

School Priorities

School Strategic Plan - 1. Curriculum

Priority Targets

≥90% of P-6 students achieve A - C results in English; ≥50% of P-6 students achieve A - B results in English.
 ≥95% of 7-12 students achieve A - C results in English; ≥50% of 7-12 students achieve A - B results in English.
 ≥95% of 7-12 students achieve A - C results in Mathematics; ≥50% of 7-12 students achieve A - B results in Mathematics.
 100% of Year 12 students achieve QCE.
 Attendance – 90%

School Strategic Plan Strategy: Written and enacted curriculum

Actions	Targets/Outcomes	How	Responsible Officer(s)
A clearly identified written and enacted curriculum aligned to the P-12 Curriculum Assessment Reporting Framework. Version 9 implemented in English, Math & other curriculum areas – secondary Primary - Math	Greater consistency in practice across cohorts.	Evidenced in scope and sequence. Evidenced through classroom observations.	Principal, Deputy Principal Head of Department(s) Teachers

School Strategic Plan Strategy: Reading – strategic alignment of Reading across all faculties

Actions	Targets/Outcomes	How	Responsible Officer(s)
Enact and embed the College Literacy Strategy	100% of teaching staff implement literacy strategy.	Evidenced in scope and sequence. Evidenced through classroom observations and walk throughs	Principal, Head of School Head of Department(s) Teachers

School Strategic Plan Strategy: Writing – ongoing development of a culture of writing.

Actions	Targets/Outcomes	How	Responsible Officer(s)
Writing is explicitly planned, taught and assessed in all learning areas in alignment with the Australian Curriculum (P-12). Embedded quick write activities (P-12). Explicit instruction of sentence and paragraph strategies (7-12).	100% of teachers plan, teach and assess the writing requirements of the Australian Curriculum. 100% of teachers plan and implement daily quick writes. 100% of teachers plan and teach sentence and paragraph strategies.	Evidenced in scope and sequence. Evidenced in assessment tasks. Evidenced through classroom observations and walk throughs.	Principal, Head of School Head of Department(s) Teachers

School Strategic Plan Strategy: Numeracy - increased engagement in numeracy activities.

Actions	Targets/Outcomes	How	Responsible Officer(s)
Embedded daily numeracy warm-ups into daily practice	100% of math teachers plan and implement numeracy warm-ups.	Evidenced in scope and sequence. Evidenced through classroom observations.	Principal, Head of Department(s)

School Strategic Plan - 2. Teaching Excellence

Priority Targets

100% of staff participate in lesson observations and feedback cycle with a focus on High Impact Teaching Strategies (HITS).
 100% of staff participate in marker student strategy.
 Engagement in regular rigorous internal and external moderation practices.

School Strategic Plan Strategy: Implementation of High Impact Teaching Strategies

Actions	Targets/Outcomes	How	Responsible Officer(s)
Review and embed High Impact Teaching Strategies (HITS) in planning. Implement in daily teaching: Focus HITS -Explicit teaching -Worked Examples	Targeted HITS strategies shared regularly at sub-school/faculty staff meetings. *Teacher Observations	Evidenced through classroom observations.	Head of Schools Deputy Principal Head of Department(s) Teachers

School Strategic Plan Strategy: Staff engage in data analysis for improvement

Actions	Targets/Outcomes	How	Responsible Officer(s)
Continued refinement of marker student strategy process through regular scheduled data analysis, planning and review.	100% of staff engage in Marker Student Strategy to determine opportunities for student improvement.	Scheduled Line Manager lead discussions each term. Bump it up wall conversations	Head of Schools Deputy Principal Head of Department(s) Teachers

School Strategic Plan Strategy: Staff engage in internal and external moderation.

Actions	Targets/Outcomes	How	Responsible Officer(s)
Refine and reinvigorate moderation processes to ensure shared understanding and consistency within and between; faculties, sectors, schools and cluster.	100% of HODs embed moderation process into planning, teaching and learning cycle. 100% of teaching staff actively participate in school and cluster moderation.	Evidenced through staff attendance at internal moderation meetings. Evidenced through staff attendance at external moderation cluster meetings.	Principal, Head of School Deputy Principal Head of Department(s) Teachers

School Strategic Plan - 3. Wellbeing for Learning

Priority Targets

Improved SOS results related to the management of behaviour, as reported by three response groups, students, parent and staff

School Strategic Plan Strategy: Improved identification of and support for students

Actions	Targets/Outcomes	How	Responsible Officer(s)
Early identification of students requiring intervention – academic, attendance, social and emotional and behavioral	Intervention programs in place for all students identified. Reduction in School Disciplinary Actions.	Intervention programs in place: Pause, zones of regulation, flexispace, behaviour plans, 'You Can Do It', DICE	Principal, Head of School Deputy Principal Heads of Departments Teachers

School Strategic Plan Strategy: Develop a whole college Wellbeing Framework

Actions	Targets/Outcomes	How	Responsible Officer(s)
Implement a P-12 approach for the delivery of the College Wellbeing framework	100% of staff consistently implementing specified student wellbeing framework	Targeted delivery schedule with weekly focus. Increased College communications identify weekly focus.	Deputy Principal House Coordinators Homegroup Teachers

School Strategic Plan Strategy: Explore and promote community partnerships

Actions	Targets/Outcomes	How	Responsible Officer(s)
Focused engagement with the community to promote Earnshaw State College	Increased enrolments in Prep and Year 7. Increased SBT/SBA opportunities for Earnshaw State College students. Increased engagement of Year 10-12 students in Work Experience.	Allocate staff to engage with local kindergartens. Allocate staff to promote onsite playgroup. Engagement with local feeder schools by Deputy Principals and Heads of School Allocate staff to engage with local industry.	Principal, Head of School Deputy Principal Teachers RTO Manager ILO