge and understanding of site pedagogical expectations- student voice, use of data, multiple entry points and growth mindset.	1.2 Develop a growth mindset and common language. Eg: 3 Before Me; Learning Pit.	1.3 Audit reflects STEAM pedagogy.
	○ STEAM pedagogy across curriculum.	1.4 STEAM pedagogy visible in teacher planning 7 – 12.	1.3 STEAM PLC established and documented STEAM Strategic Plan developed.	1.4 MDI & TfEL Compass Student Survey will reflect improved student engagement and TfEL Compass.
	○ Teachers include 21 st Century and Digital Pedagogy in unit planners, assessment design and classroom practice.	1.5 Students engaged in authentic 21 st Century Learning using personal devices appropriately.	1.4 Effective practice plan developed for 21 st Century digital learning.	1.5 Every teacher includes the Australian Curriculum General Capabilities Cross Curriculum Priorities in unit plans.
			1.5 Targeted Digital Learning Workshops included in meeting structures.	
2. Tracking & Monitoring: Identify and Enact Clear Intervention Processes	○ Intervention programs that are targeted, purposeful, measurable and time bound.	2.1 Individual student's achievement is tracked, monitored and appropriate support structures in place.	2.1 Feedback on intervention strategies are a regular item on LAT & House Team meeting agendas throughout 2017.	2.1 Identified intervention programs show student learning growth in academic achievement.
	○ LaN data sets are disseminated across transition points and teachers using cohort trend data.	2.2 Existing NEPs, IEPs and ILPs are updated with SMART targets and published for all subject teachers to access and adjust their teaching and learning programs accordingly to meet the needs of all students.	2.1 LaN, LAT agreements are included in the LAT 2017 Action Plan.	2.2 % of students in the middle and upper growth band for NAPLAN increases from 62% and exceeds 75% in Numeracy and Literacy.
	○ Processes and responses to the interrogation of individual data, achievement, attendance, behaviour, are documented and reviewed.	2.2 Teachers use the L&N data sets to differentiate the learning.	2.2 Student progress tracked and monitored every 5 weeks. Identify as Students at Risk/Academic Recovery Referral.	2.2 25% of Year 9 students achieve Band 8 or above in NAPLAN Numeracy (currently 20%).
		2.3 Students referred and interim support strategies in place.	2.3 Review attendance process and policy, and action appropriate strategies.	2.3 GPA growth at individual and cohort data.
	○ Identification of LI using the Speech Pathologist and targeted intervention strategies implemented.	2.4 Multiple data sets available to all teachers.	2.3 Early LI identification at Primary School.	2.3 Increase attendance 7 - 12 from 86% - 90%.
	○ ATSI Student achievement tracked and monitored.	2.4 ATSI Students achievement improved.	2.4 AET tracks and monitors ATSI student achievement.	2.4 A decrease in the number of assessments at Seaford Secondary College; early identification focus at Primary level.
	○ Track and monitor AC and SACE achievement.	2.5 Students are submitting quality work within clear guidelines.	2.5 Clear, consistent deadline strategies are implemented effectively.	2.4 An increase of 15% in attendance for ATSI students across 2017.
			2.6	2.5 A decrease of 10% in lateness of ATSI students across 2016.
				2.5 4% increase in SACE completion from 86% to 90%
				2.6

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3. Australian Curriculum Alignment and Literacy & Numeracy Learning Design & Moderation	<ul style="list-style-type: none"> Unit plans, scope and sequence reflect the relevant Australian Curriculum Achievement Standard and SACE Requirements. 3.1 	<p>All teaching staff upload Unit Overviews (course outlines) assessment tasks on DayMap by Week 3 of each semester. 3.1</p>	<p>LAT meetings include learning design planning time and moderation processes. 3.1 3.2</p> <p>Targeted and timely PL workshops delivered by staff experts. 3.2</p>	<p>All LATs have AC scope and sequence (Week 5, Term 1), AC planners and assessment tasks document (Week 5 of each term). 3.1</p>
	<ul style="list-style-type: none"> Professional Learning Committee targets school strategic directions and DECD initiatives. 3.2 	<p>All unit plans are aligned to the Australian Curriculum, Achievement Standards, General Capabilities. 3.1</p>	<p>2 Pupil Free Days allocated for Learning design, assessment (LDA) and moderation. 3.3</p>	<p>100% of staff engage in Professional Learning forums. 3.2</p>
	<ul style="list-style-type: none"> All teachers participate in collaborative moderation. 3.3 	<p>Professional Development aligned with SIP & PIP. 3.2</p>	<p>Alignment of AC standard to LDA through: 3.3</p> <ul style="list-style-type: none"> common assessment tasks assessment rubrics & scaffolding tools differentiation and student centred learning opportunities moderation (validation of A-E activities) learning design (Designing for Intellectual Challenge, evidence of deeper learning, two way learner feedback) organising and managing portfolios analysis of annotated work samples 	<p>100% of teaching staff engage in collaborative moderation and audit tasks. 3.3</p>
	<ul style="list-style-type: none"> Implement a Numeracy and Literacy Improvement Cycle 3.4 	<p>Teachers have confidence to report to learners and parents accurately reflecting learning A - E applied consistently. 3.3</p> <p>All teaching staff participate in the collective moderation process in Weeks 5-6 every term. Build Leadership capacity through professional learning opportunities. 3.3</p> <p>Assessment tasks identify capabilities e.g. literacy and numeracy and report levels of the continuum, twice per semester. 3.4</p>	<p>Develop and implement whole school numeracy and literacy and plan in consultation with all staff and partnership sites. 3.4</p>	<p>100% of teachers are confident in assigning A - E in moderation processes. 3.3</p> <p>100% of teaching staff are included in numeracy/literacy Improvement Plan consultation. 3.4</p>
4. Improving School Culture	<ul style="list-style-type: none"> To create a learning environment where students, families and staff value their connectedness to the school to create a positive culture and sense of belonging. 4.1 	<p>Students are engaged in extract curricula activities. 4.1</p> <p>Students wearing school uniform every day. 4.1</p>	<p>Students are actively encouraged to participate in extra-curricular activities including; Sports Programs, STEAM initiative, Arts Programs, Exhibitions and Performances, International Program and Camps/Excursions with stories celebrated on website, Facebook and newsletter. 4.1</p>	<p>90% of students take part in at least one activity. 4.1</p>
	<ul style="list-style-type: none"> Student voice is promoted and valued by staff to provide engaging learning programs. 4.2 	<p>Student Voice opportunities are evident in learning activities and class meetings. 4.2</p>	<p>Uniform Policy updated and shared with the community. 4.1</p>	<p>MDI results indicate improved connectedness within school and neighbourhood. 4.1</p> <p>100% of students in uniform. 4.1</p>
	<ul style="list-style-type: none"> All members of the school community value the perspective of others using a restorative approach. 4.3 	<p>All members of the school community value the perspective of others using a restorative approach and appropriate policies. 4.3</p>	<p>Student Leadership (through SRC) and class discussions, student voice is representative of and responsible to student cohort and is a vehicle for change and raising awareness. 4.2</p> <p>Staff and students accessing and utilising appropriate EDCD and School policies including training in safe work practices and procedures and decision making. 4.3</p>	<p>100% of Care Groups hold regular class meetings. 4.2</p> <p>Attendance, Achievement and behaviour data targets are met. 4.1</p> <p>MDI results see an improvement from 22% in high engagement to 40%. 4.1</p> <p>100% of staff enacting safe work practices and procedures in line with DECD and school policies. 4.3</p> <p>Opinion and MDI surveys show improvement in communication and feedback domains. 4.3</p>