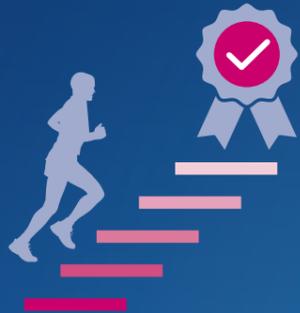


Priorities

We are all improving our performance



Focused Improvement Practice

Reading: Plan and implement reading for learning within a school-wide framework, using a wide range of texts.

Student Directed Goals: Activate students as owners of their learning by helping them collect evidence of their progress towards their learning and performance goals.

Our School's Performance Indicators

All Years

- 42% As; 80% A or B; <2% D/E.
- Overall, students show measurable improvement in achievement.
- All students set goals, monitor progress towards these goals and use evidence to set new goals quarterly using their iPad.

Senior

- All students graduate with a meaningful pathway and a QCE or QCIA.
- All QCS subject means reach agreed targets.
- All students improve QCS results over Y11/12.
- 100% QTAC applicants receive an offer.
- QCS results: 45% A and <7% D.
- 50% OP1-5, 98% OP1-15 and 50 OP1s.

Junior

- All Y7 & 9 students improve on their Y5/7 NAPLAN results by one band or more.
- All Y7 & 9 students improve on Reading and Numeracy raw score from practice tests to NAPLAN result.
- 65% of Y7s achieve band 8 or 9 in NAPLAN Numeracy; 65% in Reading, Spelling and Grammar; 45% in Writing.
- 62% of Y9s achieve band 9 or 10 in NAPLAN Numeracy; 60% in Reading, Spelling and Grammar; 45% in Writing.
- All eligible students reach National Minimum Standard in Reading and Numeracy or have a plan to do so.

Our Teachers' Performance Indicators

All Classes

- I have helped students keep As or move from B to A.
- I have helped students move from C to B.
- All my students have achieved at least a C.
- I checked that my students use explicit processes for analysing and inferring.
- My students set learning and performance goals and show evidence of their progress towards these goals.
- I know my learners and can pinpoint their improvement on my data placemats.
- I routinely use reading as a learning strategy.
- I work with my colleagues to plan and implement experiences that expose students to a wide range of texts.

Senior

- I have helped every student to rung creep.
- Every student has improved in the CCEs for which I am responsible, especially the high impact CCEs.
- I know how students are tracking towards their rank order, QCE and OP and I have assisted each student to write learning improvement strategies.

Junior

- Every student has improved their numeracy, reading comprehension, writing, spelling and grammar and punctuation from their Y7 results.
- Every student has reached the National Minimum Standard in Numeracy (if applicable) and Reading.

We are all visibly learning



Reflective Practice: Teachers use a range of evidence to regularly reflect on practice and inform their teaching, DPP and collaborative work.

All Students Learn: Intentionally engage in the learning cycle:

- **Where the learner is going:** WALT, WILF, TIB
- **Where the learner is now:** data placemat; checking for understanding; and common formative assessment
- **How to get there:** feedback reflection moves learning forward.

All Years

- All teachers develop deeper understanding of checking for understanding and formative assessment, clearly link these to learning goals and use a variety of strategies including digital strategies.
- >96% A or B for Behaviour; >91% A or B for Effort.

Senior

- All teachers target deeper knowledge in pedagogy within the DOL framework in their DPP.
- There is a strong culture of collaborative learning amongst all staff.

Junior

- All teachers engage in Faculty and PLC collaboration that uses the learning cycle to ensure students master learning.

All Years

- I can articulate and show examples of the improvements I have made to my teaching (using DOL framework).
- The language of DOL is embedded in my practice.
- I use my DPP to guide my development.
- I effectively check for understanding regularly and use formative assessment to shape my students' learning.
- I use professional learning to improve my practice.
- I can articulate how I have enhanced pedagogy with digital technologies.
- I collect and interrogate a range of evidence to reflect on my practice.
- I work collaboratively to guarantee high quality outcomes for all my students.

We are all building positive culture



Learning Behaviours: Our dynamic learning culture is enhanced by explicit teaching of learning behaviours that develop these **Habits of Mind: questioning and problem solving; thinking interdependently; and meta-cognition.**

Learning Pit: The school and classroom culture enables students to productively work through difficulty, embrace challenge and develop a Growth Mindset.

All Years

- Students apply the three identified Habits of Mind to classroom and school activities.
- Students know the language of Learning Pit and Growth Mindset and see difficulty as an opportunity.
- Student academic and social wellbeing are at high levels.
- Attendance rates are 96%.

All Years

- My students demonstrate effective learning behaviours in the three targeted areas.
- I use digital technologies to enhance student learning behaviours.
- My students know the language of Growth Mindset and display these attributes.
- My students are challenged and I provide differentiated support to ensure appropriate levels of challenge.