

ACHIEVEMENT (1)*Curriculum Planning and Assessment*

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| 4 Year (Strategic Plan) Goal | To improve student achievement across years 7-12, ensuring that all ability levels are supported and challenged to reach their potential and are demonstrating learning growth. |
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| KIS for 2018/2019 | To ensure a whole school focus on student learning growth. |
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| 2018 Target | To develop and implement a whole school approach to improving literacy and numeracy outcomes. |
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If we develop a whole school approach to improving literacy and numeracy outcomes by [ACTION] , then we will see [EVIDENCE]

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| 2018 Actions | <ul style="list-style-type: none">• Implementing the SHINE programs• Identify relevant literacy and numeracy skills, upskill staff to teach explicitly across the College• Creating a whole school professional development plan to support the development and implementation of teaching literacy and numeracy across the college.• Upskilling teachers on the use and analysis of PAT data to inform their teaching. |
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| 2018 Evidence | <p>What changes will we see in the knowledge, skills and mindset of student, teachers, parents and leaders?</p> <ul style="list-style-type: none">• Improvement in SHINE assessments• Student learning outcomes will improve (CATs, PAT, NAPLAN, Learning Confidence)• Improved teacher confidence and efficacy in teaching literacy and numeracy strategies. (*baseline data needed)• Documentation of differentiation (teaching strategies, learning resources, assessment) |
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ACHIEVEMENT (2)

Curriculum Planning and Assessment

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| 4 Year (Strategic Plan) Goal | To improve student achievement across years 7-12, ensuring that all ability levels are supported and challenged to reach their potential and are demonstrating learning growth. |
| KIS for 2018/2019 | To ensure a whole school focus on student learning growth. |
| 2018 Target | To refine and enhance curriculum and assessment practices across the College. |

If we refine and enhance curriculum and assessment practices across the College by [ACTION] , then we will see [EVIDENCE]

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| 2018 Actions | <ul style="list-style-type: none">• Ensure consistent whole school assessment tools, such as developmental rubrics and formative assessment tasks.• To develop the capacity of teachers to moderate and collaboratively analyse formative assessment to identify our student point of need.• To increase student ownership of their learning• To ensure that curriculum documentation meets the needs of all students at various levels |
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| 2018 Evidence | <p>What changes will we see in the knowledge, skills and mindset of student, teachers, parents and leaders?</p> <ul style="list-style-type: none">• Improved learning growth as measured by PAT.• Teachers to be able to articulate and demonstrate the growth of their student learning• Development of a whole school assessment schedule• Curriculum documentation on Rubicon. |
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ENGAGEMENT

Building Practice Excellence

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| 4 Year (Strategic Plan) Goal | Improve student connectedness to their learning and student and parent connectedness to the school community. |
| KIS for 2018/2019 | To develop a whole school approach to teaching and learning. |
| 2018 Target | To develop and implement a whole school approach to a consistent lesson schema. |
| If we <i>develop and implement a whole school approach to teaching and learning</i> by [ACTION] , then we will see [EVIDENCE] | |
| 2018 Actions | <ul style="list-style-type: none">• Develop an implementation plan for GANAG• Introducing and developing staff in the use of GANAG• Identify and develop resources |
| 2018 Evidence | What changes will we see in the knowledge, skills and mindset of student, teachers, parents and leaders? <ul style="list-style-type: none">• Professional learning plan for GANAG• PD (first day back and built into meeting schedule)• Teachers can articulate GANAG• Creation of goal setting sheet• Creation of coaching model incorporating GANAG• Sourcing and distributing relevant readings |

WELLBEING

Positive Climate for Learning

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| 4 Year (Strategic Plan) Goal | Build an enhanced environment of learning and resilience for all members of the Carrum Downs Secondary College community. |
| KIS for 2018/2019 | To create a positive, College-wide environment which allows all members to successfully engage in learning. |
| 2018 Target | To promote, engage and improve support structures across the College community. |
| If we <i>promote, engage and improve support structures across the College community</i> by [ACTION] , then we will see [EVIDENCE] | |
| 2018 Actions | <ul style="list-style-type: none">• Continuation of the development of student voice and the Student Leadership Model across the College• Implementation of resiliency project for staff and students• Promotion of Doctors in Schools• Increase in student engagement and connectedness• Build community and parent engagement• Review and upskilling of the 4R process and restorative conversations |
| 2018 Evidence | <p>What changes will we see in the knowledge, skills and mindset of student, teachers, parents and leaders?</p> <ul style="list-style-type: none">• Student leaders driving programs across the College• Improvement in attendance and wellness data• Increased engagement for Doctors in Schools• Improved data in staff and student surveys i.e. ATTS |

PRODUCTIVITY (1)

