



| Priority Area 1: Aspiration & Commitment – Curriculum & Pedagogy  |   |  |                  |
|---|---|--|------------------|
| Key Strategies & Actions – KEY FOCUS AREAS 2022 – PEDAGOGY & POSITIVE EDUCATION   | Evidence & Measures   | Responsible Officers   | Timeline         |
| <b>Curriculum &amp; Pedagogy:</b><br>Continue to deliver learning with a continuing explicit focus on best practice pedagogy. The next lift is from the classroom.  |   |  |                  |
| <ul style="list-style-type: none"> <li>Implement Positive Education as our school framework, with a targeted curriculum focus on the implementation of the AC general capabilities, cross-curriculum priorities and Positive Education lessons.</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum documentation incorporating AC General Capabilities, Cross Curricular Priorities, C21 Skills</li> <li>Collegial engagement options to include: Positive Education, Cross Curricular priorities, General Capabilities, C21 Skills, Profiling</li> <li>HG Planning completed and mapped across the year.</li> </ul>   | Principal<br>HOD Positive Education<br>HODS Curriculum<br>Teachers<br>Classroom TAs                          | Term 1 & Ongoing |
| <ul style="list-style-type: none"> <li>Implement KYL strategies – to inform a focus on formative assessment and feedback. A specific focus on feedback modes in Years 7-10</li> </ul>   | <ul style="list-style-type: none"> <li>BIUW focus for Year 7 – English Term 2, wider roll out Terms 3/4.</li> <li>APDP processes &amp; Data Plan to track the implementation of KYL strategies for identified students.</li> <li>Student Achievement Data – semester junctures</li> </ul>   | Principal<br>DP Teaching & Learning<br>HODS Curriculum<br>Teachers   | Term 2 & Ongoing |
| <ul style="list-style-type: none"> <li>Continue the targeted roll out and embedding of writing strategies (WTE, CAPP), including ongoing audit of curriculum documentation by Writing Mentors to inform scope and sequence.</li> </ul>  | <ul style="list-style-type: none"> <li>Annual survey and feedback – staff and students – capability focus</li> <li>WTE diagnostic testing</li> <li>Relative Gain: NAPLAN 7-9, eWrite pre-post testing</li> </ul>  | DP Junior Transition<br>Writing mentors<br>Teachers  | Term 3 Focus     |
| <ul style="list-style-type: none"> <li>Continue to embed and deepen high impact signature practices: <b>Pedagogy:</b> literacy (writing), thinking, digital pedagogies and differentiation (inclusion, feedback and extension focus) <b>Positive Education:</b> curriculum and Positive Education lesson focus</li> </ul> | <ul style="list-style-type: none"> <li>Student Achievement Outcomes</li> <li>A-B 60% - with a focus on B-A creep and C-B creep</li> <li>Reinvigorated COP</li> </ul>  | DP Teaching & Learning<br>DP Human Resources<br>HOD Positive Education<br>Senior Leadership Team<br>Teachers | Ongoing          |
| <ul style="list-style-type: none"> <li>Develop a collegial engagement framework through consultation with stakeholders (refined from 2020). Enact agreed practices for observation, feedback, coaching and the use of data to ensure continual staff development and student outcome improvement.</li> </ul>              | <ul style="list-style-type: none"> <li>Whole school collegial framework collaboratively developed and enacted.</li> <li>Line Management</li> <li>Staff feedback - SOS</li> </ul>  | Principal<br>DP Teaching & Learning<br>HOD T&L   | Term 1<br>Term 2 |
| <ul style="list-style-type: none"> <li>Refine and systematically enact agreed moderation practices.</li> </ul>  | <ul style="list-style-type: none"> <li>100% teachers participate in rigorous moderation practices.</li> <li>Collegial Engagement to include option for moderation at (B, A) junctures.</li> </ul>   | Executive Team<br>Senior Leadership Team   | Ongoing          |
| <b>Capability Building:</b><br>Continue to build teacher and leader capacity to deliver the Explicit Improvement Agenda.  |   |  |                  |
| <ul style="list-style-type: none"> <li>Provide targeted and staged professional development in Positive Education for all staff.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher feedback mechanisms:               <ul style="list-style-type: none"> <li>Survey at conclusion of all PD to inform future practice</li> <li>School Opinion Survey</li> <li>Writing Mentor Feedback</li> </ul> </li> <li>Collegial engagement mechanisms – ESCM, Writing, Pedagogy</li> <li>COPs refined and responsive to staff needs</li> <li>School wide moderation implemented and quality assured – years 7-12 – all faculties</li> <li>Increased data responsive practice at SLT and Teacher Level</li> <li>Increased student formative feedback (inc BIUW in Year 7 English)</li> <li>Personalised Learning Plans enacted for identified students</li> <li>100% staff engage with Collegial Engagement framework</li> <li>Quality assurance through Line Management – Executive/Senior Leadership Team//Program Leaders</li> </ul> | Executive Team<br>Senior Leadership Team   | Ongoing          |
