

School Strategic Plan 2020-2024



SSP 2020-2024	Key Improvement Strategies	FISO Dimension
Achievement: Excellence in Teaching & Learning	Goal 1) To improve educational outcomes for all students.	
	<u>Differentiated Teaching & Learning</u> 1a. Build the capacity of all staff to understand the curriculum and develop the pedagogy to provide differentiated instruction in a learning environment that supports authentic, real-world learning for all students.	Evidence-based high impact teaching strategies
	<u>Evidence Informative Practice</u> 1b. Develop and embed assessment practices and data literacy to collect and use a range of data to accurately understand the individual learning needs of each student in order to plan the next steps in learning and monitor progress and growth over time.	Evaluating impact on learning
	<u>Professional Learning & Leadership</u> 1c. Develop the capabilities of professional learning team to expertly use data and the FISO improvement cycle to improve student learning outcomes.	Professional Leadership: Instructional and shared leadership
Engagement: Community Engagement in Learning	Goal 2) To improve students' engagement and participation in learning.	
	<u>Partnerships with Families</u> 2a. Develop a range of tools and approaches to strengthen partnerships within the parent/carer community to effectively support the learning and development of their child/ren.	Parents and carers as partners
	<u>Differentiation & Intervention Model</u> 2b. Develop procedures, protocols and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning.	Setting expectations and promoting inclusion
	<u>Community Engagement</u> 2c. Deepen and diversify partnerships to support our community to strengthen student engagement, wellbeing, transition and pathways.	Networks with schools, services and agencies
Wellbeing: Positive Climate for Learning	Goal 3) To improve students' health and wellbeing.	
	<u>Inclusive Strategies & Adjustments</u> 3a. Build staff knowledge and capacity to implement systems to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of tier 1, 2 and 3 students.	Setting expectations and promoting inclusion
	<u>Mental Health & Wellbeing</u> 3b. Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.	Health and wellbeing
	<u>Jackson Learner (Achievement, Engagement & Wellbeing)</u> 3c. Develop staff capacity to meet the complex health needs of students through a professional learning community of interdisciplinary allied health, wellbeing and engagement.	Setting expectations and promoting inclusion

Targets 2020-2024

SSP 2020-2024	Targets
Achievement: Excellence in Teaching & Learning	Goal 1) To improve educational outcomes for all students.
	By 2024, increase the percentage of students making good progress or above for learning growth using the school's 5-point progress scale from 92% to 95% across all English and mathematics modes and domains.
	1.2 By 2024, the percentage of students achieving at or above expectations against the school benchmarks will increase from: <ul style="list-style-type: none"> • reading and viewing from 64% in 2019 to 80% in 2024 • writing from 60% in 2019 to 80% in 2024 • speaking and listening from 66% in 2019 to 80% in 2024 • number and algebra from 67% in 2019 to 80% in 2024 • measurement and geometry from 59% in 2019 to 80% in 2024 • statistics and probability from 60% in 2019 to 80% in 2024 • personal and social capability from 51% in 2019 to 80% in 2024 1.3 By 2024, the School Staff Survey percentage positive endorsement will increase for: <ul style="list-style-type: none"> • academic emphasis from 86.4% in 2019 to 91% in 2024 • collective efficacy from 82.4% in 2019 to 87% in 2024 • understand curriculum from 86% in 2019 to 91% in 2024
Engagement: Community Engagement in Learning	Goal 2) To improve students' engagement and participation in learning.
	2.1 By 2024, the percentage of students with unexplained absence will decrease from 11% in 2019 to 9% in 2024 and the percentage of students with 20+ days will decrease from 40% in 2019 to 35% in 2024.
	2.2 By 2024, the percentage positive response on the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> • high expectations for success from 90% in 2019 to 92% in 2024 • parent participation and involvement from 87% in 2019 to 90% in 2024 • general satisfaction from 93% in 2019 to 95% in 2024. 2.3 By 2024, the exit destination for students exiting to further education, training or employment will increase from 95% in 2019 to 100% in 2024.
Wellbeing: Positive Climate for Learning	Goal 3) To improve students' health and wellbeing.
	3.1 By 2024, the ATtoSS percentage positive response will improve for: <ul style="list-style-type: none"> • managing bullying from 83% in 2019 to 85% in 2024 • motivation and interest from 88% in 2019 to 90% in 2024 • self-regulation and goal setting from 88% in 2019 to 90% in 2024
	3.2 By 2024, the School Staff Survey percentage positive endorsement will increase for: <ul style="list-style-type: none"> • shielding and buffering from 82% in 2019 to 85% in 2024 • trust in students and parents from 78% in 2019 to 82% in 2024 • Teacher Collaboration from 88% in 2019 to 90% in 2024 3.3 By 2024, the Parent/Carer/Guardian Opinion Survey percentage positive response will increase for: <ul style="list-style-type: none"> • non-experience of bullying from 80% in 2019 to 85% in 2024 • student voice and agency from 88% in 2019 in 90% in 2024 • special needs from 79% in 2019 to 83% in 2024