



2017 SCHOOL IMPROVEMENT PRIORITIES

In 2017, our school community will work collaboratively and with purpose to make a world of difference for all of our students by:

IMPROVEMENT PRIORITY	RATIONALE	ACTIONS AND LINKAGES TO STRATEGIC PLAN	
 <p>1 Increasing the proportion of Years 7 to 10 students attaining an A or B Level of Achievement by an average 4% across all subject areas</p>	<p>Quality teaching and learning is our core business. In 2016, the school undertook considerable work to collaboratively review our approach to teaching and learning. In 2017, we begin the work of implementing our revised evidence-based pedagogical framework, with an emphasis on the key challenges of improving the educational gains made by boys and by students already achieving at high levels. Evidence suggests that focussing on improved LOA data will, in turn, help improve NAPLAN data, which currently indicates that many boys and higher achieving students are not making anticipated progress. Subject area specific targets will help ensure that an LOA of A or B is achieved by all students projected to reach U2B. However, it is also important to monitor and extend high achieving students to ensure they make adequate yearly progress even if already achieving an LOA of A or B.</p>	<ul style="list-style-type: none"> Implement prioritised elements of our revised pedagogical framework, with a focus on <i>Curriculum Intent and Sequencing Teaching and Learning</i> (Strategy 1.2) Build leader and teacher capability through pedagogical coaching, collaborative inquiry processes, and targeted use of Investing for Success resources (Strategy 1.4) Realign performance development processes and professional development planning around implementation of the school's pedagogical framework (Strategy 1.4) Identify and track higher performing students and boys not making adequate progress and utilise targeted pedagogical strategies to improve their LOA and relative gain (Strategy 1.5) 	ACADEMIC EXCELLENCE
 <p>2 Maintaining the percentage of Year 12 students attaining their QCE or QCIA at above 98%</p>	<p>Year 12 Certification is vital to ensuring our students' success in their pathways beyond school. In 2016, our school made significant progress in enhancing the QCE/QCIA outcomes of our senior students. Much of our initial work was reliant on improved use of data and enhanced school systems and case management and intervention processes. Our challenge in 2017 is to ensure that strategies linked to responsive pathways and to quality teaching and learning help us to consolidate our progress in 2016 and continue shifting from a reactive to a more proactive response, with the goal of every student attaining Year 12 certification.</p>	<ul style="list-style-type: none"> Implement Certificate II Foundation Skills and expanded Certificate III offerings, develop further partnerships with RTOs, and investigate further options for enhancing senior curriculum offerings (Strategy 2.1) Finalise and implement revised career education program, with a holistic and developmental approach across Years 7-12 (Strategy 2.1) Further enhance case management, support strategies and pathways for identified at-risk student groups, including Indigenous and EALD students (Strategy 2.2) 	PATHWAYS FOR ALL
 <p>3 Enhancing students' capacity to act as effective global citizens and leaders</p> <p><i>(Key target to be set using new global citizenship survey measure)</i></p>	<p>Effective global citizens of the future will require a complex set of skills and attributes in order to be competitive, successful, flexible, reflective and resilient learners in a fast-paced, globally connected and knowledge-driven society. In 2016, we began exploring our school's understanding of global citizenship and its benefits and began formalising partnerships with key organisations to develop new learning opportunities for our students. In 2017, we begin the implementation of our new Global Studies Program in Year 7 while also continuing to develop partnerships and learning opportunities that ensure all students can develop as global citizens. We will also continue our work around measuring the growth and impact of these attributes and skills in our students.</p>	<ul style="list-style-type: none"> Promote the school's shared definition of global citizenship and coordinate the leadership of global education programs and initiatives (Strategy 3.1) Implement specialist Global Studies Program for Year 7 students in partnership with key external organisations and systematically identify opportunities for embedding global citizenship across the curriculum (Strategy 3.2) Work with external partners to develop and implement rigorous systems for measuring and formally recognising global citizenship learning (Strategy 3.2) 	GLOBAL CITIZENS
 <p>4 Enhancing students' positive engagement, wellbeing and resilience</p> <p><i>(Key target to be set using new student resilience survey measure)</i></p>	<p>We must seek to ensure that all learners are active and engaged members of our school community. Our students face increasingly complex and diverse pressures and challenges in their lives. Equipping our students with the skills and attributes to improve their own wellbeing and to develop resilience and a growth mindset will enhance their outcomes both within the classroom and across all other aspects of their lives. In 2017, our revised wellbeing framework, a reinvigorated focus on our CARE philosophy and the tracking of student resilience will allow us to ensure that all students can learn and thrive in a safe and supportive environment with high expectations for engagement and success.</p>	<ul style="list-style-type: none"> Implement new measures for monitoring student wellbeing and resilience and for identifying specific areas for targeted improvement and intervention (Strategy 4.1) Implement a holistic approach to the development of resilience and growth mindset through both explicit teaching in CARE and embedded within the curriculum and within the enactment of the school's pedagogical framework (Strategy 4.1) Reinvigorate the use of the CARE Philosophy expectations across the school and embed within classroom management processes and pedagogical practices (Strategy 4.2) 	RESILIENT LEARNERS