| <ul style="list-style-type: none"> <li>Provide ESCM training to teaching staff and classroom-based teacher aides.</li> </ul>  |   |  |                  |
| <ul style="list-style-type: none"> <li>Continue to build teacher capacity with student engagement – ESCM, introduction of staff developed behaviour processes and classroom profiling.</li> </ul>   |   |  |                  |
| <ul style="list-style-type: none"> <li>Provide ongoing (N) ASOT professional development and training in alignment with pedagogical quality assurance processes (collegial engagement, moderation).</li> </ul>  |   |  |                  |
| <ul style="list-style-type: none"> <li>Develop teacher expertise with formative feedback – for learning and assessment – including a variety of feedback modes and strategies aligned to learning.</li> </ul>   |   |  |                  |
| <ul style="list-style-type: none"> <li>Provide a full suite of induction PD for teachers new to CSHS, including WTE, (N) ASOT, Positive Education, thinking and school expectations</li> </ul>  |   |  |                  |
| <ul style="list-style-type: none"> <li>Provide WTE professional development for all new staff (yet to undertake full suite of training), and refresher professional development for continuing staff (SFD 2022)</li> </ul>  |   |  |                  |
| <ul style="list-style-type: none"> <li>Provide time and quality assurance support to SLT and teachers for the ongoing refinement and review of curriculum and assessment.</li> </ul>  |   |  |                  |
| <ul style="list-style-type: none"> <li>Provide PD to SLT and identified key staff to implement the Collegial Engagement framework, building professional practice improvement, aligned to APDP, student data tracking and school-wide moderation</li> </ul>   |   |  |                  |
| <ul style="list-style-type: none"> <li>Provide training and support to teachers for the development of PLPs for identified students.</li> </ul>   |   |  |                  |
| <ul style="list-style-type: none"> <li>Continue to increase Instructional Capacity of broader Leadership Team (including HODs) through coaching, alignment of role and rigorous monitoring of EIA</li> </ul>  |   |  |                  |

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| Key Strategies & Actions – KEY FOCUS AREAS 2022 – PEDAGOGY & POSITIVE EDUCATION  | Evidence & Measures   | Responsible Officers  | Timeline            |
| <b>Quality Assurance &amp; Data:</b><br>Continue to measure the efficacy of delivery, and impact of the Explicit Improvement Agenda.   |   |   |                     |
| <ul style="list-style-type: none"> <li>Establish a baseline of (N) ASOT across all teachers and faculties - implement tiered professional development for ASOT in response to identified baseline measures.</li> </ul>   | <ul style="list-style-type: none"> <li>100% staff provided pedagogical professional development/pedagogical feedback – commensurate with identified needs/stage.</li> </ul>   | DP Teaching & Learning<br>HOD T&L   | Semester 1          |
| <ul style="list-style-type: none"> <li>Track progress at key junctures (semester) from our identified baseline, to ensure the efficacy of evidence based pedagogical and differentiation strategies in a full inclusion classroom.</li> </ul>  | <ul style="list-style-type: none"> <li>Classroom learning data evidence – Collegial Engagement, Walk Throughs</li> <li>APDP Junctures – deliberate tracking of 3 identified students</li> </ul>   | DP Inclusion<br>All Other DPs<br>Senior Leadership Team<br>All teaching staff     | Ongoing             |
| <ul style="list-style-type: none"> <li>Develop and implement a collegial engagement framework aligned to school priorities, APDPs and student tracking, to support professional practice improvement and assess impact at semester junctures.</li> </ul>   | <ul style="list-style-type: none"> <li>Protocols established and communicated to all staff – aligned to documentation</li> <li>Tracking of participation – Line Management</li> <li>100% teaching staff involved in Collegial Engagement Processes</li> </ul>   | DP Teaching & Learning<br>HOD T&L<br>Senior Leadership Team                       | Semester 1          |
| <ul style="list-style-type: none"> <li>Quality assure the delivery of Positive Education lessons across years 7-12.</li> </ul>   | <ul style="list-style-type: none"> <li>Classroom learning data evidence – Collegial Engagement, Walk Throughs</li> <li>Line Management Walks</li> </ul>   | DP Human Resources<br>HOD Positive Education<br>YLCs<br>Senior Leadership Team    | Ongoing             |
