

IMPROVEMENT PRIORITY		STRATEGIES				SUCCESS INDICATORS			
CURRICULUM									
English – Reading and Writing		Reading		C	C	R	C	➤	Students participating in daily dialogic reading, vocabulary and word study activities
		➤ Explicit Teaching of Sounds Write P – 2, Heggerty and Robust vocabulary						➤	Continuous improvement of reading levels in NPALAN
		➤ Explicit teaching of vocabulary yrs 3 – 9, robust vocabulary, word studies						➤	Improvement in A – C Results
		Writing	C	R	R	C	➤	Sentence and Paragraph strategies embedded in unit plans	
		Numeracy	I	C	R	C	➤	All students engaged in daily warmups	
		➤ Daily Warmups and Numeracy activities							
TEACHING EXCELLENCE									
Expand existing planning and teaching processes to incorporate a consistent college-wide approach to in-class, high impact teaching and differentiation strategies for all students, including high achieving students		➤ 2025 focus - Revise – (first 4), Work on feedback, + 1 faculty choice	I	C	R	C	➤	Evidenced in classroom observation and APDP goal setting	
		High Impact Teaching Strategies 1. Setting individual student goals 2. Structure of lessons 3. Explicit Teaching 4. Exemplars 5. Collaborative Learning 6. Multiple exposures 7. Questioning 8. Feedback 9. Metacognitive Strategies 10. Differentiated Teaching							
		➤ Continue to engage in observations and feedback between staff in primary and secondary – Vocabulary and HITs	I	C	R	I		All staff participate in lesson observations – 2 x year	

IMPROVEMENT PRIORITY		STRATEGIES	2022	2023	2024	2025	SUCCESS INDICATORS
Enhance teacher data analysis strategies and data literacy through organised opportunities to share existing best practice		➤ * 2025, Introduce Student Dashboard Data with class teacher involvement in the setting, monitoring and reviewing of data in data meetings	C	R	RV	I	All staff participate in setting goals for students through student dashboard Data
	Enhance moderation processes to establish consistent practices across the college in all phases of curriculum implementation	➤ * 2025 Moderation - consistency of practice and streamline processes ➤ Engage in cluster moderation – (primary)	I	C	R	I	➤ All staff, primary and secondary engaged in both in school moderation. Primary – cluster moderation
LEARNING AND WELLBEING							
Profiling opportunities offered to beginning teachers to further build capability in classroom management and pedagogy.		➤ * 2025 Profiling opportunities for all staff ➤ Professional development plan developed from staff Annual setting professional goals aligned to 2025 explicit improvement agenda	I	I	C	*	Beginning teachers participate in profiling All staff participate in annual setting professional goals (APDP)
Review and refine processes for the student Code of Conduct		➤ Matrix of expectations revised, simplified, clarified, taught and reinforced - Age appropriate/ reinforced	I	R	C	RV	Matrix revised and all staff implement matrix. Increased SOS survey data.
Wellbeing Team approach to proactive programs, support for tier 2 and 3 students.		➤ Wellbeing plan developed identifying proactive programs and external supports when required	I	R	C	RV	Range of programs implemented reducing number of students accessing Tier 2 & 3 supports.
Continue to develop partnerships with local organisations, early learning centres, universities and primary schools to enhance student outcomes		➤ Primary Partnership Days ➤ Leadership day with Primary Schools ➤ Partnerships with Universities ➤ Local Cluster Early Childhood Centers ➤ Playgroup	I	C	R	RV	Increased activities with schools, universities, ECE and increased membership of playgroup.