Building Communities

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| 4 Year (Strategic Plan) Goal | Effectively use the school and community resources to build a culture of opportunity, high expectations and purpose throughout the school community. |
| KIS for 2018/2019 | To align resources to enhance student learning outcomes. |
| 2018 Target | To build practice excellence and consistency across the CoPs enabling smoother transition from year 5 to year 8. |

If we *build practice excellence and consistency across the CoPs enabling smoother transition from year 5 to year 8* by [ACTION] , then we will see [EVIDENCE]

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| 2018 Actions | <ul style="list-style-type: none"> • Introduce normed assessments e.g. PAT • Cluster Data analysis workshop with Matt Vines so all teachers develop understanding of monitoring key data sets and the importance of rigorous tracking to inform point of need teaching. • All teachers complete a self-evaluation against the HITS. • Align the HITS self-evaluation for individuals and teams to bespoke professional learning opportunities • Formalised timetable for observations • Aligned professional practice days to include opportunities for professional learning including moderation of work, observations etc. • Align the pedagogical approach, language and moderation opportunities for 5-8 transition in numeracy using the template of 2017 work. |
| 2018 Evidence | <p>What changes will we see in the knowledge, skills and mindset of student, teachers, parents and leaders?</p> <ul style="list-style-type: none"> • Use by teachers to assess twice per year to triangulate data. Moderated by CoP Groups in Literacy, Numeracy and Science. • Teacher planning references the use of data. Cross cluster walkthrough and observations by CoP Groups/CoP Principals/SEIL indicate differentiation of teaching. • Teachers’ self-evaluation against HITS e.g. #8 Feedback and # 10 – differentiated teaching. • Teachers’ HITS self-evaluation judgements (in areas of specified need – referencing PDP) increase along the continuum of practice. Referenced in mid and end cycle PDP discussions. • Staff survey results increase for collective efficacy, academic emphasis and Instructional leadership from 2017 benchmark • NAPLAN Data increases in each area by XX% TBC • Calendared PL opportunities between the cluster schools. • Teachers’ HITS self-evaluation judgements (in areas of specified need – see PDP) increase along the continuum of practice. Referenced in mid and end cycle PDP discussions. • Staff survey results increase for collective efficacy, academic emphasis and Instructional leadership from 2017 benchmark |

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| | <ul style="list-style-type: none">• Identified numeracy areas are aligned with common language, assessment pieces, etc.• NAPLAN 5-7 data increase TBC |
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PRODUCTIVITY (2)

Building Communities

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| 4 Year (Strategic Plan) Goal | Effectively use the school and community resources to build a culture of opportunity, high expectations and purpose throughout the school community. |
| KIS for 2018/2019 | To align resources to enhance student learning outcomes. |
| 2018 Target | To increase ICT resources to support student learning. |
| If we <i>increase ICT resources to support student learning</i> by [ACTION] , then we will see [EVIDENCE] | |
| 2018 Actions | <ul style="list-style-type: none"> • Complete eLearning plan • Identify and document Learning Area specific programs / apps • Professional Development- ePotential • BYOD Plan for 2020 • Student Identity Data Policy |
| 2018 Evidence | <p>What changes will we see in the knowledge, skills and mindset of student, teachers, parents and leaders?</p> <ul style="list-style-type: none"> • Increased use of ICT in classrooms as shown by data from SIPS document • Documentation of IT use in curriculum documentation on Rubicon • Progress in the ePotential survey • Increased number of students bringing BYOD • Parent understanding of ICT use in CDSC is higher and they are able to provide informed consent • Community vision for ICT is understood by all stakeholders • Leadership profile recognises and reflects the CDSC ICT vision • ICT Budget |

PRODUCTIVITY (3)

Building Communities

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| 4 Year (Strategic Plan) Goal | Effectively use the school and community resources to build a culture of opportunity, high expectations and purpose throughout the school community. |
| KIS for 2018/2019 | To align resources to enhance student learning outcomes. |
| 2018 Target | To develop whole school structures and practices to build teacher capacity. |
| If we <i>develop whole school structures and practices to build teacher capacity</i> by [ACTION] , then we will see [EVIDENCE] | |
| 2018 Actions | <ul style="list-style-type: none">• Designing and implementing an observation and coaching model that supports improved teaching practice• Enhancing college-focussed targeted PD opportunities• Redeveloping role descriptions across the College and support staff to uphold their responsibility |
| 2018 Evidence | <p>What changes will we see in the knowledge, skills and mindset of student, teachers, parents and leaders?</p> <ul style="list-style-type: none">• Observable GANAG practices, observation protocols and schedules, Documentation on Rubicon, consistent Coaching Proforma• College- wide PD plan, PD budget• Greater use of 4R process, analysis of student management data indicates a reduction in removals and suspensions, PD on student engagement, observable practices in class |