| <ul style="list-style-type: none"> <li>Measure the impact of writing strategies across the curriculum from the refined scope and sequence.</li> </ul>  | <ul style="list-style-type: none"> <li>Student reporting data</li> <li>NAPLAN results 2022</li> </ul>   | DP Junior Transition<br>HOD Junior Secondary<br>Writing Mentors                   |                     |
| <ul style="list-style-type: none"> <li>Implement student data tracking, with agreed protocols and processes specific to each year level – to determine the impact of KYL strategies, increase student agency, inform JET /SET planning and enable QCE tracking.</li> </ul>   | <ul style="list-style-type: none"> <li>Engagement with academic tracking – student and teacher, establishment of goals</li> <li>QCE attainment measures, engagement with external learning eg. University, Mater Health</li> <li>Clarification and alignment of entrance, exit and extension opportunities in excellence programs.</li> <li>100% QCE Attainment</li> <li>100% QTAC Offers</li> <li>ATAR 90% and above, increase from baseline 2020 data – considering cohort % sharing results</li> <li>60% A-B with associated achievement creep from 2021 data</li> </ul> | DP Senior Secondary<br>All other DPs<br>Senior Leadership Team                    |                     |
| Priority Area 2: Community – Wellbeing, Belonging & Partnerships   |   |   |                     |
| Key Strategies & Actions - KEY FOCUS AREAS 2022 – PEDAGOGY & POSITIVE EDUCATION  | Targets & Measures  | Responsible Officers  | Timeline            |
| <b>Curriculum:</b>   |   |   |                     |
| <ul style="list-style-type: none"> <li>Develop/review and implement role descriptions for all leaders and program managers with a focus on accountabilities.</li> <li>Implement partnership with Mater Health Cert II/III Health Education.</li> <li>Embed CLASS activities across all curriculum areas, building on current engagement and staffing.</li> <li>Celebration of culture and diversity across school and wider community.</li> <li>Develop online referral processes for Wellbeing Team and Guidance Officer Referrals</li> </ul> | <ul style="list-style-type: none"> <li>Defined roles and accountabilities for all positions underpinning deep knowledge of role.</li> <li>Cert III sustained student enrolment; completion and VET outcomes</li> <li>Renewed CLASS engagement – at year 7/8, cross curricular, excellence and extension programs</li> <li>Online wellbeing referrals to provide a baseline measure to enable efficacy of student support</li> </ul>   | Principal<br>All DPs<br>Senior Leadership Team                                    | Term 1 &<br>Ongoing |
| <b>Capability Building:</b>  |   |   |                     |
| <ul style="list-style-type: none"> <li>Implement Parent Information sessions to build community understanding of and support for Positive Education</li> <li>Continue work with Beginning/Establishing Teacher Mentors and supports.</li> <li>Develop a bespoke Aspirant Leader Group program.</li> <li>Support the ongoing work of the Wellbeing Committee.</li> </ul>  | <ul style="list-style-type: none"> <li>Parental engagement with Positive Education sessions</li> <li>Continuing BETM meetings</li> <li>Established Aspirant Leader Group</li> </ul>   | DP Human Resources<br>HOD Positive Education<br>B&EYT Mentor<br>YLCs<br>Principal | Term 1              |
| <b>Quality Assurance &amp; Data:</b>   |   |   |                     |
| <ul style="list-style-type: none"> <li>Refine APDP processes to reflect key strategic priorities in the school for increase valid teacher engagement.</li> <li>Reinvigorate a COP approach to support the strategic priorities and areas of development in the school – voluntary, celebrating engagement and success.</li> <li>Establish regular and rigorous line management at SLT and ELT level</li> <li>Establish regular feedback processes to review and refine COPs</li> </ul>   | <ul style="list-style-type: none"> <li>Staff engagement with APDP and survey of satisfaction</li> <li>School Opinion survey <ul style="list-style-type: none"> <li>Staff – increase across all wellbeing measures</li> <li>Parents – increase across all wellbeing measures</li> <li>Students – increase across all wellbeing measures</li> </ul> </li> <li>Staff participation in COPs and COPs impacting pedagogical delivery – via Collegial Engagement Feedback</li> <li>Student attendance &gt;92%</li> </ul>  | Senior Leadership Team<br>Program Leaders   | Ongoing             |

### Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.