2018 SCHOOL IMPROVEMENT PRIORITIES

In 2018, our school community will work collaboratively and with purpose to make a world of difference for all of our students by:

IMPROVEMENT PRIORITY	RATIONALE AND CONTEXT	ACTIONS AND LINKAGES TO STRATEGIC PLAN	
1 • Increasing the proportion of Years 7 to 10 students attaining an A or B Level of Achievement (LOA) to 56% (+2%) • Increasing the proportion of students achieving in the Upper Two Bands (U2B) of NAPLAN in Writing by 2019 to 14% (+3%)	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 began the work of implementing our revised evidence-based pedagogical framework, with an initial emphasis on the Curriculum Intent domain. A team of Pedagogical Coaches was introduced to support the framework's implementation. In 2018, teaching teams will utilise a differentiated collaborative inquiry framework to prioritise specific elements of the pedagogical framework that will drive improved learning outcomes for each year level in each subject area. Teams are setting specific year level and subject targets for increasing students' LOA data. Evidence suggests that focussing on improved LOA data will, in turn, help improve NAPLAN data, which currently indicates that key groups of our students, including boys and higher achieving students, are not making adequate progress, particularly in relation to writing.	• Continued implementation of the school's Pedagogical Framework, utilising a differentiated, department-level approach **(Strategy 1.2)** • Refined utilisation of pedagogical coaches and collaborative inquiry process to support this differentiated approach and participation in state-wide collaborative inquiry focused on improving the performance of our top students **(Strategy 1.4)** • Continued use of department-level A-B LOA targets and the addition of NAPLAN Writing U2B as key performance indicators **(Strategy 1.5)** • Collaborative development and enactment of department-level action plans detailing each department's LOA targets, focus on writing, and year-level, subject-specific goals relating to implementation of the school's Pedagogical Framework **(Strategy 1.5)**	**ACADEMIC EXCELLENCE**
2 • Maintaining Year 12 QCE / QCIA attainment at above 99% • Developing 21st Century Skills and Social Innovation program aligned to new Senior Assessment and Tertiary Entrance (SATE) framework	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. In 2017, we further refined these processes and maintained our very high level of Year 12 Certification. While it will be important to ensure that Year 12 Certification remains high in 2018, the school also needs to review processes in preparation for the new SATE framework, which will have significant implications for QCE/QCIA attainment. 2018 will also be a critical year for educating the school community about the new SATE and preparing for the implementation of new syllabuses and assessment practices. The new SATE also provides the opportunity to explore more innovative approaches to embedding 21st century skills and higher order thinking in our senior schooling pathways.	• Refinement of case management approach to QCE attainment and alignment to the new SATE framework **(Strategy 2.2)** • Development of a community education and engagement strategy in relation to the new SATE framework **(Strategy 2.2)** • Review of Senior Schooling roles and structures to align positions and programs to the demands and opportunities of the new SATE framework **(Strategy 2.2)** • Refinement of career education programs in alignment with the new SATE framework **(Strategy 2.1)** • Development of a parallel subject to students' senior studies in partnership with CQUniversity and Foundation for Young Australians to enhance higher order thinking, interdisciplinary learning and social innovation **(Strategy 2.3)**	**PATHWAYS FOR ALL**
3 • Increasing student attainment in the Global Perspectives Inventory five-point scale by 8% in the Knowing (to 3.6), Social Interactions (to 3.7) and Affect (to 4.1) elements • Increasing student attainment to 50% in the Information Technology (+ 11%) and Entrepreneurship (+18%) domains of the Global Perspectives Inventory	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. In 2017, we began the implementation of our new Global Studies Program in Year 7 while also developing key global partnerships and identifying a measure to evaluate our impact in enhancing students' global citizenship. 2018 provides an opportunity to expand and strengthen our programs and partnerships, ensure a whole-of-school understanding of our new programs, and deepen our engagement with CIS to ensure that the school's upcoming reaccreditation provides an authentic and collaborative opportunity for whole-school review and improvement.	• Expansion of Global Studies Program into Year 8 **(Strategy 3.2)** • Establishment of partnerships through the IPS Alliance and the Foundation for Young Australians to develop enhanced mechanisms for evaluating program impact **(Strategies 3.2 and 3.3)** • Identification of further opportunities to strengthen and enhance external partnerships – CIS, CQUniversity, Decarbonize and Plan for the Planet programs **(Strategy 3.3)** • Provide opportunities for staff to engage in CIS team visits and accreditation training **(Strategy 3.1)** • Whole-of-school promotion of global citizenship rationale and approach **(Strategy 3.1)**	**GLOBAL CITIZENS**
4 • Increasing student resilience as measured by the RYA survey to 51% (+10%) in the School Belonging domain and to 53% (+5%) in the Boundaries and Expectations domain • Increasing staff morale and wellbeing support to 77% (+15%) as measured in the School Opinion Survey (SOS) S3222, S3223, S3224	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, we developed a revised Wellbeing Framework integrated with our Pedagogical Framework, established whole-school norms to strengthen our CARE Philosophy and expectations, began systematically measuring student resilience, and identified strategies to support staff wellbeing. In 2018, we will build on these foundations to embed a holistic approach to wellbeing founded on resilience, positive psychology and growth mindset, with a focus on both students and staff.	• Continued engagement with positive psychology and growth mindset as underpinning frameworks for student and staff wellbeing **(Strategy 4.1)** • Use of the Resilient Youth Australia survey tool and collaboration with RYA staff to continue refining the school's approach to student wellbeing and resilience **(Strategy 4.1)** • Continued exploration of ways to prioritise and support staff wellbeing as well as student wellbeing, including partnership with Peak Performance Psychology **(Strategy 4.5)** • Additional behaviour management support though case management, review of whole-school processes, reinforcement of behaviour norms and teacher PD **(Strategy 4.2)**	**RESILIENT LEARNERS**

Our Mission: *Working collaboratively to develop life-long learners and global citizens who achieve personal excellence through their responsibility, purpose, resilience, compassion and innovation*